



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2021**

THEATRE ARTS



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019 THEATRE ARTS

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FOREWORD

This Students' Item Response Analysis Report in the Theatre Arts subject for the Form Two National Assessment (FTNA) 2021 has been prepared to provide feedback to teachers, students, parents, policy makers and the public in general about the performance of the students and the challenges they experienced in attempting the questions involved in the assessment.

The Form Two National Assessment is a two-year summative evaluation which, among other things, shows the effectiveness of the education system in general, and the education delivery system in particular. Fundamentally, students' responses to the assessment questions is a strong indicator of what the education system was able or unable to offer to students in their two years of secondary education.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of students in the Theatre Arts subject. Analysis indicates that the students who performed well were able to comprehend the task of the questions, and they had sufficient knowledge on the subject matter. On the contrary, those who scored low marks lacked adequate knowledge about the subject matter, and failed to identify the demands of the questions. Furthermore, the students who scored low marks lacked competencies in presenting answers, and demonstrated poor English language proficiency.

The feedback provided in this report will enable the education administrators, school managers, teachers and students to identify proper measures to be taken in order to improve students' performance in future assessments to be administered by the National Examinations Council of Tanzania.

The Council would like to thank all individuals who provided valuable assistance in the preparation of this report in various capacities.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the students' performance in Theatre Arts subject for the Form Two National Assessment (FTNA) 2021. The paper assessed the students' competences in Form One and Form Two topics in Theatre Arts Syllabus of 2008 and adhered to the assessment format of 2017.

There were a total of 552 registered students in Theatre Arts subject who sat for FTNA 2021. Among 552 students, only 240 (43.48%) students passed the assessment. The overall performance rate of students in FTNA 2021 has increased by 24.89 percent compared to the performance rate of 2020, where 66 (18.5%) students passed in this subject.

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

Three categories of scores have been used to grade the students' performance in each question. Scores ranging from 0 to 29 percent are referred to as weak performance, from 30 to 64 percent as average performance, whereas from 65 to 100 percent are considered as good performance. The analysis highlights the requirements of each question, as well as the strengths and weaknesses of the students' responses. The percentage of scores for each question is presented in figures. Furthermore, samples of good, average and weak responses that were extracted from the students' scripts are provided for illustration purposes. A summary of students' performance in each topic and question in Theatre Arts Subject for FTNA 2021 is shown in the Appendix.

2.0 ANALYSIS OF THE STUDENTS PERFORMANCE PER QUESTION

2.1 Section A: Objective Questions

This section consisted of four (4) compulsory questions. Questions 1 and 2 carried 10 marks each, while questions 3 and 4 carried 5 marks each. Section A carried a total of 30 marks.

2.1.1 Question 1: Multiple Choice Items

The question consisted of ten (10) multiple choice items set from different topics, namely Culture, World Theatre Practices, Performing Techniques in African Theatre and Performing Techniques in Non-African Theatre. The students were instructed to choose the correct answer from the given alternatives A to D.

A total of 552 (100%) students answered this question. The analysis of the student performance shows that, 105 (19.0%) students scored from 0 to 2 marks, which indicates poor performance; 409 (74.1%) students scored from 3 to 6 marks which is an average performance, while 38 (6.9%) students scored from 7 to 10 marks, indicating good performance. Generally, students' performance in this question was good because 81.0 percent scored from 3 to 10 marks. Figure 1 Illustrates the percentage of students' performance in this question.

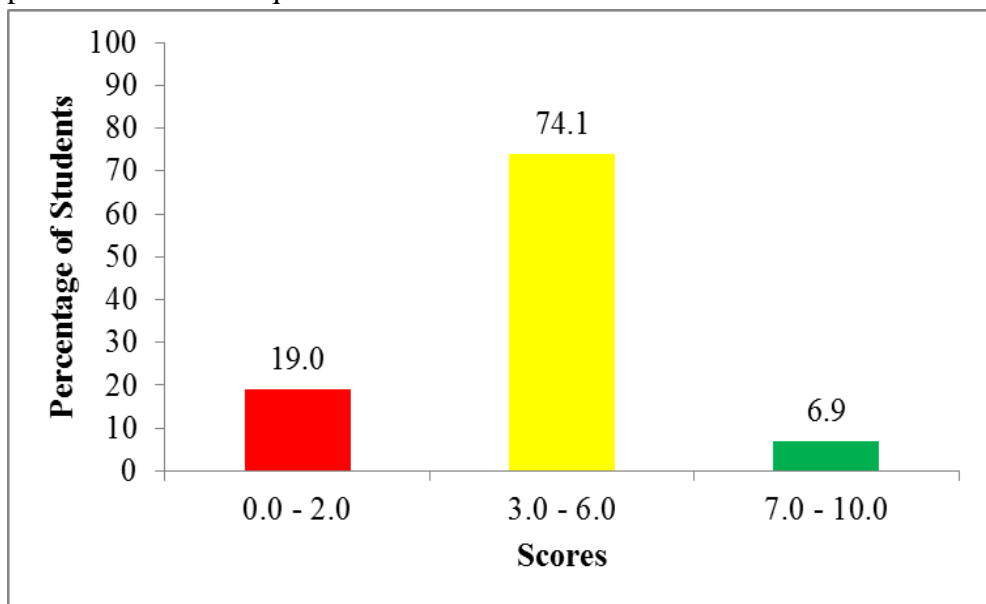


Figure 1: *The Percentage of Students' Performance in Question 1*

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

In item (i), students were required to identify the most popular traditional Japanese theatrical forms that use highly stylized setting. The correct answer was C “Kabuki Theatre”. The students who were able to choose the correct response had enough knowledge about Kabuki Theatre and its features. On the other hand, students who choose incorrect answers A “Bunraku” and B “Kathakali”, failed to realize that those are Indian Theatre. The students who chose response D “Opera” failed to realize that Opera is a Chinese theatre which use more sung than spoken.

Item (ii) required students to identify the types of conversation between two or more characters. The correct response was B “Dialogue”. The student who chose the correct answer had adequate knowledge about conversation between two or more characters. However, the students who opted for A “Miming” failed to realize that miming is an art of acting without words, and not a conversation. Moreover, the students who chose C “Improvisation”, and D “Chanting” were not aware that improvisation is creating something spontaneously and chanting is say or shout repeatedly in a sing-song tone which is not type of conversation. Therefore, those students had inadequate knowledge about dialogue.

In item (iii), students were required to select the role of language in Theatre Arts. The correct response was D “To define the character and make them genuine and reliable”. Students who opted for this correct answer had knowledge about role of language in theatre arts. The students who opted for responses; A “To make the character genuine and reliable”, did not realize that language define the character. Again, those who chose B “To define the actor and make them reliable” were not aware that language makes characters not only defined but also genuine and reliable, and for those who opted for C “To identify good and bad character of the actors”, were distracted by the items and failed to understand that the role of language is to make the character not only identified as good or bad but also genuine and reliable. Those students were distracted by the three options since each has one or two components which show the role of language in Theatre arts.

In item (iv), students were required to identify what makes dance an aesthetic communication. The correct response B “Time, sound, two and

three dimensional space” was opted by most of the students. The students who answered this question were aware of the features which make dance an aesthetic communication. However, students who opted for incorrect answer A “Movement, style and three dimensional spaces” failed to realize that dance needs time and sound to make it an aesthetic communication. Students who chose C “Style, weight and one dimensional space” and B “One dimensional space, style and sound” failed to understand that dance needs time, sound, two and three dimensional spaces to become an aesthetic communication. The students were distracted because each option had one or two components of dance as an aesthetic communication. Generally, students who selected incorrect responses in this question had inadequate knowledge about dance as an aesthetic communication.

Item (v) required students to choose the response which shows how to identify the culture of a particular society. The correct answer was C “By the life style of the society”. The students who chose the correct answer demonstrated sufficient knowledge about culture as a way of life of a group of people at a certain place. However, the students who chose either A “By evaluating the values”, B “By identify Beliefs” or D “By analyzing the norms” did not realize that all these are just elements of culture thus, they cannot identify culture of a particular society.

Item (vi) required the students to identify the characteristics of Indian Sanskrit Theatre stage. The correct answer was A, “Indoors and within roofed building”. Students who chose the correct response understood that the Indian Sanskrit Theatre stage is in door and within roofed building. On the other hand, the students who selected the incorrect responses B “Outdoors and within fenced space”, C “Indoors and within a half-roofed building” were not knowledgeable about Indian theatre since it is unique compared to other theatres (African and Western) whereby the stage can be located indoors or outdoors.

Item (vii) required the students to determine why Kathakali Theatre actors were trained from early childhood. The students who chose the correct response C had adequate knowledge that Kathakali Theatre actors trained rigorously from childhood in order to achieve mastery of the art. However, students who opted for incorrect answers A “To make them use highly styles”, B “To appear in stage as children role”, D “To make them mature”

failed to realize that Kathakali actors dance and pantomime the dramatic action by employing precise and elaborate hand gestures, footwork patterns, distinctive eye and eyebrow movement which requires long time training to master the art.

In item (viii), the students were asked to identify the technique used to perform recitation. The correct answer was D “Oral delivery”. The students who opted for the correct response had sufficient knowledge about techniques used to perform recitation that is oral delivery (reciting). Those who opted for distractor A “Body movement” failed to realize that body movement is a technique for dance. Others opted for incorrect answers B “Voice” and C “Facial expression”. These students failed to understand that those are the techniques for storytelling.

In item (ix), students were required to identify features which are not related to heroic recitation. The students who chose the correct answer B “It was more memorized”, were aware of the heroic recitation and its features. However, students who opted for incorrect answers A “Poetic drama talking about heroic issues”, D “It delivery into high tone” and C “It was narrative and imagery words” had inadequate knowledge about the features of heroic recitation, which are; narrative verse (metric in nature), imagery words, figurative languages and high tone in its delivery.

Item (x) needed students to identify the one who is responsible for the direction of the actors in a play from the given alternatives. The correct response was B “Director”. The students who chose the correct response had adequate knowledge about the responsibilities of the director. Those students who opted for incorrect response A “Stage manager” did not understand that stage manager has the responsibility to manage the stage and not to direct actors. Moreover, students who chose C “House manager”, failed to understand that house manager is responsible for supervising house activities, and those who opted for D “Producer” did not know that producer is responsible for putting together all issues related to budgeting, advertising and production. Selection of these distractions suggest that, students had inadequate knowledge about the roles of the play director.

2.1.2 Question 2: Matching Items

This question comprised ten (10) Matching items derived from a topic of *Performing Techniques of Selected Non-African Theatre*. The question required the students to match the descriptions on titles in List A with the title names in List B by writing the letter of the correct response below the corresponding item number in the table provided.

List A	List B
(i) A person who is responsible for the direction of the actors in a play, determines the tempo, interpretation and blocking of the actors.	A Director
(ii) A person who plans and designs the clothes and accessories To be worn by the actors in performance.	B Lighting designer
(iii) A person who makes decisions in every area of electricity, Colour and mixture of colours to visualize a stage production.	C Producer
(iv) A person who portrays a character in a performance in the Traditional medium of the theatre.	D Prop designer
(v) A person who is responsible for arranged sound system effect, recorded music and the placement of microphones.	E Actors
(vi) A group of people who participate together in one place Watching or listening to a work of art, music and theatre.	F Sound designer
(vii) A person who puts together a theatrical production and Obtains the financial backing, supervises the advertising and budget.	G Carpenter
(viii) A person responsible for the stage setting and deals with all That happens on the stage.	H Choreographer
(ix) A person who assists the director during rehearsals and Deals with the staff who moves sets and props.	I Audience
(x) A person responsible for writing dramatic materials for the purpose of performance within the theatre.	J Playwright
	K Publicity personnel
	L Administrator
	M Scene designer
	N Stage designer
	O Costume designer

A total of 552 (100%) students attempted this question. The analysis of students' performance shows that, 258 (46.7%) students scored from 0 to 2 marks, indicating poor performance, 260 (47.1%) students scored from 3 to 6 marks, which is an average performance 34 (6.2%) student scored 7 to 8 marks, which is regarded as good performance. The general students' performance in this question was average as 53.3 percent scored from 3 to 10 marks. Figure 2 illustrates the percentage of students performance in this question.

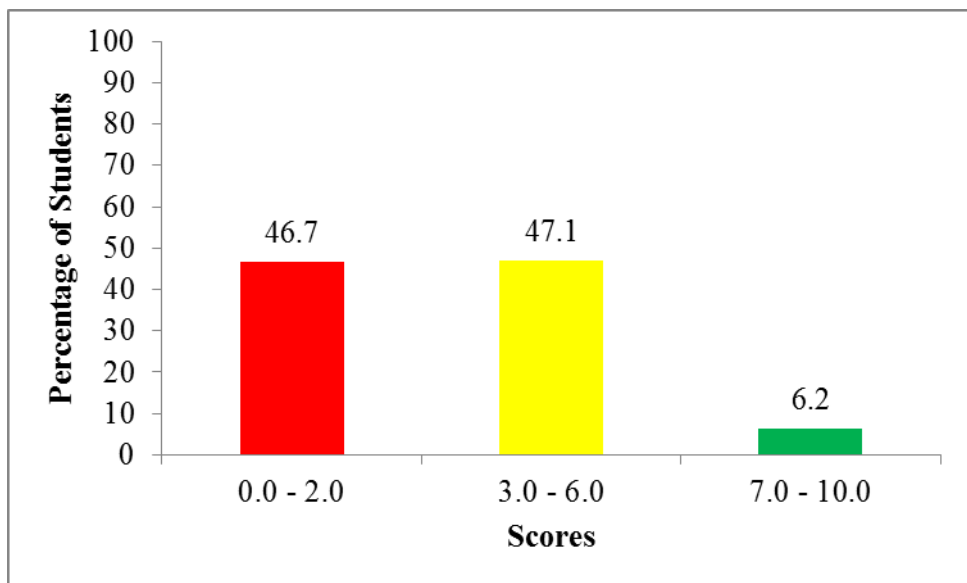


Figure 2: *The Percentage of Students' Performance in Question 2*

The analysis of students responses in each item is as follows:

In item (i), students were required to identify the correct response that matched with the name of a person who is responsible for the direction of the actors in a play. The correct response was A "Director". Some of the students opted for the incorrect response C "Producer". Those students failed to realise that producer is a person who manages all aspects of a production, from overseeing the budget to hiring the director and other artists. Those students lack adequate knowledge about western theatre and were distracted with the two since they all work in the production of a play, but they play different roles. For example, the director is a person who is responsible for direction of the actors in a play

Item (ii) required the students to identify the name of a person who plans and designs the clothes and accessories to be worn by the actors in performance. The correct response was O “Costume designer”. The students who matched correctly understand that a costume designer is responsible for designing the costumes for a production, making sure they match the time period, style and director’s vision for the piece, as well as being practical for the performer. Most of the students opted for D “Prop designer”. This was incorrect since a prop designer is a person who creates, buys or finds all of the theatrical property (prop) for a production. Props are defined as anything portable onstage that does not count as a costume. Everything from food eaten onstage to curtains and other set dressing count as a prop.

Item (iii), the students were required to match the name of a person who makes decisions in every area of electricity, colour and mixture of colours to visualize a stage production. The correct answer was B “Light designer”. Most of the students chose incorrect response M “Scene designer” Those students were distracted since the scene designer is responsible for the visual appearance and functions of the scenic elements used in the production including the lights.

Item (iv), required the students to identify a person who portrays a character in a performance in the traditional medium of the theatre. The correct response was E “Actors”. Most of students chose incorrect response J “Play wright”. A play wright is a person who write the scripts for plays, which then go on to be staged in theatrical productions. The students were distracted by the words *portrays a character* since the playwright is portraying characters in scripts.

In item (v), the students were required to identify the name of a person who is responsible for arranged sound system effect, recorded music and placement of microphones. The correct response was F “Sound designer”. Most students chose N “stage designer”. Those students did not realize that stage designer is the one who is responsible for the overall scenic, that is creating the visual image of a stage production through sets, costume, lighting and stage mechanisms, but not to arrange sound system effects, recorded music and placement of microphones.

Item (vi) instructed students to match a group of people who participate together in one place watching or listening to a work of art, music and theatre. The correct response was I “Audience”. The students who matched the correct response had enough knowledge about the terminologies in theatre performance, especially Western theatre. Most students matched the item with incorrect response E “Actors”. Those students failed to understand that actors is a group of people who portrays a character in a performance. The responses indicated that students did not understand the demand of the question which asked for a group of people who participate together in one place watching or listening to a work of art, music or theatre, and not a group of people who portrays a character in a performance.

In item (vii), the students were required to match a person who puts together a theatrical production and obtains the financial backing, supervises the advertising and budget with the correct response. The correct response was C “Producer”. Most students incorrectly matched with L “Administrator”. Those students did not realize that administrator is a person responsible for carrying out the administration of a business or organization, and not the one to put together theatrical production.

In item (viii), students were required to match a person responsible for the stage setting and deals with all that happens on the stage. The correct response was M “Scene designer”. Students who opted for A “Director”, failed to realize that director is someone who supervises the actors and direct the action in the production of a stage show and not the one responsible for stage setting. Those students had inadequate knowledge about stage designer.

Item (ix) required the students to match the name of a person who assists the director during rehearsals and deals with the staff who moves sets and props with the correct response. The correct response was N “Stage designer”. Most students chose D “Prop designer”. Those students did not realize that prop designer is a person who creates, buys or finds all of the theatrical property (props) for a production, and not the person who is assisting the director during rehearsals and deals with staff who moves sets and props. Those students had inadequate knowledge about prop designer, as a result they chose wrong response.

In item (x), students were required to match the correct response with the name of a person responsible for writing dramatic materials for the purpose of performance within the Theatre. The correct response was J “Playwright”. Those students who matched the correct name with the statement had enough knowledge about a person responsible for writing dramatic materials for the purpose of performance within the theatre. The students who matched the item with the incorrect responses C “Producer” had insufficient knowledge about playwright. The producer is someone who supervises the actors and direct the action in the production of a stage show, but not responsible for writing dramatic materials for the purpose of performance within the Theatre. Extract 2.1 is an illustration of incorrect responses from one of the students.

2. Match the descriptions of titles in **List A** with the title names in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A		List B	
(i)	A person who is responsible for the direction of the actors in a play, determines the tempo, interpretation and blocking of the actors.	A	Director
(ii)	A person who plans and designs the clothes and accessories to be worn by the actors in performance.	B	Lighting designer
(iii)	A person who makes decisions in every area of electricity, colour and mixture of colours to visualise a stage production.	C	Producer
(iv)	A person who portrays a character in a performance in the traditional medium of the theatre.	D	Props designer
(v)	A person who is responsible for arranged sound system effect, recorded music and the placement of microphones.	E	Actors
(vi)	A group of people who participate together in one place watching or listening to a work of art, music and theatre.	F	Sound designer
(vii)	A person who puts together a theatrical production and obtains the financial backing, supervises the advertising and budget.	G	Carpenter
(viii)	A person responsible for the stage setting and deals with all that happens on the stage.	H	Choreographer
(ix)	A person who assists the director during rehearsals and deals with the staff who moves sets and props.	I	Audience
(x)	A person responsible for writing dramatic materials for the purposes of performance within the theatre.	J	Playwright
		K	Publicity personnel
		L	Administrator
		M	Scene designer
		N	Stage designer
		O	Costume designer

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	E	G	L	J	I	O	F	A	D	L

Extract 2.1: A sample of irrelevant responses in question 2

Extract 2.1 shows a sample of response from a student who failed to match the statement given with the correct responses due to lack of adequate knowledge about *Performing Techniques of Selected Non- African Theatre*.

2.1.3 Question 3: Filling in the Blanks

The question consisted of five (5) items based on two topics, namely Performing Techniques of Selected Non-African Theatre, Culture and World Theatre Practices. The question required the students to fill in the spaces provided after each item. The question was attempted by all students 552 (100), out of which 457 (82.8 %) students scored from 0 to 1 mark, indicating poor performance, 67 (12.2%) students scored from 2 to 3 marks, which is an average performance. Students who scored from 3 to 5 marks were 28 (5%), which is a good performance. The general students' performance in this question was poor because 17.2 percent scored 2 to 5 marks. Figure 3 illustrates the percentage of students' performance in this question.

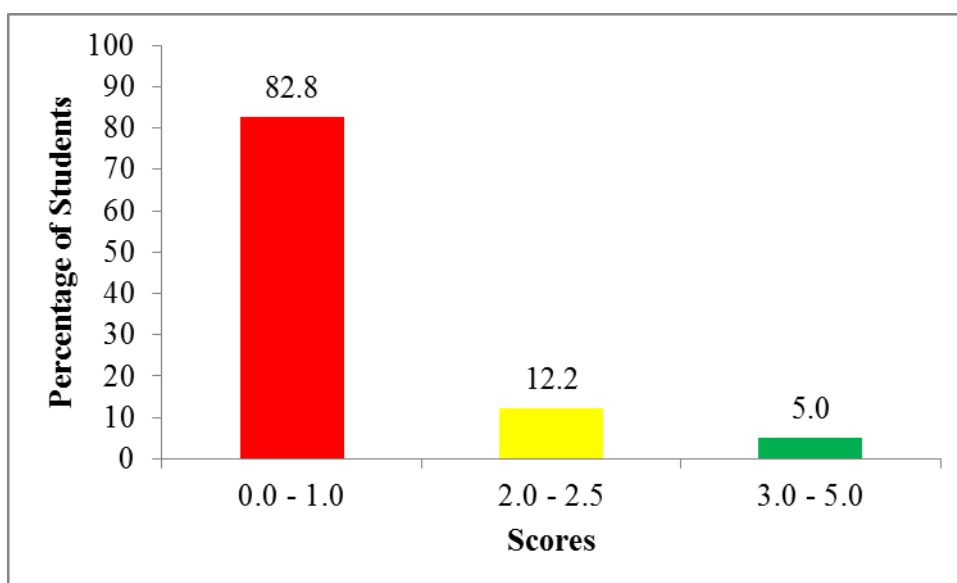


Figure 3: *The Percentage of Students' Performance in Question 3*

The analysis of students responses in each item is as follow:

In item (i), the students were required to give the appropriate term that refers to the process through which African children learn the traditions by growing up in a particular society. The correct answer was “Enculturation”. Enculturation is the process of acquiring new culture. This means that when

African children learn their traditions, they are acquiring new ideas and information about their society. Students who answered it correctly were knowledgeable about culture, aspect of culture and the process of passing culture from one generation to another, including the appropriate concepts used to define the processes. The students who failed to provide the correct answer lacked knowledge about culture and the process of passing culture from from one generation to another.

Item (ii) required the students to indicate the art whose performance is fundamentally based on oral delivery. The correct answer was “Storytelling”. Students who supplied the response understood that storytelling is an art which its performance is fundamentally based on oral delivery. The students who fail to provide the correct answer lacked knowledge and skills of storytelling art.

In item (iii), the students were required to identify the form of theatrical performances which are normally marked by a higher degree of stress in order to achieve emotional intensity in conversation. The correct answer was “Recitation”. The students who provided the correct answer understood that recitation is a theatrical performance which is normally marked by a higher degree of stress in order to achieve greater emotional intensity than normal conversation. The students who failed to provide the correct answer lacked knowledge about African theatre, specifically recitation.

In item (iv), the students were required to name the form of drama which exists only when there is a written play performed by the actors on the stage. The correct answer was “Western theatre”. Students who provided correct response were knowledgeable about Western theatre in form of drama, that it exists only when there is a written play performed by actors on the stage. The students who failed to provide the correct answer lacked knowledge about Western theatre.

In item (v), the students were required to name an instrument that enables communication among people in their customs, norms and ideology in a given society. The correct response was “Language”. Language is a learned, shared and arbitrary system of vocal symbols through which human beings communicate. The students who wrote the correct answer had enough knowledge about language as an instrument that enables communication among people in their customs, norms and ideology. The

students who failed to provide the correct answer were not aware that language is an instrument that enable people to communicate their customs, norms and ideology in a given society. Those students who failed to answer this questions were not knowledgeable about the topics of *Performing Techniques of Selected Non-African Theatre, Culture and Western Theatre*. Extract 3.1 shows a sample of response from a student who failed to understand the requirement of each item.

<p>3. Complete the following statements by filling in the blanks.</p> <p>(i) African children learn a tradition by growing up in a particular society through a process called<i>Song</i>.....<i>Ritual</i>.....</p> <p>(ii) The art whose performance is fundamentally based on oral delivery is known as.....<i>Respectade</i>.....</p> <p>(iii) The theatrical performances which are normally marked by a higher degree of stress in order to achieve emotional intensity in conversation are called.....<i>Sound</i>.....</p> <p>(iv) The form of drama which exists only when there is a written play performed by the actors on the stage is known as<i>comedy</i>.....</p> <p>(v) An instrument that enables communication among people in their customs, norms and ideology in a given society is called.....<i>producer</i>.....</p>

Extract 3.1: A sample of incorrect response for question 3

2.1.4 Question 4: True or False Items

The question consisted of five items from the topics of World Theatre Practices, Performing Techniques in African Theatre, Theatre Arts Practised in Tanzania, Culture and Art. The students were required to write **True** if a statement is correct or **False** if a statement is incorrect.

A total of 552 (100%) students attempted this question. The analysis of the students' performance shows that 35 (6.3%) students scored from 0 to 1 mark, indicating poor performance. Also 305 (55.3%) students scored from 2 to 3 marks, which is an average performance, while 212 (38.4%) students scored from 4 to 5 marks, indicating good performance. The general students' performance in this question was good because 93.7 percent scored from 2 to 5 marks. Figure 4 summarizes the percentage of students' performance in this question.

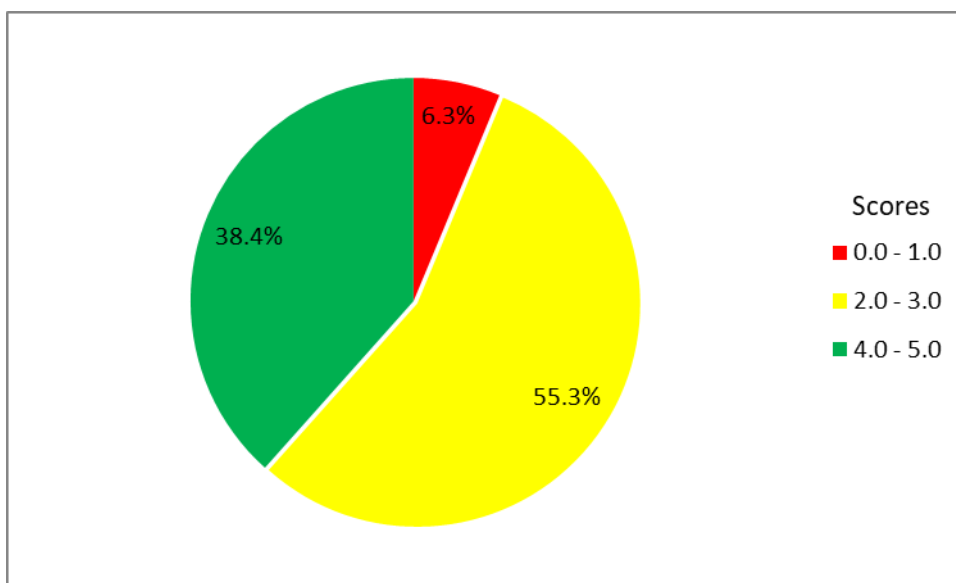


Figure 4: *The Percentage of Students' Performance in Question 4*

The analysis of students responses in each item is as follow:

Item (i) required the students to write True or False to the statement, *A dramatic monologue is a type of lyrical poem that a person speaks to a selected listener.* The correct answer was “True”. The students who responded correctly had adequate knowledge about Western theatre specifically dramatic monologue. Those who wrote false had inadequate knowledge about the subject matter, specifically Western theatre.

In item (ii), the students were given the statement, *Culture is a way of life of a group of people at a certain place.* The students who chose “True” were correct because culture is a total way of life of a group of people at a certain place. Those who wrote “False” were not conversant with the concept of culture.

In item (iii), students were required to write “True” or “False” to the statement, *Language, food, dress, land and art are common elements of culture.* The students who wrote the correct response “False” were familiar with the elements of culture, such as; *religion, language, education, values, symbols, norms and others more.* Those who wrote “True” did not realise that the statement was incorrect because of the term “land” which is not an element of culture.

In item (iv), the students were required to agree or disagree with the statement *Art functions as an educational instrument and weapon of social or political change*. The correct answer was “True”. The students who responded correctly had adequate knowledge about art and its function as an educational instrument and weapon of social or political change. However, students who opted for incorrect response “False” had inadequate knowledge about the roles of Art.

In item (v), the students was provided with the statement, *Theatre performances during colonial eras were done in order to influence Tanzanians to imitate the European ways of life*. The correct answer was “True”. The student who responded correctly had adequate knowledge about theatre performances during colonial eras. Those who wrote “False” were not aware that among the functions of theatre performances during colonial era was to impart the Western culture to Tanzanians. Extract 4.1 shows one of the students incorrect responses.

4. For each of the following sentences write **True** if the statement is correct or **False** if the statement is not correct.
- (i) A dramatic monologue is a type of lyrical poem that a person speaks to a selected listener. ~~True~~ *False*.....
 - (ii) Culture is a way of life of a group of people at a certain place....~~True~~ *False*.....
 - (iii) Language, food, dress, land and art are common elements of culture...~~False~~ *True*.....
 - (iv) Art functions as an educational instrument and weapon of social or political change.~~True~~ *False*.....
 - (v) Theatre performances during colonial eras were done in order to influence Tanzanians to imitate the European way of life..~~True~~ *False*.....

Extract 4.1: A sample of incorrect responses in question 4

4. For each of the following sentences write **True** if the statement is correct or **False** if the statement is not correct.
- (i) A dramatic monologue is a type of lyrical poem that a person speaks to a selected listener.....*True*.....
 - (ii) Culture is a way of life of a group of people at a certain place.....*True*.....
 - (iii) Language, food, dress, land and art are common elements of culture.....*False*.....
 - (iv) Art functions as an educational instrument and weapon of social or political change.....*True*.....
 - (v) Theatre performances during colonial eras were done in order to influence Tanzanians to imitate the European way of life.....*True*.....

Extract 4.2: A sample of correct responses in question 4

2.2 SECTION B

This section consisted of five (5) short answer questions, weighing ten (10) marks each. Students were required to answer all questions. The pass score for each question was 2 marks.

2.2.1 Question 5: World Theatre Practices

This question required the students to explain briefly the importance of various elements of theatre arts in performances. The elements were: (i) Scenery, (ii) Costumes, (iii) Props, (iv) Makeups and (v) Script. The question was attempted by 552 (100%) students. The analysis of students' performance shows that 454 (86.2%) students scored from 0 to 2 marks, indicates poor performance. 64 (11.6%) student scored from 2.5 to 6 marks, which is an average performance, and 12 (2.2%) students scored from 6.5 to 10 marks, considered as good performance. The general students' performance in this question was poor because 13.8 percent scored 2.5 to 10 marks. Figure 5 illustrates the percentage of students' performance in this question.

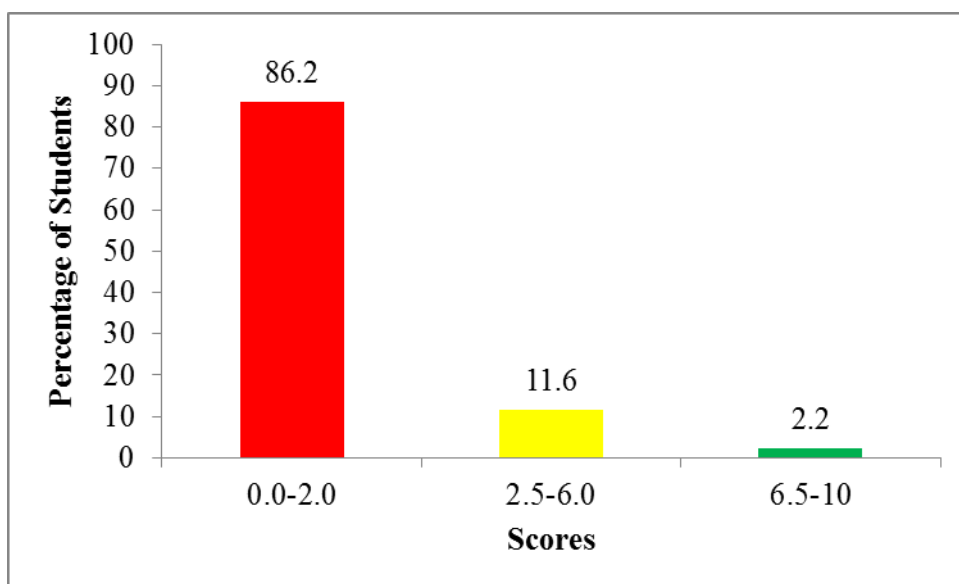


Figure 5: *The Percentage of Students' Performance in Question 5*

The analysis of students responses in each item is as follow:

In item (i), the students were required to briefly explain the importance of *scenery* in performances. The performance of this item was poor since most of the students were unable to explain the importance of scenery to performances correctly. For example, students who provided incorrect responses wrote: *A person who plans and designs the clothes and accessories to be worn by the actor in performance*. Other students wrote, *is the something one performance in spectacle. It help to understand culture*. Also, there were other students who wrote, *Is the person who set the stage. This help the performer to perform well are in the stage*. Moreover, other students wrote, *Is the people who used to supervising a performer on the theatrical work*. Those students who failed to explain the importance of scenery in performances had inadequate knowledge about the subject matter and had lacked English language proficiency.

In item (ii), the students were required to briefly explain the importance of *Costumes* in performances. There were very few students who provided correct answer, such as, *Dressings that performers wear (costumes) are used to identify the characterization of a character, either a character is rich or poor*. However, most of the students were not able to explain the importance

of the costumes correctly. For instance, some students wrote, *Is the tradition media in the country*, others wrote, *Are those people who come in watching and giving advice to the performer of theatrical works*. Similarly, other students wrote irrelevant descriptions which had no clear meaning to the item tested. For example, some students wrote, *Performance which are normally marked by a higher degree of stress in order to achieve emotional intensity in conversation costumes- norms and ideology in given society*. Generally, those students had inadequate knowledge about the tested item.

In item (iii), the students were required to briefly explain the importance of *Props* in performances. The students' performance in this item was poor because most of the students failed to provide the correct answer. For example, one student wrote, *It make portrays in a character in a performance in traditional medium because performance will be in traditional medium or modern medium*. Others wrote, *from of drama which exists only when there is a written play performed by the astors on the stage in known*. Also, there were other students who wrote, *A person who assists the director during rehearsals and deals with the staff who moves sets and props*. The responses from these students demonstrated lack of knowledge on the item tested.

In item (iv), the students were required to briefly explain the importance of *Makeups*. The performance in this item was poor because many students failed to provide correct explanation. For instance, some students wrote, *A person responsible the and the performance of the commal*. Other students wrote, *Is the movement of people is the dance and the is the people of the society is make up of the dance*. The responses provided is an evidence that the students had no enough knowledge about the subject matter.

In item (v), the students were required to briefly explain the importance of *Script* in performances. The performance in this item was poor as most of the students responded wrongly. For example, one student wrote, *Is the process of theatre art and is the make the dance of the performance space*. Also, others wrote, *Is the theatrical dance in practiced on the society*. Again, others wrote; *Comon sources of happiness This was the element of theatre art that performance that people make*. Moreover, others wrote, *is the form of African theatre art an instrument that enables communication among the people and their exists only actors on the written play performed by the*

ideology achieve emotional intensity in conversation for the intensity of theatre art in African societies which is as old the man himself to applied by the teller performing the story of theatre art which as old. The students who explained the item incorrectly failed to realize that *scenery* provides specific acting environment, *costume* are used in order to aid dramatic actions and interpretations, *props* is an object used on stage by actors during a performance, *a makeup* used to assist in creating the appearance of the characters that actors portray during a theatre production, while *Script* is the playwright's blueprint for production. Extract 5.1 shows a sample of the students responses who failed to understand the requirement of question 5.

5. Briefly explain the importance of the following elements of theatre arts in performances.

- (i) **Scenery.** Is a person who plans and designs the clothes and accessories to be worn exists only when there is conversation and emotion performance in African to the particular society through perform theatrical achieve which actors on the stage.
- (ii) **Costumes.** Is a person who has portrays character and is performance in the tradition medium of other arranged sound performance has portrays and the music responsible for arrange system microphones participate people other people is use to simplify the worn by the marked the mixture colours.
- (iii) **Props.** It is responsible for the writing director during the setting and deal participate tradition on other the found the plans and designs the direction to the sector and found the production in indoors and within a roofed building outdoors fenced space indoors half roofed outdoor and non-fenced space to the Africa.
- (iv) **Makeups.** Is the director setting deals with group of people is participate to gether in the place watching and listening to a backing supervises the advertising the sound other the performing responsible staff at that the education instrument and weapon of social political performance imitate the common element of culture and the unit of the makeups to the belief of theatre art.
- (v) **Script.** Is the form of African theatre art an instrument that enables communication among the people and their exists only actors on the written play performed by the idea logy achieve emotional intensity in conversation for the.

Extract 5.1: A sample of incorrect responses in question 5

The analysis of the responses of the students who scored from 6.5-10 marks (2.2%) demonstrated that some of the students correctly explained the importance of various elements of theatre arts in performances. Variation of their scores was based on the number of correct item provided and the

clarity of their explanations. The responses provided by those students indicate that they had sufficient knowledge about the assessed items. Extract 5.2 illustrates a sample of students' good response.

5. Briefly explain the importance of the following elements of theatre arts in performances.
- (i) Scenery. Is the physical construction that provides the specific acting environment for a play. It is where the scene is set.
 - (ii) Costumes. Refers to the outfit dressed by the one who is performing. Costumes reflect the position of the characters in the play. Costumes introduce the actors to the audiences.
 - (iii) Props. Actors use props to decorate the set when performing. Props bring the audience into the real environment.
 - (iv) Makeups. May consist of color, shading and other special applications. Makeups serve functions such as characterize to convey status of health and basic attitude.
 - (v) Script. It is a play's text which is used in and even prior to play production. It is normally a manuscript and not a publication.

Extract 5.2: A sample of correct responses in question 5

2.2.2 Question 6: Performing Techniques in African Theatre

The question required the students to briefly describe five techniques applied by the story teller when performing the story telling. A total of 552 (100%) students attempted this question. The analysis of students' performance shows that, 253 (45.8%) students scored from 0 to 2.0 marks, indicates weak performance, while 178 (32.3%) students scored from 2.5 to 6 marks, which is an average performance. 121 (21.9%) students scored from 6.5 to 10 marks, which is good performance. The general performance in this question was average as 54.2 percent scored from 2.5 to 10 marks. Figure 6 summarizes the percentage of students' performance in this question.

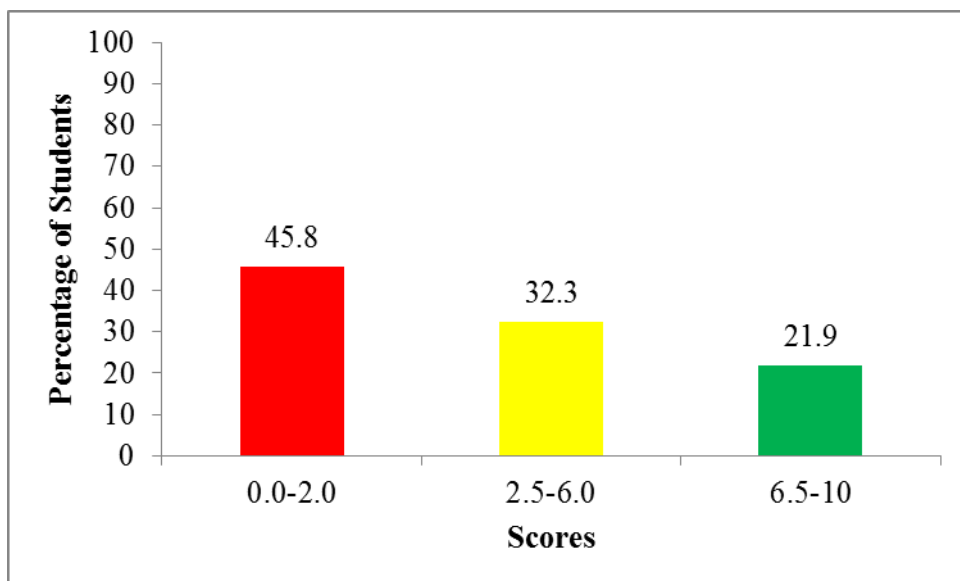


Figure 6: *The Percentage of Students' Performance in Question 6*

Further analysis of students' responses indicate that, students who performed well in this question were familiar with techniques applied by the story teller when performing the story telling. For example, one student wrote, *Body movement, facial expression. The story teller use a face to express his or her feelings if he or she has happy or sad. Singing of songs. Sometimes a story teller may use/sing some songs to make his or her story engaging to the audience. Song are usually sung during narration to make the story interesting and enjoyable to the audience/listener who are listening the story. Facial expression. Sometimes a storyteller/narrator can build up an actual event through the use of facial expression such as express an emotional state/conditions. Use of gestures, use of singing songs, impersonate the character and dancing dance.* Such students demonstrated good understanding of performing Techniques in African Theatre. Extract 6.1 is an example of a response from a student who managed to describe techniques used by story teller performing the story telling.

6. In African societies, storytelling is one of the theatre forms which is as old as the history of man himself. Briefly describe five techniques applied by the story teller when performing the story telling?

- (i) Singing of songs.
Sometimes a storyteller may use/sing some songs to make his or her story engaging to the audience. Songs are usually sung during narration to make the story interesting and enjoyable to the audience/listener who are listening the story.
- (ii) Facial expression.
Sometimes a storyteller/narrator can build up an actual event through the use of facial expression such as Makeups and Marks. Facial expressions are usually used to express an emotional state/conditions.
- (iii) Dancing.
A narrator may use body movements usually with rhythmic sounds to enhance actions. Dancing helps a narrator to attract the activeness of the listener/audience who is listening the story.
- (iv) Gestures.
A narrator of the story may use gestures to express his feelings to the audience. A good storyteller must constantly be aware of the power of gestures whatever the type of a character is. During storytelling performance symbols and signs may be used.
- (v) Impersonate characters.
A narrator may use either human characters or non-human characters. A storyteller can change his or her voice and physical appearance to pretend as a character. A storyteller may resemble to be as an animal or bird.

Extract 6.1: A sample of correct responses in question 6

On the other hand, the students who failed to briefly describe the techniques applied by the story teller when performing storytelling had inadequate knowledge of the techniques of storytelling. For example, one student wrote: "Used narrative verse, used time, high tone in its delivery,

use two and three dimension". Extract 6.2 provides a sample of a responses from one of the students who was unable to describe techniques used in story telling.

6. In African societies, storytelling is one of the theatre forms which is as old as the history of man himself. Briefly describe five techniques applied by the story teller when performing the story telling?

(i) ...used to warning society
It is watch the main in which &
Warn to use the idea of the stage.

(ii) used to educate society
It's promote the idea of the
characture of story in which happen play.

(iii) used to provoke
Used to educate the problem of the
play in the actor

(iv) Used to source of income
It promote the ideas in used the
performance on the stage

(v) used to entertainment
use to take the problem in which the
formation of the actor

Extract 6.2: A sample of incorrect responses in question 6

Extract 6.2 suggest that, the student misunderstood the requirement of the question, thus she or he partially provided the merits of storytelling instead of techniques for storytelling.

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

The students were required to explain four theatres practiced in Asian countries which are more visual and sensual than literary.

A total of 552 (100%) students attempted this question.

The analysis of students' performance shows that 301 (54.5%) students scored from 0 to 2.0 marks, indicating weak performance. It was also noted that, 192 (34.8%) students scored from 2.5 to 6 marks, which is an average performance, while 59 (10.7%) scored from 6.5 to 10 marks, which is regarded as good performance. The general students' performance in this question was average as 251 (45.5%) students scored from 2.5 to 10 marks. Figure 7 shows the percentage of students' performance in this question.

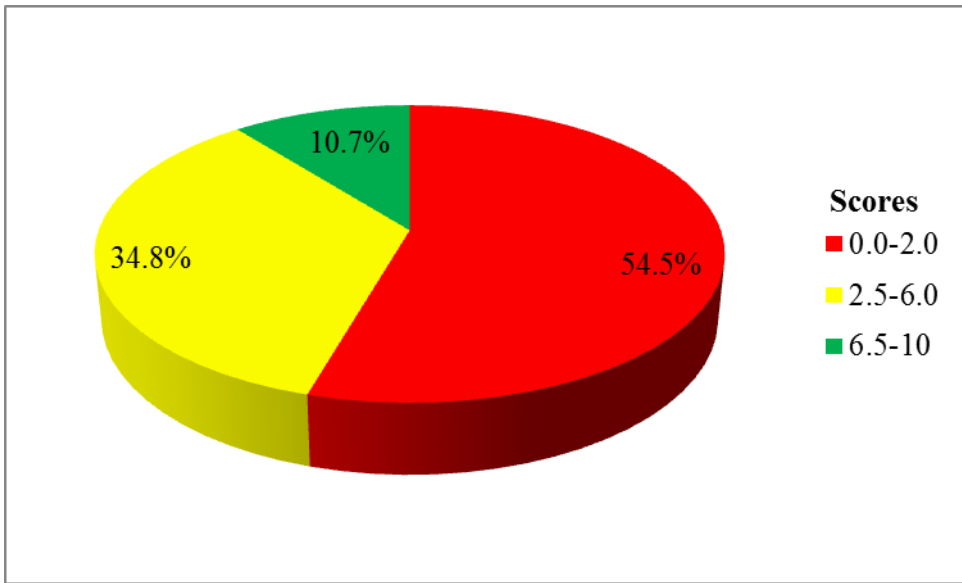


Figure 5: The percentage of Students' Performance in Question 7

The analysis of students' responses shows that, few students (10.7%) were able to explain corectlly four theatre practiced in Asia countries which are more visual and sensual than literary. For example, one student wrote: *Kathakali theatre. This is a form of Indian traditional theatre based on Hindu Epics. It is a popular form of Entertainment for Indians. During Kathakali theatre Performance many symbolic and Imaginative actions are shown on stage. Peking opera theatre art that practised in the country of China. It involves Music, dance and acrobatic displays. In peking opera theatre all texts are sung to musical accompanments. Kabuki theatre. Is a popular form of Oriental theatre practised in the country of Japan. It is a form of Melodramatic play intended to common people in Japan. It is one kind of the popular and Modern form of entertainment in Japan. Sanskrit*

theatre. Is a form of Indian theatre that based on Sanskrit literature. Sometimes is taken as the local language of some classes in India. Sanskrit theatre has become Modernised and it is now used for entertainment for Indians. The student demonstrated adequate knowledge about the Eastern theatre. Extract 7.1 shows a sample of a student responses who managed to explain theatres practiced in Asian countries correctly.

7. Briefly explain four theatres practiced in Asian countries which are more visual and sensual than literary.

- (i) Kathakal Theatre. Kathakal Theatre is a traditional theatre practised in indian country which was based on hindus epics. In Kathakal theatre performers are trained from early childhood to make them use of highly style by utilizing... of costumes and makeup. In Kathakal Theatre indian people were much perform and practised visual and sensually.
- (ii) Sanskrit Theatre. Sanskrit Theatre is a traditional indian theatre which was based on Sanskrit literature. Sanskrit is the local language of indian people in noble classes. Sanskrit Theatre as traditionally practised in indian countries were performed by using stylized costumes but not highly than Kathakal Theatre.
- (iii) Peking opera. Peking opera was a traditional theatre practised in china which consists of music, songs and acrobatic action done by actors on the stage. Peking opera as traditional theatre in chinese was introduced by O. Kuni and had described peking opera even the way on how to play it which symbolic action and imaginative literature.
- (iv) Kabuki Theatre. Kabuki Theatre was a traditional theatre practised in Japanese country and was traditional practised there for the purpose of entertaining and communicating than as being more realistic and more visual and sensual than literary.

Extract 7.1: A sample of correct responses in question 7

On the other hand, there were students who failed to explain four theatres practiced in Asian countries which are more visual and sensual than literary. For example, some of the students wrote irrelevant responses, such as *Comedy this is the drama who practiced on the happiness only. Tragedy comedy. This is means that is over by all sady and happiness. Traged this is drama who practiced on the sadly only moledrama is the drama who over by happiness and sadly because have sady and happiness.* Other responses were: *Indian, Japanise, Easten and Westen.* Some students did not understand the requirement of the question, thus mentioned the periods when Theatre arts was practiced in Tanzania, as: *Pre- colonial era, Post-Colonial, Arusha, during pre-Colonial eras and precolonial eras.* Illustrates irrelevant responses from one of the students. Extract 7.2

7. Briefly explain four theatres practiced in Asian countries which are more visual and sensual than literary.

- (i) Dance because people of Asian countries like will good dancing and people from Tanzania other countries will be seen
- (ii) Film when people will be getting source of employment be caused film will be selling of other countries and getting money
- (iii) Storytelling people of Asian countries can will getting storytelling of the film and in book can engaged source of income of the society
- (iv) Drawing people of Asian theatre can be found of the other countries and will be foreign currency of the other countries

Extract 7.2: A sample of incorrect responses in question 7

In extract 7.2, the student provided irrelevant response such as storytelling, drawing, film and dance, instead of mentioning Asian theatres which are more visual and sensual.

2.2.4 Question 8: Performing Techniques in African Theatre

The question required the students to read the passage and then answer the questions that follow:

WHY TURTLES LIVE IN WATER

Turtles used to live on the land, they say, until a clever turtle was caught by hunters. They brought him before chief

Chief: How shall we cook him

Turtle: Kill me and take me out of this shell

Chief: We will break your shell with sticks

Turtle: That never works Why don't you throw me in the water?

Chief: Excellent idea take the turtle to the river and threw him

As they congratulated themselves after they had thrown him in the water, the turtle said;

Turtle: Don't get those cooking pots out too fast, foolish people as he swam away. He said; I'll spend my time from now on, safely in the water.

The question had four items, (i)-(iv). In item (i), students were required to describe the type of the story. Item (ii) required them to identify the main character and a supportive character. In item (iii), the students were asked to explain when the turning point appeared. In item (iv), they were required to answer why the story teller use an animal as the main character in the children's story.

A total of 552 (100%) students attempted this question. The analysis of students' performance shows that, 421 (76.3%) students scored from 0 to 2.0 marks, indicating weak performance. 103 (18.6%) students scored from 2.5 to 6 marks which is an average performance and 28 (5.1%) students scored from 6.5 to 10 marks, which is good performance. The students' general performance in this question was weak because 131 (23.7%) scored from 2.5 to 10 marks. Figure 8 illustrates the percentage of students' performance in this question.

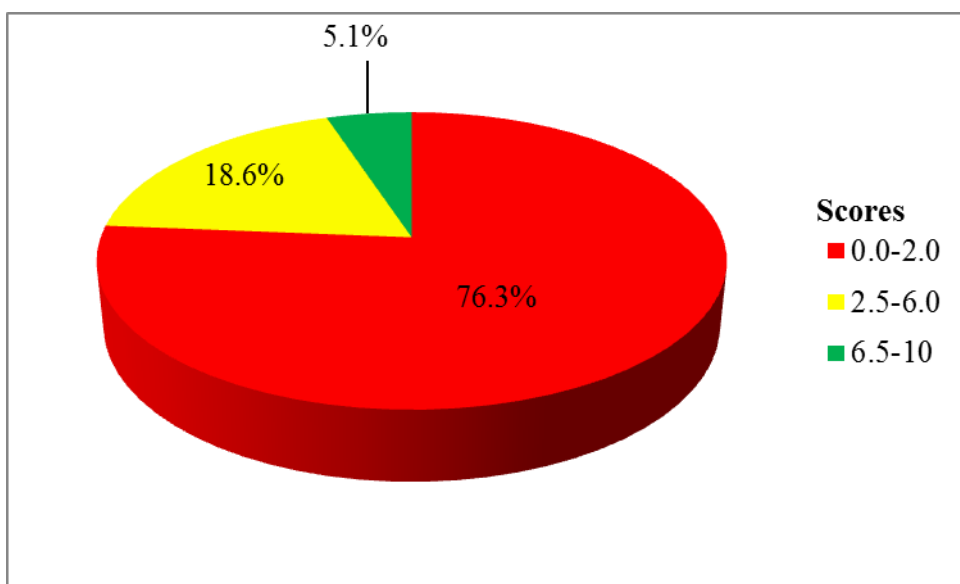


Figure 8: *The Percentage of Students' Performance in Question 8*

Figure 8 indicates that students' performance in this question was poor because 23.7 percent scored from 2.5 to 10 marks.

The analysis of students responses in each item is as follow:

The analysis indicates that in item (i), most of the students gave the incorrect name. Some of them name it as "Legend" type of story. Others wrote, "Fable". Moreover, other students define the term storytelling instead of naming the type of the story in the passage. For example, some students wrote, *Story telling is the theatrical performance art form based on narration and oral delivery*. Others wrote, *This type is the audience story*. Those students failed to realize that a story which featured animals is known as folk tales.

Likewise, in item (ii), students failed to identify the main character and a supportive character. As a result, most of the students wrote; *"Chief the main character"* and *"Turtle is the supportive character."* Others wrote, *"Chief the main character and supportive character the hunters"*. Those students failed to realize that the main character in the story is the one which the story will be told from their point of view, the main character is the protagonist. The main character according to the given passage was "Turtle, and the supportive characters were Chief and the hunters."

In item (iii), the students incorrectly explained when the turning point appeared. For example, one student wrote, *when the turtle said to the chief that the way of breaking his shell with sticks will never work*. Other student wrote, *The live on the land. They say until a clever was caught by hunters*. Moreover, other students wrote, *How shall we cook him kill me and take me out of this shell we will break your shell with sticks*. Those responses suggest that, the students failed to understand that, turning point in the story happens in the point of highest tension and drama. Its the time when the story took another direction toward the solution. Therefore, the turning point of the story from the passage is, *when the play took new direction; when the chief give him time to decide his judgment*. Extract 8.1 is an example of incorrect responses from one of the students in question 8.1

Questions	
(i)	What type of the story is this? <i>storytelling like theatrical performance (art form) based on narration and oral delivery</i>
(ii)	Identify the main character and a supportive character. <i>The main character is chief and a supportive character is Turtle.</i>
(iii)	Explain when the turning point appeared. <i>the turning point appeared in a supportive characters.</i>
(iv)	Why did the story teller use an animal as the main character in the children's story? <i>Because storyteller a person who tell someone a story.</i>

Extract 8.1: A sample of incorrect responses in question 8

In item (iv), some students gave incorrect explanations. Some of them explained the reason for the story teller to use animal as main character in children's play as; *story teller is someone who tell stories and story teller love animals*. Other students wrote, *Turtle is a clever animal*.

The analysis indicates further that a few students (5.1%) performed well in this question by scoring 6.5-10 marks. In this category, majority responded correctly to three up to four items, that is (i)-(iv). The variation of their scores was determined by the number of correct responses and the clarity of their explanations. The good performance of those students in this question indicated that they had sufficient knowledge about the assessed items. Extract 5.2 illustrates a sample of students' good responses.

Extract 8.2 is an example of correct responses from one of the students.

Questions	
(i)	What type of the story is this? The type of the story is folktales story
(ii)	Identify the main character and a supportive character. The main character is the Turtle and a supportive character is chief.
(iii)	Explain when the turning point appeared. The turning point is when chief listened to the advice of the Turtle. "Why don't you throw me in the water?"
(iv)	Why did the story teller use an animal as the main character in the children's story? Because children are more attracted by animals. They can get message easily when they hear animal story.

Extract 8.2: A sample of correct responses in question 8

2.2.5 Question 9: World Theatre Practices (African Theatre)

The students were required to briefly describe five functions of dance in contemporary theatre practiced in Tanzania. A total of 551 (99.8%) students attempted this question.

The analysis of students' performance shows that, 183 (32.2%) students scored from 0 to 2 marks, which indicates weak performance. A total of 238 (43.2%) students scored from 2.5 to 6 marks, which is an average performance, while 130 (23.6%) students scored from 6.5 to 10 marks, indicating good performance. The general students' performance in this question was good as 66.7 percent scored from 2.5 to 10 marks. Figure 9 illustrates the percentage of students' performance in this question.

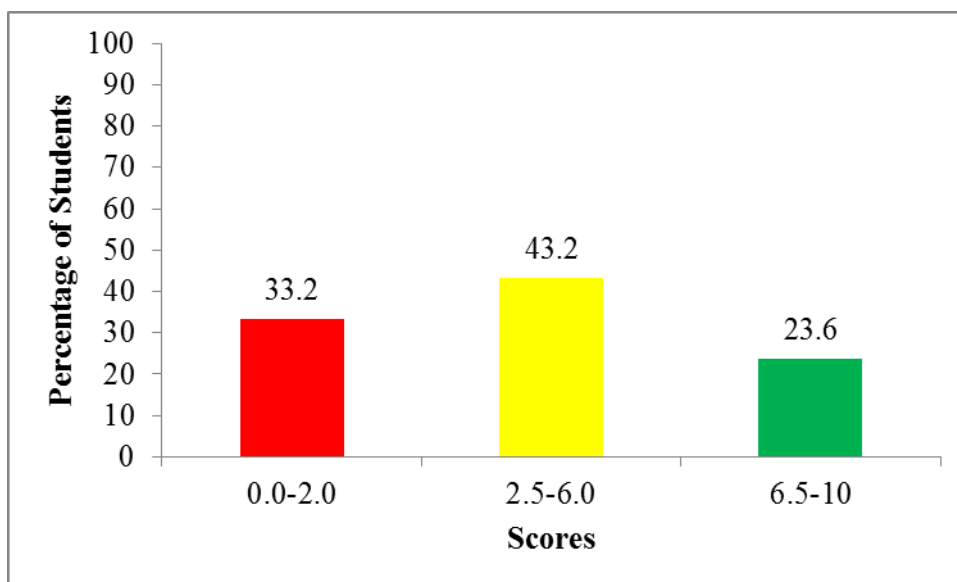


Figure 9: *The Percentage of Students' Performance in Question 9*

The analysis shows that, 368 (66.8%) students had good performance in this question. Most of the students in this category described correctly five functions of dance in contemporary theatre practiced in Tanzania. For example, one student wrote the following points with brief descriptions; *Source of entertainment, medium of communication, warning the members of the society, and source of education*. Another student wrote, *Dance as an entertainment, dance as communication media, dance as education, mobilization to the people, socialization and identification*. However, some of the students scored few marks as they listed five functions of dance in contemporary theatre without providing brief descriptions. For example, one student wrote, *Communication, mobilization, entertainment, identification and education*. Those students showed that they were conversant with the functions of dance in contemporary theatre practiced in Tanzania, which are; social awareness, sensitivity and perceiving the needs of others people,

expresses the emotion or ideas, serves as an intersection of cultural and individual identities, and used for ritual ceremonies such as wedding, initiations and burial. Extract 9.1 is an example of correct responses from one of the students.

9. Briefly describe five functions of dance in contemporary theatre practiced in Tanzania.

- (i) Source of entertainment to the people. Dance was commonly in Tanzania used as a source of entertainment to the people because the African theatre arts are characterized by being participating in nature so all people are allowed to enjoy and entertain to a certain dance. Most kind of dance such as sacred dance and social dance were performed for the purpose of social function to a certain oral tribal or religion institution especially churches.
- (ii) Medium of communication. Dance also was important in communication to other people. Dance as a theatrical art form which accompanied with sound in time to music also was playing a key role on communicating with people especially during a ceremony or initiation ceremony. Many people communicated with each other about their way of life.
- (iii) Mobilization. Dance also had playing a key role on mobilizing people and criticizing them about doing bad things. For example songs and music which was accompanied with rhythm was commonly used as an instrument to mobilize and motivate people to participate in a certain theatrical performance as possible as usually to the society.
- (iv) Another function of dance is warning the members of the society. Dance also had played a key role on warning the members of the society from doing bad things which may cause the society to lose their norms and customs to a certain thing. So dance was used or functioning on educate and warning them to prohibit that thing which may cause the blockage of their own culture as a way of life.
- (v) Dancing dance. A storyteller also he/she may use dancing a dance as the techniques of performing the storytelling as a theatrical performance based on oral delivery of a certain culture (language). In this technique the storyteller tries to express his/her emotions and feeling to a particular event or performance by dancing a dance. Example may use sacred and social dance for the purpose of entertaining them about the story.

On the other hand, 183 (33.2%) students who scored from 0 to 2 marks failed to describe correctly five functions of dance in contemporary theatre practiced in Tanzania. Most of the students wrote incorrect responses. For example, some students wrote; *Dance, entertainment, language, drama and stage*. Other students provided the components of a play, such as; *Theme, diction, spectacle and character*. The responses from those students imply that, they had inadequate knowledge on contemporary theatre practiced in Tanzania.

Further analysis shows that, other students wrote incorrect responses such as; *Movement:refers to the audience of theatre arts movement. Myths: is the function of dance. Time is the function of dance in theatre arts. Space: refer to the function of dance in theatrical practiced in Tanzania. Director traditional medium refers to portrays character in performance*. Those students failed to realize that the functions of dance in contemporary theatre practiced in Tanzania are; social awareness, sensitivity and perceiving the needs of others people, expresses the emotion or ideas, serves as an intersection of cultural and individual identities and used for ritual ceremonies such as wedding, initiations and burial. Generally, the students who failed to provide the correct answer had insufficient knowledge about dance and its functions in contemporary theatre practiced in Tanzania. Also, most of them had poor proficiency in English language. Extract 9.2 is a sample of incorrect responses from one of the students.

9. Briefly describe five functions of dance in contemporary theatre practiced in Tanzania.

- (i) Movement: Refers to the Audience of theatre arts, movement is the group of people movements is the function of dance in contemporary Theatre practiced in Tanzania.
- (ii) Myths: is the function of dance in Theatre practiced in Tanzania. also there are is the function of dance in Tanzanian myths is the group of people sample of dance music etc myths of dance in theatre arts performing performing Audience.
- (iii) Time: is the function of dance in theatre arts practiced in Tanzania. Time there are is the time of Audience visual arts. Time is the movements of performing Audience Visual arts.
- (iv) Space: Refers to the function of dance in theatrical practiced in Tanzania. There is the space movements is the Audience performing in Tanzanians.

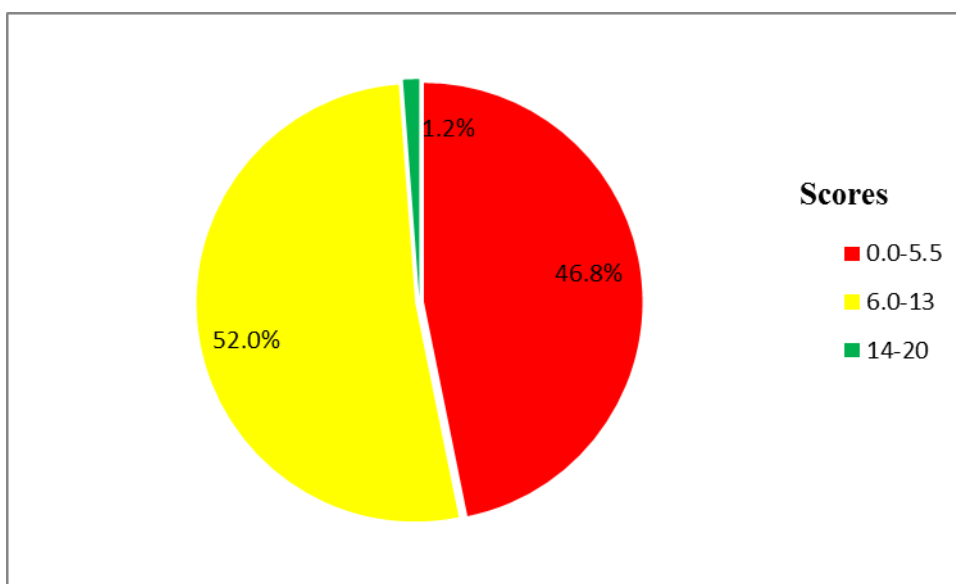
Extract 9.2: A sample of incorrect responses in question 9

2.3 Section C: Essay Questions

This section consisted of two (2) essay questions weighing twenty (20) marks each. Students were required to answer one (1) question. The pass score for each question was 6 marks.

2.3.1 Question 10: Culture

The question required the candidates to explain six fundamental elements of culture. A total of 515 (93.3%) students attempted this question. The analysis of students' performance shows that, 241 (46.8%) students scored from 0 to 5.5 marks, 268 (52%) students scored from 6 to 13.0 marks and 6 (1.2%) students scored from 14 to 20 marks. The students' performance in this question was average. Figure 10 summarizes the percentage of students' performance in this question.



Extract 10: *The percentage of the Students' Performance in Question 10*

Based on the analysis in figure 10, the general performance in this question was average because 268 (52%) students' scored 6 to 13 out of the 20 marks allocated to this question. Those students showed that they were somehow conversant with the subject matter. For example, one student in this category wrote; *Language is the sytem of words and symbols which members of society use to communicate, traditional is the way of doing things which has been existing for a long time, arts is beauty used to express feelings and craft involve the use of technical skills to design something*. Other students failed to understand the requirement of the question which demanded explanation of the elements of culture, as a result they mentioned *language, art, tradition, laws, customs and norms*, as responses to this question without providing explanations, hence scored average marks. The six fundamental elements of culture that they were required to explain are: customs and norms, language, art, tradition, laws and rules. customs and norms, language, art, tradition, laws and rules.

For the students who scored 0 to 5.5 (46.8%), some provided incorrect and others partially correct responses. Most of the responses given by those students were contrary to the demands of the question. For instance, most of the students explained the fundamental elements of culture as; *land, tribes, global and culture*. Others explained it as, *Land, tribes, global culture, national culture and dance*. Other students mentioned *warning culture*,

education culture, intellectual society, entertainment and western society. Also, there were those who explained them as, *Dance, story telling, music, audience, drama and communication*. Those students failed to understand that fundamental elements of culture is customs and norms, language, art, tradition, laws and rules, hence performed poorly. Extract 10.1 is a sample of students' incorrect responses in question 10.

10. Explain six fundamental elements of culture.

Question no 10

i/ Dance

Is the fundamental force from the following in african societies from the ground and used to completely in Tanzania to used to completely in Dance and used to completed in Tanzania for element of Dance to used to completely in Tanzania and used to completely from the dance of audience in Tanzania and used to completely at the element of Dance to used.

ii/ Story telling

This is the element of Dance which are used to completely in Tanzania and used to look or to supported by the following in Tanzania and the following in the audience for music to story telling in Dramatic of Tanzania and used to completely in Tanzania and the following.

iii/ Music

Is the element of Dances which are used to practiced of culture in Tanzania and used to completely theatrical play whether it is written or not of the following in Tanzania and used to completely in Tanzania and used to look by the following in Tanzania and supported by Dance and culture.

iv/ Audience

This is the fundamental element of Dance which are used to completely in the ground and used to look as and to completed by the following theatrical arts in the statement in Tanzania and used to look or to supported by the Audience and music to theatre arts in Tanzania and Dramatic in the Dance for story telling in african societies.

v/ Drama

Is the total way of life from the ground and the element of culture which are used to completed by the following Dance, story telling, audience, music and other for using by the following in the statement in Tanzania and used to completed by the historical sites in Tanzania and the following to supported by the following in used to completely to Drama.

vi/ Communication

This is the fundamental element of Culture which are used to It elaborate by the following statement in the ground and the global culture of Audience and used to supported by the following one after another which are Dance, for Communication, in this there is used to look by the following Drama, and used to completely in the societies to the way by the way from the Audience, music, story telling and other produced in Tanzania.

Extract 10.1: A sample of incorrect responses in question 10

Further analysis shows that the students who scored from 14 to 20 marks managed to explain four to six fundamental elements of culture. Those students demonstrated adequate knowledge about the topic of Culture, particularly the fundamental elements of culture. Their responses indicate that they had skills in essay writing and organization. Extract 10.2 shows a sample of correct responses in question 10 from one of the students.

10. Explain six fundamental elements of culture.

10. Culture is the total way of life of the people to a particular society. Culture have fundamental elements which make it being called the total way of life. Culture also undergoes changes. Culture change was the overtime process of changes of culture consisting of both internal and external forces and especially the advancement in science and technology also advancement in Education may influence to culture changes to a certain group of people.

The following are six fundamental elements of culture which are as follows:

Traditions. Tradition refers to the way of doing something that has existed for a long time in a particular group of people. They involves unchangeable experience in the community. Example of tradition of indigenous tanzanians was like food style, sport and games, burial and funeral ceremonies and so on. Traditionally every society had its own culture and traditions. Also traditions was play a key role on motivating people to stop doing bad things which may cause the society to loose their own culture.

Customs. Customs refer to an accumulated experience or conduct things as norms in a particular group of people. Customs involves all changeable features and things. Customs as defined above was conducted in the society as norms to a particular thing which the society held to be true. For example the culture of Kereve people does not allow pregnant mother to drink milk as she may deliver to a child with no hair which does not true but they think that was true therefore this may results to a culture change by influencing factor of development in social service and infrastructure networking.

Beliefs. Belief are strong feeling which members of the society held to be true. Belief also was the fundamental element of culture to a particular group of people. Some belief such as women are not allowed to dominate the land in most of african culture now was held true and which was not true when you go far on gender that was gender discrimination and gender stereotype as members have fixed idea and they held it to be.

Language. Another element of culture was language. Language refers to the use of symbols and words which members of the society use to communicate with each other in their way of life. Also language as a fundamental element of culture had influenced the growth of medium of communication in most African culture by using either symbols and words. Example Kiswahili and English language had playing a key on culture of a certain country.

Art. Art refer to an act of expressing people's feeling thoughts and observation. Through art a certain group of people may influence to the growth of national culture hence as a fundamental element of culture were performed to a certain society to make them famous of doing handcraft instrument and things according to their own culture. Example of tools made in Tanzania using art are pottery, paint which was commonly refers to visual art which was art of making visible image and products.

Extract 10.2: A sample of correct responses in question 10

2.3.2 Question 11: Performing Techniques of Selected Non-African Theatre

The question required the students to describe six elements of theatrical play whether it is written or not. A total of 36 students attempted this question.

The analysis shows that, 19 (52.8%) students scored from 0 to 5.5 marks, which indicates weak performance. It was also noted that, 17 (47.2%) scored from 6 to 12 marks, which is an average performance. The general students' performance in this question was average. Figure 11 shows the percentage of students' performance in this question.

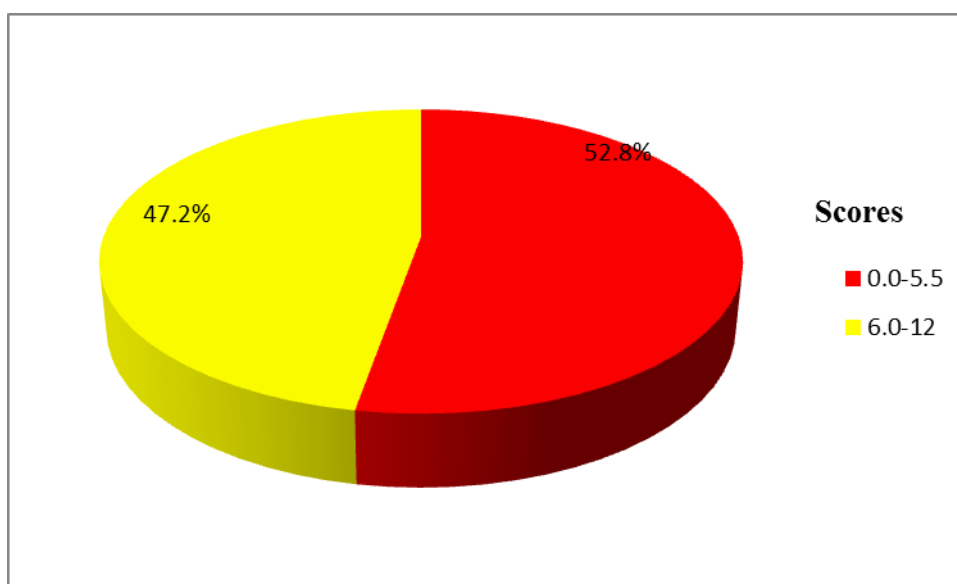


Figure 11: *The Percentage of Students' Performance in Question 11*

The analysis of the students' responses shows that most of the students failed to understand the requirement of the question, thus provided incorrect responses, such as description of forms of African theatre. For example, one student described; *dance, storytelling, ritual and recitation*. Other students mentioned the forms of Eastern theatre such as; *Kabuki, noh, Eastern theatre, kathakali and zajuzaju*. Most of the responses provided by those students were contrary to the requirement of the question. Moreover, other students wrote; *dresses, language, symbolic and religion*. Another one wrote; *Customs, traditions, norms, religion and values*. Those students failed to realize that the elements of theatrical play whether its written or not

are: Plot, a character, thought, diction, music and spectacle. Extract 11.1 shows a sample of incorrect responses from one of the students.

Qn 11. Dance is the found in all of human societies
 If people shall want to dance shall tell a director.
 Director: A person who makes decisions in every
 area of electricity colour and mixture of colours to
 visualise a stage production.
 Audience: A person who portrays a character is
 a performance in the traditional medium of the
 theatre.
 Administrator: A person responsible for the stage
 setting and deals with all that happens
 on the stage.
 Energy: If people don't tell energy and
 movement for dance shall dash.
 Movement: If people don't tell movement
 for dance or space don't tell energy good he report
 to tell energy good end of life your lady

Extract 11.1: A sample of incorrect responses in question 11

The students who scored from 6 to 12 marks had adequate knowledge about the subject matter. For example one student wrote, *Theatre arts is the play performed on the stage in front of spectators. The following are elements of theatrical play whether it is written. Audience is a group of people who watch a certain type of theatre performance. Performer/Actor: those are the play a role on the stage in front of audience or performance. Performing space is the place where performance is taking place.* Extract 11.2 is a sample of the responses from the student who described six elements of theatrical play correctly.

11. A play is composed of incidents which are organized to accomplish a purpose. Plays have many advantages such as to entertain, to educate or warn people. Many plays follow theories that were founded by Aristotle. There are six major components of theatrical play:

Music- Music includes rhythm of dialogue and speeches in a play. It can also mean aspects of music compositions and melody as in musical theatre.

Thought: This may be described as the play's overall statement, its topic, central ideas or message. Thoughts include themes, arguments and actions in overall.

Spectacle: It encompasses all visual elements of production, the movement, spatial relationship of characters, settings and costumes.

Diction- This is the primary means of expressions. When a play is performed, other expressive means such as music may be added but to convey intention to others rely on dialogue.

Character: This is where plots are created from primarily. Characters provide the motivations for the events of the plot. Incidents are developed through the speech and behaviour of dramatic personages.

Plot- Plot is the chronological or serial events with much details that happen during performing or off stage. Plot is just the summary of all events involved in a play.

Without the six elements explained above, a play will not be a dramatic one. Therefore all elements must be given priority or consideration in a well organized play.

Extract 11.2: A sample of correct responses in question 11

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The FTNA 2021 Theatre Arts subject had eleven (11) questions that were set from six (6) topics of Form One and Form Two. The assessed topics are: World Theatre Practices and Performing Techniques of Selected Non-African Theatre. Performing Techniques in African Theatre, Culture and Art (93.7%), World Theatre Practices, Performing Techniques in African

Theatre and Performing Techniques of Selected Non-African Theatre (81%), Performing Techniques in African Theatre (66.8%) Performing Techniques in African Theatre (54.2%), Performing Techniques of Selected Non-African Theatre (53.3%), Culture (53.2%), Performing Techniques of Selected Non-African Theatre (47.2%), World Theatre Practices (45.5%), Performing Techniques in African Theatre (23.7%), Performing Techniques of Selected Non-African Theatre, Culture and World Theatre Practices (17.2%) and World Theatre Practices (13.8%).

The students demonstrated good performance in topics of World Theatre Practices and Performing Techniques of Selected Non-African Theatre, Performing Techniques in African Theatre, Culture and Art. The good performance in this topics has been attributed to the students' understanding of the demands of the question and adequate knowledge of the students on the assessed items. The topics with average performance were; Performing Techniques in African Theatre, Performing Techniques of Selected Non-African Theatre, Culture, World Theatre Practices. The average performance for those topics was attributed to partial knowledge on the topics, failure to provide the required number of points, thus scored average marks.

However, the topics in which the students performed poorly were; Performing Techniques in African Theatre, Performing Techniques of Selected Non-African Theatre, Culture and World Theatre Practices. The performance in those topics can be attributed to poor knowledge of the subject matter, poor interpretation of the demands of the questions on the subject and lack English language proficiency. The students' performance in various topics is summarized in the appendix attached.

4.0 CONCLUSION

The analysis of the FTNA 2021 Theatre Arts subject shows that, the general performance was average. Further analysis revealed that, the students whose performance was good had enough knowledge of the topics from which the questions were derived and they understood the demand of the questions. On the other hand, poor performance of the students was mainly contributed by inadequate knowledge on the subject matters, poor essay writing skills, poor English language proficiency and failure to understand the requirements of the questions.

5.0 RECOMMENDATIONS

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

- (a) Teachers should make coverage of the syllabus and apply various teaching and learning strategies recommended in the syllabus per each topic. For example, they can use video, picture of Kabuki theatre performers and audio recordings to improve the students' performance in *Performing Techniques of Selected Non -African Theatre, Culture and World theatre Practices*.
- (b) Teachers should identify topics which students performed poorly in most assessments and prepare an action plan to make sure the students are conversant with those topics.
- (c) Teachers should encourage students to use English Language in their daily communications, use debate and drama activities so that they can improve their proficiency in English language.
- (d) Teachers should provide students with reasonable number of exercises for them to practice how they can recognize the requirement of questions. This should be accompanied by immediate feed back.

Summary of Students' Performance per Topic

S/N	Topic	Questions number	Percentage of Students' who scored 30 percent and above	Remarks
1	World Theatre Practices and Performing Techniques of Selected Non –African Theatre, Culture and Art	4	93.7	Good
2	World Theatre Practices, Performing Techniques in African Theatre and Performing Techniques of Selected Non -African Theatre	1	81.0	Good
3	Performing Techniques in African Theatre	9	66.8	Good
4	Performing Techniques in African Theatre	6	54.2	Average
5	Performing Techniques of Selected Non –African Theatre	2	53.3	Average
6	Culture	10	53.2	Average
7	Performing Techniques of Selected Non -African Theatre	11	47.2	Average
8	World Theatre Practices	7	45.5	Average
9	Performing Techniques in African Theatre	8	23.7	Poor
10	Performing Techniques of Selected Non-African Theatre, Culture and World Theatre Practices.	3	17.2	Poor
11	World Theatre Practices	5	13.8	Poor

