



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) 2022**

## **THEATRE ARTS**



**THE UNITED REPUBLIC OF TANZANIA**  
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**ON THE FORM TWO NATIONAL ASSESSMENT**  
**(FTNA) 2022**

**019 THEATRE ARTS**

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## **FOREWORD**

This report presents Students' Items Response Analysis (SIRA) on Form Two Theatre Arts National Assessment which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Theatre Arts.

The Form Two National Assessment (FTNA) is a formative evaluation that intends to monitor students' learning in order to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justification for the students' performance in the Theatre Arts subject. The students who attained high scores were able to demonstrate appropriate skills and understood the requirements of questions. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses in responding to assessment questions for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measure to improve teaching and learning of the Theatre Arts subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report provides analysis in the performance of students in Theatre Arts Subject for Form Two National Assessment (FTNA), 2022. The assessment was set according to the current syllabus and Form Two National Assessment format.

The Theatre Arts assessment paper consisted of 10 compulsory questions distributed in three sections, A, B, and C. Section A carried 15 marks, Section B carried 70 marks and Section C weighed 30 marks. Section A comprised of questions 1 and 2 in which, question 1 had multiple choices items (i) to (x) carrying 10 marks and question 2 was a matching item weighing 5 marks. Thus, section A totaled 15 marks. Section B consisted of seven short answer questions (3 to 9) each carrying 10 marks. Section C consisted of one essay question weighing 15 marks.

466 students registered in Theatre Arts subject who sat for the FTNA 2022 out of which, 125 (26.8%) students passed the assessment. In 2021, 552 students sat for Theatre Art subject in Form Two National Assessments of which 240 (43.5%) students passed. Comparatively, the students' performance in Form Two National Assessment 2022 decreased by 16.7 percent.

The analysis of individual question is presented in the subsequent section by highlighting the requirement of each question, strengths and weaknesses of the students' responses. The percentage of scores for each question is presented in figures. Extracts of the students' responses are inserted to illustrate the quality of some of the answers presented. The extracts samples good, average and weak responses extracted from students' scripts. Summary of students' performance in each topic and question for Theatre Arts subject in FTNA 2022 is shown in the Appendix.

## 2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

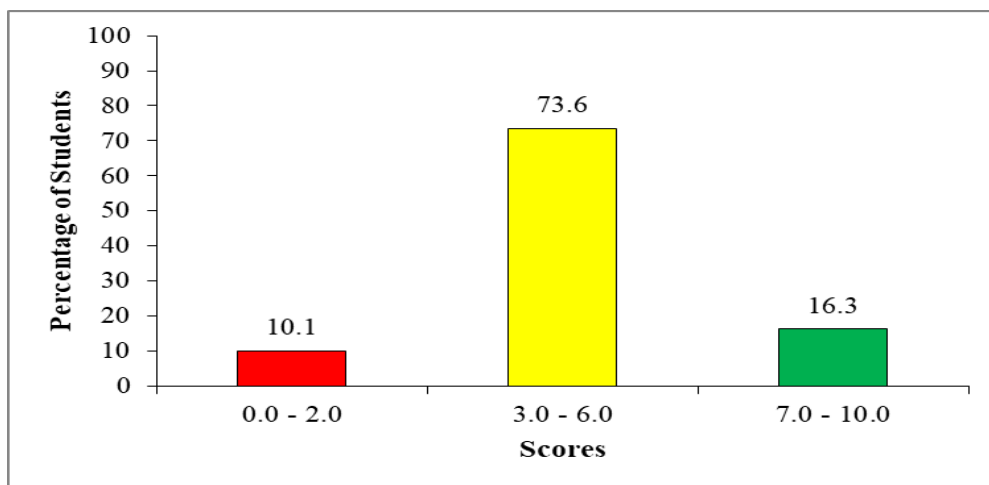
### 2.1. SECTION A: Objective Questions

This section consisted of question 1 with 10 multiple-choice and question 2 comprising five (5) matching items. The students' performance in these questions was as follows:

#### 2.1.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple-choice items set from topics, such as *World Theatre Practices*, *Performing Techniques in African Theatre* and *Performing Techniques in Selected Non- African Theatre*. The students were required to choose the correct answer from the given alternatives and write the letter in the box provided. The question weighed 10 marks.

466 (100%) students answered this question. The students' performance scores analysis show that, 47 (10.09%) students scored 0 to 2 marks, indicating weak performance; 343 (73.6%) scored from 3 to 6 marks, which is an average performance, and 76 (16.3%) students scored from 7 to 10 marks, indicating good performance. Generally, the students' performance in this question was good because 89.9 percent scored from 3 to 10 marks as illustrated in figure 1.



**Figure1:** The Percentage of Students' Performance in Question 1

The analysis of students' response in each item of question 1 is as follows: In item (i), students were required to choose a term describing a combination of words and symbols used within the society for communication. The correct answer was C "Language". The students who

chose the correct response had considerable knowledge about the concept of language. Those who chose incorrect answer A “Culture” failed to distinguish that culture is a total way of life of a given social group while language is one of the components of culture. On the other hand, students who chose incorrect answer B “sign” failed to understand that sign is a representative of something in the society and it does not involve words and symbols. Similarly, those who chose D “Art” failed to understand that Arts is an expression of experience by using visual object and not words and symbols.

Item (ii) required students to identify the traditional dance used in agricultural activities exercised by the Sukuma people. The students whom had enough knowledge about traditional dances performed by Tanzania societies were able to provide the correct response that was B *Bugobogobo* and *Bulabuka*. On the other hand, those who opted for A *Bugobogobo* and *Mdumange* did not know that *Mdumange* is a dance performed by the Sambia people in occasions related to celebrations not in agricultural activities. Similarly, those who chose C *Sindimba* and *Bulabuka* and D *Bugobogobo* and *Sindimba* were not aware Makonde usually performs *Sindimba* dance during traditional occasions such as child passage to adulthood. Opting for incorrect alternatives suggest that, those students had inadequate knowledge about traditional dances.

In item (iii), students were required to identify a name given to a person working on blocking plot, noting all scripts changes and working with actors to help them learn their lines. The students who chose the correct response D: ‘Assistant Director’, had adequate knowledge about the roles of assistant director particularly in Western drama. The students who opted for A: ‘Costume Designer’, failed to understand that costume designer is the one who is responsible for preparation of actors’ clothes and not dealing with scripts. The students who chose B: ‘Properties manager’, were not aware that the term refers to the person who is responsible for props used in the performance. Likewise, the students who chose C: ‘Lighting designer’, did not realise that in theatre, a lighting designer works with the director, choreographer, set designer, costume designer and sound designer to create the lighting, atmosphere, and time of day for the production. Those students had inadequate knowledge on western drama production. because the lighting designer is not working on blocking plot, noting all scripts changes and working with actors to help them learn their lines.



Item (iv) required students to identify the theatre arts practices (periodization) before colonialism in Africa. The correct response was B: 'Pre-colonial Theatre'. The students who chose correct answer had enough knowledge about periodization of theatre practices in Tanzania. Conversely, the students who opted for A: 'Colonial theatre', demonstrated insufficient knowledge on the basic concept of time in the history of theatre arts in Tanzania because colonial theatre means theatre during colonial period. The students who opted for C: 'Inter-colonial theatre' was not conversant with term "Inter colonial" theatre that was practiced between colonies during colonialism. Whereas, those who opted D: 'Post-colonial theatre', were not aware that post-colonial theatre was the theatre after colonialism. Generally, the students who failed to opt for the correct response had illustrated significant inability to use the terms that describe time in the context of Theatre Arts periodization.

In item (v), students were required to identify a country where theatre originated in the western part of the world. The correct response was C: Ancient Greek. Students who chose correct answer had considerable knowledge about world theatre practices. Students who opted for other responses such as A: Ancient Russia, failed to understand that Russia is located in the Eastern part so it is not a part of western theatre. Likewise, those who opted for B: Ancient Ireland lacked the knowledge about the origin of world's theatre practices.

Item (vi) demanded students to identify the kind of drama which its story has excited twists and its action underscored by thrilling music. The students who identified the correct response B: 'melodrama', were familiar with the kind of drama accompanied by music. They were conversant that the prefix "Melo" derives from the word "melody" which means music sounds. Students who opted for A: "comedy", were not aware that comedy has no thrilling music and exciting twists. The students who opted for C: "tragedy", had inadequate knowledge about western drama and that tragedy drama has sad end. Those who opted for D: "Tragicomedy", failed to understand that tragicomedy is a combination of two kinds of drama that is Tragedy and Comedy.

In item (vii), the students were required to choose the theatrical form characterized by collective creativity, improvisation and audience participation. The students who chose correct answer C: 'Storytelling', had enough knowledge about theatrical forms that are highly interactive with

audience and command collective creativity and improvisation. The students who selected an incorrect answer A: 'Heroic recitation', failed to understand that, such form of theatre is characterized by high tone, figurative language and narrative verse during the performance. The students who chose B: "theatrical ritual" had insufficient knowledge because theatrical ritual is performed in order to pay homage to gods. Those who chose D: "Dance", were not aware that dance is a form of theatre characterized by rhythmical body movement accompanied by drumming and singing in general. Therefore, students who chose incorrect responses had inadequate knowledge about the forms of African theatre.

Item (viii), required students to identify theatrical form characterized by the component of drama that provides visibility, establishes time, places and creates visual composition on the stage. Students who chose correct answer D: 'lighting', demonstrated sufficient knowledge about western drama production. Lighting brings drama to life and to its function on the stage. Students who chose A: 'Spectacle', failed to understand that spectacles are all visual elements on stage. On the other hand, students who chose B: 'Makeup', failed to understand that makeup refers to a materials used by performers on their faces and bodies as a part of decoration. Likewise, students who chose C: 'Setting', failed to understand that setting is a preparation before performance takes place.

Item (ix), required students to determine plays combined with Kabuki theatre. Students who chose the correct answer A: 'comic and serious' had enough knowledge about Japanese theatre. The students, who chose B: 'Music and clowning', failed to differentiate between Japanese theatre and Chinese theatre since the one that is characterized with music and clowning is Zaju that is a Chinese theatre. Similarly, students who chose C: 'Music and Farce' and D: 'Violence and death' were not aware that the distractors did not contain plays formed in Kabuki theatre.

Item (x), demanded students to identify the person responsible for defining characters, help performers and audience to understand the characters and how they relate to one another. The students who chose the correct response B: 'costume designer', had adequate knowledge on western drama and theatre production. Costume designer designs costumes that define characters, helps performers and audience to understand who the characters are and how they relate to one another. Students who chose

incorrect answers were not aware on the responsibilities of the personnel mentioned in other distractors. A “sound designer” deals with sound designing and arrangement, C “Lighting Designer” deals with designing lights on the stage, while D “Properties Designer” works on the stage to ensure that props is well arranged for performance to take place.

### 2.1.2 Question 2: Matching Items

The question was set from performing techniques in selected non-African theatre topic. Students were required to match the description on the oriental theatrical forms in List A with the respective oriental theatrical forms in List B by writing its letter of the correct response to the corresponding item number.

List A	List B
(i) The oldest continuously performed drama in the world	A. Punk
(ii) An originally comedic music dance-drama.	B. Kabuki
(iii) A drama made with genre based on heroic stones of kings or sages	C. Opera
(iv) An originally erotic dance and fashion that turned to drama	D. Ramayana
(v) A set of epic stories from which Kathakali draws inspiration	E. Dance
	F. No
	G. Sanskrit

466 (100%) students attempted the question where 86.5 percent scored from 0 to 1 mark and 13.5 percent scored from 2 to 3 marks. Table 1 summarizes the result for this question.

**Table 1:** *Students’ Performance in Question 2*

Scores	Number of Students	Percentage	Description
0-1	403	86.5	Unsatisfactory
2-3	63	13.5	Average
4-5	0	0.0	Good

Data in table 1 shows that the performance of the students in question 2 was generally weak. 86.5 percent of the students scored from 0 to 1 mark and there was

no student who managed to score 4 to 5 marks. Out of 86.5 percent of students who had weak performance, 46.8 percent scored 0 mark. This implies that they lacked knowledge of the topic of Performing Techniques in Selected Non-African Theatre. In addition, the students who scored 1 mark had insufficient knowledge on the topic as they were able to match correctly only one item. Those who scored from 2 to 3 marks managed to match two or three items. This result suggests that the students had insufficient knowledge on oriental theatrical forms in the topic of Performing Techniques in Selected Non-African Theatre.

Further analysis of student's responses in each item shows that:

In item (i), students were required to identify the response that correctly matches the description of the oldest oriental theatrical forms of drama continuously performed in the world. The correct response was F. "No". Some students opted for the incorrect response E "Dance." These students failed to distinguish between drama and dance. However, both are element of theatre.

In item (ii), students were required to match the name of the descriptions of the oriental theatrical forms that originally was a comedic music dance-drama. The correct answer was C "Opera". Most students' incorrectly matched with E "Dance." These students did not realise that dance is an African theatrical form and not oriental theatrical form which originally was a comedic music dance-drama.

In item (iii), students were required to match the description of oriental theatre forms of drama made with genre based on heroic stories of kings or sages. Most students chose incorrect response because they were not aware of the major genres of Sanskrit drama. "Nataka" is based on well-known heroic stories of kings or sages and the "Prakana" based on themes of love. Those students who failed to match the correct description of oriental theatre based on heroic stories of kings and sages revealed insufficient knowledge towards the subject matter tested. Those who chose correct answer G Sanskrit had adequate knowledge about oriental or eastern theatre practices.

In item (iv), students were required to identify an originally erotic dance and fashion that turned to drama. Most of students chose incorrect options. For those students who chose the incorrect options lacked adequate knowledge about oriental theatre. While those who chose correct answer, B 'Kabuki' had sufficient knowledge about oriental theatre.

In item (v), students were required to identify a set of epic stories from which Kathakali draws inspiration. Students who chose correct answer D ‘Ramayana’, demonstrated high knowledge of oriental theatre. Students who chose incorrect responses lacked knowledge about Eastern Theatre particularly about Kathakali. Kathakali is a drama based on any of the thousand stories from the two great Indian epics, the Ramayana and the Mahabharata.

## 2.2. SECTION B: Short Answer Questions

This section consisted of seven (7) short answer questions, each weighing 10 marks. Students were required to answer all questions. The students’ performance in each question was as follows:

### 2.2.1 Question 3: Performing Techniques of Selected Non-African Theatre

The question required brief description of five features of the Kathakali dance. 466 (100%) students attempted the question. Students’ performance shows that 401 (86.1%) students scored from 0 to 2.5 marks indicating weak performance. 55 (11.8%) students scored from 3 to 6 marks, which is an average performance and 10 (2.1%) students scored from 6.5 to 8.5 marks which is considered as good performance. Table 2 summarizes the performance for this question.

**Table 2:** Students’ performance in question 3

Scores	Number of Students	Percentage of students	Description
0-2.5	401	86.1	Unsatisfactory
3-6	55	11.8	Average
6.5-8.5	10	2.1	Good

The analysis of data indicated that, 86.01 percent of the students obtained low marks (0–2.5). The students, who scored zero marks (59.4%) either did not understand the demand of the question or lacked knowledge of the tested item. Those who scored (1-2.5) marks provided only one or two correct points. For example, some students described the features of Kathakali, such as *no scenery is used; actors trained from childhood, stylized makeup and have furies of gods and demons*. Also other students listed the functions of dance in the society, such as *educate the society, source of income, source of employment, and entertainment*. In addition, other students provided steps in dance cerography such as, *move body according to the drumbeat, move body in rhythmic, dancer should*

*concentrate to the dram beating.* These responses indicate that respective students had inadequate knowledge of the Kathakali dance. Extract 3.1 is a sample of the student's incorrect responses.

(i)	There are performance dance, music and songs in Indian theatre form. They are performed in dance, music and song. Sometimes in the society.
(ii)	There are practice by Indian theatre. Indian theatre form they practice by the Indian only and does not shared popularity among the country.
(iii)	There are performance in artistic. Performance of Indian theatre form is artistic of the nature. It was very to the society.
(iv)	There are non-function in Indian theatre form is based by non-function in the community and is popular by the people.
(v)	There are written in dialogue/conversation in Indian form. Written by the dialogue/conversation in the Indian and drama of a cultural Greek word.

Extract 3.1 A sample of incorrect responses to question 3

Extract 3.1 suggest that, the student misunderstood the demands of the question and failed to describe the five (5) features of the Kathakali dance. Instead, the student had described some forms of Theatre arts and other irrelevant concepts such as; *performance dance, music and songs, practice by India theatre, they are performance is artistic, they are non-function and they are written is dialogue.*

On the other hand, students whose scores ranged average had partial knowledge about the subject matter tested. Most of them only got three or four points correct. For example, one student wrote; (i) *Kathakali dance it involved violence and death.* (ii) *This includes good and evils.* (iii) *Kathakali dance involved make-ups, costumes and no scenery.* (iv) *Kathakali dance this involved story play written which based on Hindu epics involved.* Similarly, other student wrote, (i) *In Kathakali there is no scenery that they do not use fake background in this kind of dance drama that is widely known*

*in Indian theatre. (ii) In Kathakali, they use high-stylized makeup to the performers performing the play. (iii) In Kathakali, they use costumes when performing in the stage. (iv) There is no the use of mask from the performers do not use mask when performing in the stage. (v) Kathakali involves the use of stage when performing with lights when performing.*

Few students (2.1%) whose score ranged from 6.5 to 8.5 marks were familiar with Kathakali dance and its features. One student, for example, pointed out: *It consist violence and death, actors are trained from childhood, it involves the use of makeups, and it is performed outdoor.* Likewise, other students described, *it involves violence and Death on the stage, this is among features of Kathakali dance, it involves passion of gods, and their actors are prepared during child hood. This is another feature of Kathakali dance where its actors prepared during Child hood. It ends with happy when character can win and it does not scenery.* Another student wrote, *Kathakali involves make up but not scenery, Kathakali are dance that practiced in India, and actors are trained since childhood.* These responses and of the similar, given by students in this category, justifies that they had adequate knowledge as illustrated in extract 3.2

3. Kathakali is the dance-drama which is widely known among the Indian Theatre forms. Briefly describe five features of the Kathakali dance.

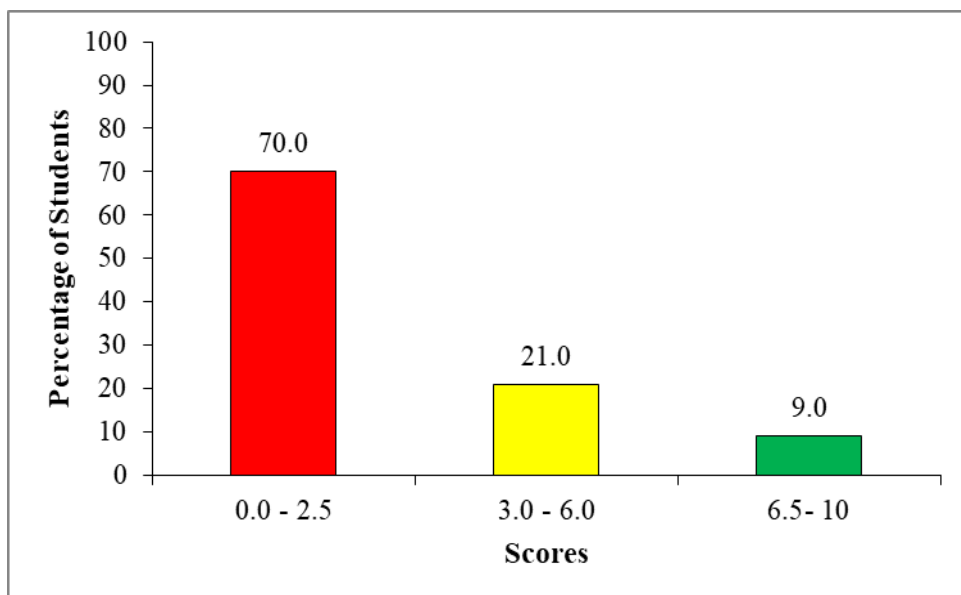
- (i) It involves violence and death on stage. Violence and death is the among of features of the Kathakali dance. Kathakali drama involves the violence of people and death.
- (ii) It involves passion of gods. The fear and passion of gods is the one among of features of Kathakali. Also Kathakali the people want to pray to their status or have belief that is gods which help their problems.
- (iii) Their actors are prepared during childhood. Another features of the Kathakali dance is actors are prepared during childhood. This means the performer can educating or can get education during small age of period.
- (iv) It ends with happy when character can win. During Kathakali dance the character when get the win can get happy so the ends of happy in Kathakali dance is among of its features.
- (v) It does not show scenery - the Kathakali dance it does not the environment of performance.

Extract 3.2 A sample of correct responses to question 3.

#### 2.2.2 Question 4: Performing Techniques in African Theatre

The question required brief description of five (5) elements of the forms of Theatre Art that are indigenous to African societies. 466 (100%) students attempted the question out of which 324 (69.5%) students scored from 0 to 2.5 indicating weak performance, 99 (21.2%) students scored from 3 to 6 reveals average performance and 43 (9.2%) students performed well. Figure 4 illustrates the percentage of student's performance in this question.





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

Figure 4 shows that the general performance in this question is weak as 69.5 percent of the students scored from 0 to 2.5 marks.

The analysis of students' responses indicates that few students (9.2%) who performed well this question were familiar with element of Theatre Art which are indigenous to African societies such as; (i) Audience, (ii) Performers (iii) Performing space (iv) Performance (v) Time and (vi) Message. Such students demonstrated good understanding of Performing Techniques in African Theatre. One student, for example, pointed out; *Stage: Is the place where a play or performance takes place. (ii) Audience: Are people who are look or concentrate a play or performance. (iii) Visual component: these things used to change looking in a play example makeup, mask and powder. (iv) Message/ Theme: Are lesson or idea we get from the play. (v) Plot: These are arrangement of events in a play.* Besides that, an adequate English language skill was an added advantage to their performance. Extract 4.1 is a sample of a correct students' response for question 4.

- (i) character  
 character is a person who performs on the stage. The character is sometimes refers to performer.
- (ii) Audience:  
 Audience are people who watch the play of performance on the stage.
- (iii) Stage / Space  
 Stage is a place where the performance takes place.  
 stage is sometimes refers to space.
- (iv) Theme / Message  
 Theme is the main idea or subjects that we get from the performance.  
 Theme is sometimes refers to message.
- (v) Visual elements  
 Visual elements are things that character wear during the performance eg costumes, masks, make up and props.

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

On the other hand, poor responses indicate that, the respective students had insufficient knowledge about element of the form of theatre indigenous to African societies thus scored from 0.5 to 2.5 marks. The students' responses did not match with the demands of the question. Again, another student wrote, *Imagination, Kabuki, Farce and director*. While others just copied the question and filled as it is in the space provided in the answer booklet. Another one wrote; *Vocalization: the way of saying something loud, Body movement (gesture) is the movement of hands, legs or body. Tempo: Is the lowering and highering of a voice*. Likewise, another student in this category explained theatrical terms, which are not relevant to the question demands. This student wrote: *Performers, theme, Dramatization was a typical practice in Africa which have people their owning drama, Poetry before establishment of colonialist most indigenous to perform to*

*informal and non-formal*. Similarly, another student wrote *comedy, Tragedy, Tragicomedy, Melodrama and Farce*, which are the forms of Western theatre arts and not the elements of forms of theatre arts indigenous to African societies. At any rate, the performance of these students was weak due to lack of adequate knowledge of the subject matter together with inability to identify the demands of the question. Extract 4.2 provide a sample of responses from one of the student who was unable to understand the demands of the question.

- (i) Storytelling; Is the process of telling a story and this was the one of the element which started in ancient times it consist of someone who is called a storyteller trying to teach his/her audience about different events which will occurred in past, present or even future time.
- (ii) Rituals; This is a theatrical performance which involves the pleasing of Gods in believing that those Gods would help that particular society in their different things in life in order that thing to get achieved.
- (iii) Dance; This theatrical performance involves body movement following a sequence of step which has rhythm and space also time and intensity.
- (iv) Recitation; This involves narrable verses, imaginary word and high tone in its delivery which is one of element of theatre which was indigenous to African societies.
- (v) Songs; These were used in different ceremonies like in wedding also songs were used during dance which brought more entertainment to the society.

**Extract 4.2:** A sample of incorrect response to question 4

Response in extract 4.2, suggest that the student misunderstood the requirement of the question and failed to describe five (5) elements of the forms of Theatre Art, which are character, space, theme, visual elements and audience. Instead, he/she described the African theatre forms, which are songs, recitation, dance, rituals and storytelling.

### 2.2.3 Question 5: Performing Techniques in African Theatre

The students were required to briefly explain five types of theatrical rituals that is performed in African Continent.

466 (100%) students attempted the question. The students' performance shows that, 445 (95.5%) students scored from 0 to 2.5 marks, indicating poor performance. 18 (3.9%) students score from 3.0 to 6.0 marks, which is average performance while 3 (0.6%) scored 6.5 to 7.0 marks which is good performance. Table 3 summarizes the performance of student in this question.

**Table 3:** Students' performance in question 5

Scores	Number of Students	Percentage	Description
0-2.5	445	95.5	Unsatisfactory
3-6	18	3.9	Average
6.5-7	3	0.6	Good

The data in table 3 suggest that, the general performance in this question was poor since few students (4.5%) managed to achieve average and good performance.

The students who provided incorrect responses had insufficient knowledge on the types of rituals practiced in Tanzania. For example, one student wrote, *Storytelling writing and listening the story. Dance is an art that concern with body movement that march the speed. Recitation is an acts of repeating something loudy from the memory. Rituals are the praising and worshipping God. As song: The art concern with code, note and pitch.* On the other hand, students provided irrelevant response like; *sing, finery choice, and widing*. Generally, students who provided incorrect responses had inadequate knowledge on African theatrical rituals. These responses indicate that the students had inadequate knowledge in Performing Techniques in African Theatre. Extract 5.1 is a sample of the student's incorrect responses.

- (i) Theatre is made up of different forms of theatrical rituals are drama made with genre based on heroic story e.g. of King or Jago.
- (ii) Theatre are made up of different of forms of theatrical rituals an originally are ~~are~~ comedic music and dance.
- (iii) Theatre are made up of different of forms of theatrical rituals an originally are dance and fashion with that kind of drama.
- (iv) Theatre are made up of different of forms of theatre a lot of epic stories from which Kathakali draws inspiration.
- (v) Theatre are made up of different of forms of theatre a the oldest continuous performed drama in the world.

**Extract 5.1:** A sample of incorrect response to question 5

In Extract 5.1, the student, gave explanations on mixed things such as; *theatre is made up of different forms, genre based on es of kings or sages, theatre is made up of different of forms rituals an originally are comedic music, theatre is made up of different of forms of all an originally dance and drama* against the demands of the question.

Students (3.9%) whose scores ranged from 3 to 6 marks failed to exhaust the required number of points, repeated some points and mixed incorrect points with the correct ones. For instance, one student wrote (i) *Worship rituals*, (ii) *Cleaning rituals: is the type of ritual, is that is performing in different events or combination of events in the certain society or community*. (iii) *Birthday rituals: Is the type or rituals, which are performing on the birthday of person in a certain community or society. hostility* (iv) *Prayer rituals* (v) *Sucrifies and Death rituals: Is the type of ritual that is performing in sucrifies of animals and the death of a person in a certain community or society*. Likewise, there were those who just

mentioned without explaining such as: *Funeral ritual, Worship ritual, Weeding ritual, Birth ritual and funeral ritual*

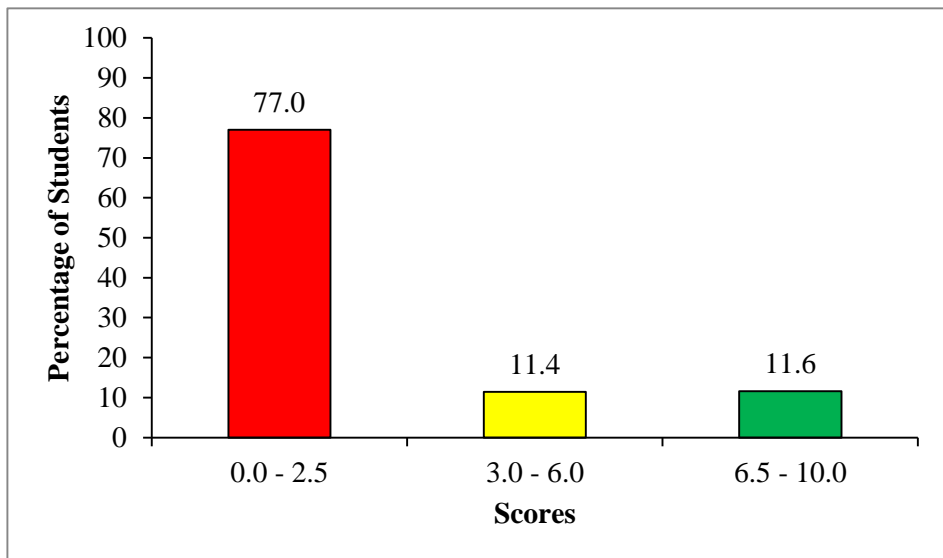
On the other hand, very few students (0.6%) whose scores ranged from 6.5 to 7 had adequate knowledge of the subject matter. For example, one student explained: *Funeral ritual as form of ritual which has a special procedure where they sang special songs and slaughter an animal for burial, Initiation ritual: This is done to certain group to welcome them to the next older group for example young boys to men or young girls to women and Worship ritual: this is type of ritual where people pray for the gods for assistance and guide.* Similarly, another student explained types of theatrical rituals that is performed in African communities such as *a kind of theatrical ritual where a special offering is issued to the ancestors by members of the family when someone dies during burial. Healing ritual: This is type of ritual that is offered to the gods when someone is sick. Worship ritual: This is kind of ritual where people offer prayers to the gods. Initiation ritual: This is kind of ritual where members of the community is practiced when they initiate members from one stage to another stage. There is a special dance for those who have been possessed with evil spirits.* These students were aware of the types of theatrical ritual that performed in African communities. Extract 5.2 is a sample of a correct students' response for question 5.

- (i) Cultural rituals - These are the type of rituals that people practise in order to restore their culture or the behaviour of a certain culture to practise that rituals normally.
- (ii) Religious rituals - These are types of rituals whereby people do in order to praise their gods and thank their gods for the good or bad things have seen or get.
- (iii) funeral dirge - These are types of rituals whereby people do them in areas where there is death of a person and the cultural behaviour allows you to do that ritual according to the culture of a person.
- (iv) Rite de passage - This is the type of ritual that people do in order to obtain something from their gods whereby any people are allowed to do if their culture is allowing them to do.
- (v) Coronation rituals - These are rituals which are done by people for the purpose of choosing or which are done in order to get a good leader.

**Extract 5.2:** A sample of correct response to question 5

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

The question required the student to explain in brief the functions of the actor, playwright, scene designer, costume designer and a light designer in a theatre production. 359 (77.0%) students scored from 0 to 2.5 marks, indicating poor performance and 53 (11.4%) students score from 3. to 6 marks, which is average performance and 54 (11.6%) students scored from 6.5 to 10, regarded as good performance. Figure 6 illustrates the percentage of students' performance.



**Figure 6:** The percentage of student's performance in question 6

Figure 6, suggest that the students' performance in this question is poor as 23.0 percent of the students scored from 3.0 to 10 marks

The data show that most of the students (77%) scored 0 to 2.5 marks due to lack of knowledge on Western theatre and failure to identify the demands of the question. One student, for example, wrote as follows, *Actor is the person who is sits between the audiences. Actor are look performer in order to know a performance they perform clearly they go and tells the audiences, Playwright; this is the form of theatre where by audiences are performed in front of the people, Scene designer; this is the forms of designer when by the audiences they seen performer clearly in order to convey the message to the actor or actress, Costume designer; because when we say costume designer we mean that costumes designer are the clothes that own by a performance are dressing styles and wearing of materials.* Similarly, other students fail to give clear explanations of the designers of theatre production. In their responses they pointed out irrelevant explanations such as: *Actor is the person of the audience called actress are the actors or Greek means actress of the performed of the term used in storytelling of the stories in the society, Playwright are the very of the designer in the stage because are the stage are the called play and play re the called playwright in the performance to perform in the society at the country, Scene designer is the designer which are performance to perform in a theatrical play in the society of the scener designer are the performance to perform a theatrical play in the audience of the theatrical*



play, Costume designer is the performance to the change reality of the designer are the very because are the change reality in the performance to perform, Light designer is the designer which are the theatrical play in the e.g. are the sound designer of the society at the lighting designer are the called. Likewise, another student explains Actor: Western theatre have art like actor this actor are the person who combine the audience and performance to perform on the stage and gives films, Playwright: this are the art which creators are used in theatre production and this it helps to know that the person has play wright and the people to educate the society, Scene designer: In order to designer and this the person have scene design. This scene design and this it helps the people to know that there is theatre production, Costume designer: In costume designer it given a people working on blocking plots, noting all script changes and working with actor to help them learn their line, Light designer: In light designer it used to light at night and this it helps the person to perform better on the stage. Besides that, poor English language proficiency equally contributed to the weak students' performance. Extract 6.1 is a sample of the incorrect student response in question 6.

(i)	Actor	Is the people that can use to director that can use tools of performance.
(ii)	Playwright	Is the person that can use to spar ated beat in the claming
(iii)	Scene designer	Is the people that can use to stage to dancing
(iv)	Costume designer	Is the process of designed that can use to give
(v)	Light designer	Is the light that can use to produce light in the stage

**Extract 6:2** A sample of incorrect responses to question 6

In Extract 6.2, the student failed to identify the demands of the question by defining in single words instead of explaining in brief the art creators used in a theatre production.

Further analysis of student's responses indicates that students who performed well in this question had enough knowledge about Selected Non- African Theatre particularly western drama production on art creators because they explained relevantly as *Actor is a person makes the event in the play to take place. Playwright is the author, a storyteller of the play that to be performed on the stage. Scene designer; this is the person that is*

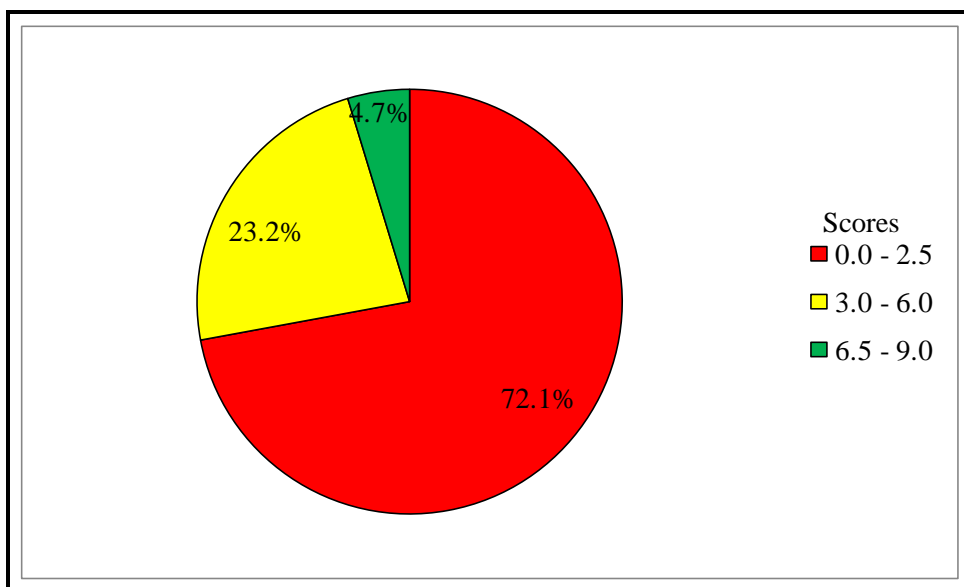
responsible for the stage set. Costume designer, this is a person who is responsible for selecting costumes and light designer, this is a person who is responsible for setting the way stage and action will be light when the performance is taking place. Only 23.0% of student demonstrated adequate knowledge about western drama production. Extract 6.1 shows a sample of students' responses who managed to explain well in brief about art creators used in theatre production.

(i)	<p>Actor</p> <p>Are people is the people who</p> <p>- is the person who perform during performance.</p> <p>Actor is the person who prepared in order to perform drama to the audience</p>
(ii)	<p>Playwright</p> <p>Is the person who write play or drama. Playwright is an important is the society because it help to write many dramas in order to convey to the audience and audience to get education and also to brings hope.</p>
(iii)	<p>Scene designer</p> <p>Is the person who prepare the environment of performance. It is an important to prepared the area which performer co stand and to convey their message in well clear. to the audience and community in general.</p>
(iv)	<p>Costume designer</p> <p>Is the person who makes costumes means clothes. It an important to design or to make clothes for performer according to time, environment which have want to perform to the audience</p>
(v)	<p>Light designer</p> <p>Is the person who controll the use of light according to the events. In drama there are many action or events which have should have arranged in light eg. If there is duck so the light should see appear or sounding in duck.</p>

**Extract 6.1:** A sample of correct responses to question 6

### 2.2.5 Question 7: Performing Techniques in African Theatre

The question instructed the students to briefly explain the five elements that are important in performing the recitation. 466 (100%) students attempted the question. General performance in this question was weak since only 27.90 percent of all students who attempted this question managed to score from average to good performance as illustrated in figure 7.



**Figure 7:** The percentage of student's performance in question 7

Data in figure 7 shows that most of the students (72.12%) had scored 0 to 2.5 marks which implies a weak performance. The performance is attributed to insufficient knowledge on the important elements in performing the recitation and some failed to address the demands of the question. For example, one student listed down elements of culture such as *language, customs, traditional believes* and *norms* whilst the focus of the question was on the elements of recitation. In the same line, another student incorrectly mentioned; *Language, Arts, Religion, Customs and Beliefs* as important elements in performing recitation. Likewise, another student focused on the elements of a play such as *Character, spectacle, plot, language and audience*. Besides that, some of the students in this category managed to understand the requirement of the question but they just pointed out the important elements of recitation without describing them, which signifies insufficient knowledge as well as poor English language proficiency. Extract 7.1 is a sample of incorrect response in question 7.

- (i) Songs  
Are the arrangement of sound of the people or student is song
- (ii) Comedy - recitation at school graduation ceremony  
It is the arrangement of event of the art display for the place
- (iii) Poem  
- recitation at school graduation ceremony  
The student song - sing for audience to performances will performer
- (iv) Drama  
- recitation at school graduation ceremony  
the student dramatization of theatrical art and people will happy drama
- (v) Music  
- The music recitation at school graduation ceremony student play for stage and for all characters

**Extract 7:1** A sample of incorrect responses to question 7

In Extract 7.1, the student failed to identify the demands of the question thus pointing out the forms of theatre arts instead of important elements in performing the recitation such as character, audience, performing space, theme, time and visual elements.

Furthermore, the few students (23.2%) with average score ranging from 3.0 to 6.0 marks faced a diversity of limitations including repetition of some points, inability to exhaust the required number of points and providing a mixture of correct and incorrect points. For example, one student wrote: *It have high tone and scenery or setting, It must have dielegical (dramatic actions), it delivery of oral to the audience, It use figurative language (diction) to choice word or language use.* Another one wrote, *Drama is the type of arts by which people to perform in the stage, Music is the arranged of audible of production of rhythmic, myth and aesthetic, Gesture is the body movement to meant and convey message in an ideas in the society, Body movement is the movement by which people to provide sign or symbol*

*in the certain people and sound is the types music or certain objects to provide the high tones.* At any rate, these students lacked consistency and had little knowledge of the sub topic from which the question was set.

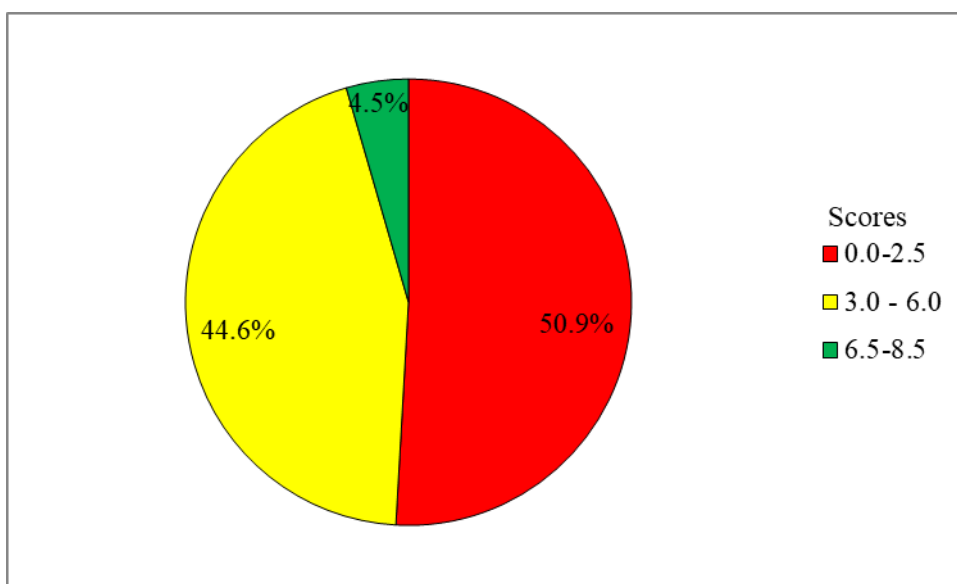
On the other hand, the few students (4.7%) with scores ranging from 6.5 to 9.0 marks demonstrated adequate knowledge on important elements that are vital in the recitation performance. One student, for example pointed out: *Performance area- this refer to the area where the performance takes place, Performer is the person who perform the recitation or theatrical performance, Time is important thing in order to perform theatrical performance especially recitation. It shows distance of time from starting to the ending of show.* These students were familiar with the sub topic from which the question was set. These students were aware of the vital elements of recitation performance such as *Narrative verse, Figurative language, High tone, Imagery words and performers.* Some of the students for example, pointed out *Time, Visual elements, Performing space, Performers and Audience.* This indicates that they were aware of the fact that in order for the Heroic recitation to be performed these elements must be included. Similarly, the students who mentioned Heroic messages, Narrative verse, Figurative language and high tone show understanding of the demands of the question. Extract 7.1 shows a sample of student's responses who managed to explain element of recitation performance.

- (i) character  
Is a person who perform heroic recitation
- (ii) Audience  
Audience are people who watch the performance.
- (iii) Space / stage  
Is the place when the performance takes place.
- (iv) Themes / Message  
Themes / message is the main idea or subject that we get from the performance.
- (v) High tone  
High tone is the elements of recitation that the character must use the imagination.

**Extract 7:2** A sample of correct responses to question 7

### 2.2.6 Question 08: Theatre Arts

The question demanded the students to explain five functions of Theatre Arts in the community at large. 466 (100%) students attempted this question out of which 237 (50.9%) student scored from 0.0 to 2.5 marks indicating poor performance, 208 (44.6%) students scored from 3.0 to 6.0 marks which is an average performance and 21 (4.5%) scored from 6.5 to 8.5 marks which indicates a good performance. The students' performance is as summarized in figure 8.



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

Figure 8 shows that, the general performance of the students in this question was average since 49.1 percent of the students scored from 3.0 to 8.5 marks.

Further analysis of responses shows that few students (4.5%), were able to briefly explain five functions of Theatre Arts in the community. For example, one student pointed out; *to teach and educate the community; theatre arts is the one of the key elements that teaches the society about many different things like keep maintaining our culture because it is the source of identity to other countries, To entertain the society; theatre arts is the source of entertainment because we get to see that through different performances like dances we get entertained because we get to learn different cultural dances which helps us to understand and know different societies, To warn the society; Theatrical performance like storytelling teaches the young children even adults about negative behaviors and attitudes and how they should not be involved in our lives so it is important that to keep maintaining our theatrical performances, To bring cooperation and unity among people; Different theatrical performances teaches us how we should unite with others and cooperate with the society around us in order to achieve something in life which makes us to get good introductions with the society and To bring joy and happiness; Theatre arts is one of sources of joy and happiness so by doing different kinds of performances like dance, songs, storytelling and more it makes the community to get joy and happy because of seeing different things which are done in the*



performances. Likewise, another student pointed out; *Education, Entertainment, Communication skills, Self-confidence and Fun*. Those students were familiar with the functions of theatre arts in the community. Such as, *Theatre enable people to convey a certain message to the society through the theatrical performance such as storytelling, Good platform for the people to change their behavior through the theatre arts performance, use to bring people together; through theatre arts performance such as rituals helps to bring people of different society with totally life styles to meet*. Generally, the responses from students in this category suggest that they had adequate knowledge of subject matter and good mastery of the English language skills. Extract 8.1 exemplify the correct response in this question.

- (i) *Education; theatre arts it educates the society through various way or forms for example from dance, storytelling, Recitation, drama, song and music a child can learn through all of those thing in his life*
- (ii) *Entertainment; theatre art entertains people in different way in song and music, dancing, Recitation etc so people can enjoy doing all of those things in their life*
- (iii) *Communication skills; theatre art gives common information to people through different forms of theatre art people can get information of through songs and music, storytelling and etc*
- (iv) *Self-Confidence; theatre arts builds self confidence to people helps he can be able to stand in front of people and represent something with being fear of the people who are looking him/her*
- (v) *Fun; theatre arts creates fun to people through theatre people can get to know their fun to and also their fun to be known by other people who are near her/him by showing them*

**Extract 8.1:** A sample of correct response to question 8

Furthermore, some students (44.6%) had average performance (3.0 to 6.0) because of repetition of some points and failure to present the required number of points and others mixed correct with incorrect responses.

On the other hand, a significant number of students (50.9%) who scored from 0.0 to 2.5 marks had limited knowledge about the subject matter thus failed to identify the demands of the question. For example, one student explained the functions of theatre arts as; *Audience, Performance, Stage, Properties and Director*. Other student focused on mentioning terms such as Culture, Language, Nation, International and Art. Besides that, some of the students lacked English language skills. Extract 8.2 is a sample of an irrelevant response to question 8.

(i) Kalthali

(ii) Ubogog Ubogobogo

(iii) Kabuki

(iv) Sindiba

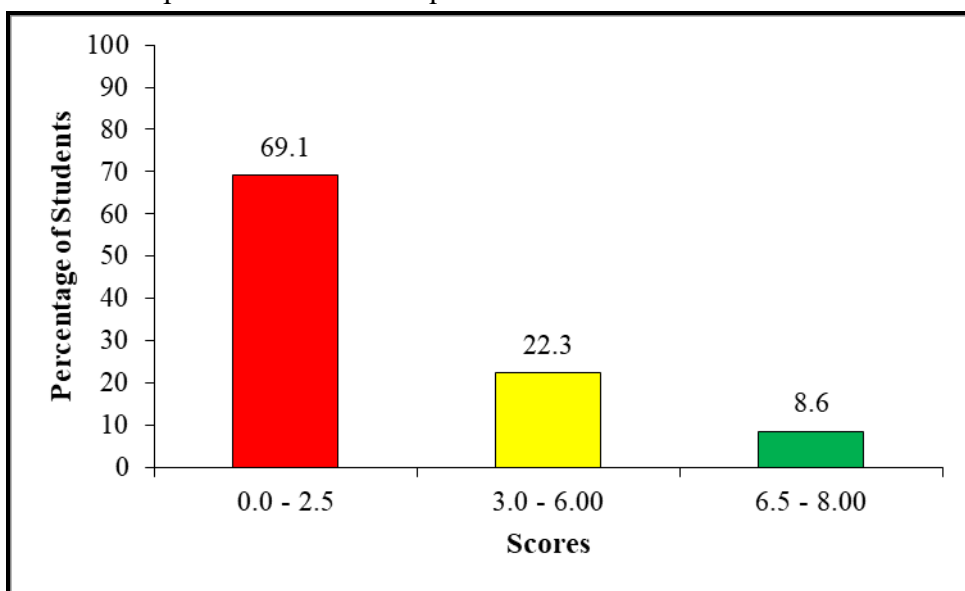
(v) Mndumango

Extract 8.2: A sample of incorrect responses to question 8

In Extract 8.2, the student failed to pinpoint the demands of the question thus pointing out different types of dance instead of functions of Theatre Arts in the community such as to educate, entertain, tool of warning, as an employment and culture transmission.

### 2.2.7 Question 09: Performing Techniques in Non-Selected African Theatre

The question required the students to explain the forms of Western theatre. 466 students, which is equivalent to 100 percent, attempted this question. 322 (69.1%) students scored from 0.0 to 2.5 marks, which indicate weak performance, 104 (22.3%) students scored from 3.0 to 6.0 marks, which is an average performance, while 40 (8.6%) students scored from 6.5 to 8.0 marks indicating a good performance. Figure 9 illustrates the percentages of students' performance in this question.



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

Figure 9 shows that performance in question 9 was generally weak since 30.9 percent of the students scored from 3.0 to 8.0 marks

Further analysis of students' performance revealed that many (69.1%) students scored from 0.0 to 2.5 marks. Students in this category failed to explain the forms of Western theatre. For example, one student wrote: *Comedy is the story that written and performed on stage, Tragedy is the types of drama which consists the uses of animal strure too express people ideas, Tragicomedy is the types of drama which consist cooperation of audience or participation of audience to perform event, Melodrama are the types of drama acted on stage which consist helpless and Farce is the type of western drama which performer use a body to perform during theatrical performance.* Furthermore, other students did not understand the subject matter and had poor English language proficiency thus, failed to explain the

concepts. The example of the responses from these students are: *Comedy drama was the comed that a found in western theatre which that practiced in comedy of sadly, unhappy or lovely happy, Tragedy was among of the type of western theatre which involves the form of drama such as Kathakali and Sanskrit, Tragicomedy also are the among of forms of drama which that their action through the gesture or parts of the body like handles heads foot and other part of the body to remove the information for the people*

Extract 9.1 illustrate a sample of an incorrect response in this question.

(i)	Comedy	<p>Is the mode up from the performance and the performing or Is the Audience and the melodrama from the Comedy</p>
(ii)	Tragedy	<p>Is the Audience or Is the performance and the Audience from the melodrama and the Audience from the performing</p>
(iii)	Tragicomedy	<p>Is the plot and the Audience from the Tragicomedy from the ground and the performing technique Is the Audience or Is the performing or Is the performance and the Tragicomedy soundly</p>
(iv)	Melodrama	<p>Is the found of the part around from the western theatre and the African in the western part which in the originate from the performance from the melodrama and Audience</p>
(v)	Farce	<p>Farce - Is the power or Is the energy from the plot Audience or Is the Melodrama from the found from the performance or Is the performing from the Music and the Audience</p>

**Extract 9.1:** A sample of incorrect responses to question 9

In this extract 9.1, the student failed to explain five forms of Western theatre.

Furthermore, the students who scored 3.0 to 6.0 marks had moderate performance. Their responses had both weaknesses and strengths. Some could not exhaust the required number of points and others repeated some points. Some of them provided a mixture of few relevant responses with irrelevant ones. For example, one student wrote; *Comedy is the type of drama which does not involves seriousness when performing, Tragedy is the dram which consist of tragedy events, Tragicomedy is the dram which involves both sadness, Melodrama is the dram which is played musical and consists of love stories.* Likewise, other students had correct points but failed to explain it correctly. Such student wrote: *Comedy this is short drama formed in laugher and end happy, Tragedy is type the western dram which formed in serious and end with unhappy, Tragedy comedy this is drama has story exctcong twist and his action underscored by thrilling music, Melodrama this is the western drama that is formed for entertainment people and consist of songs and dance and ends esolong with happy.* These responses signified understanding of the subject matter but poor English proficiency.

On the other hand, few students (8.6%) who scored from 6.5 to 8.0 marks were able to correctly explain the form of Western theatre practices. For example, one student wrote: *Comedy is the type of drama that make the audience to be happy and lough, Tragedy is the type of drama that the audience or spectacle to be sad and to cry, Tragicomedy is the type of drama that make the audience to be sad also to be happy, Melodrama is the type of drama that is also contain music.* Furthermore, another student in this category explained that, *Comedy is the form of drama which consist of jokes, Tragedy is the form of drama which is events or action involves great suffering like serious action, Tragicomedy is the form drama which involves the element which are found in both tragedy and comedy, Melodrama is the form of drama which involves action which are too emotion.* Likewise, another student explained, *Comedy; this is the type of drama which make audience to laugh, comedy is the type of western theatre drama in which performer express his/her meaning accompanied by entertainment to audience and spectators, Tragedy, this is the type of drama which has sad ending, Tragedy is also among the western theatre in which characters represent something in the society whether education, entertainment but at its end there is sad.* Generally, students were able to

explain five forms of western theatre. Extract 9.2 is a sample of a students' correct response to question 9.

9. Western Theatre is made up of different forms of drama. Briefly explain the following forms of Western theatre:

(i) **Comedy**  
This is the form of drama that make audience laugh.

(ii) **Tragedy**  
This is the form of drama that end up with sad.

(iii) **Tragicomedy**  
Is the form of drama that its story start with sad and end up with happy.

(iv) **Melodrama**  
Is the form of drama with its story exciting twists and its action underscored by thrilling music.

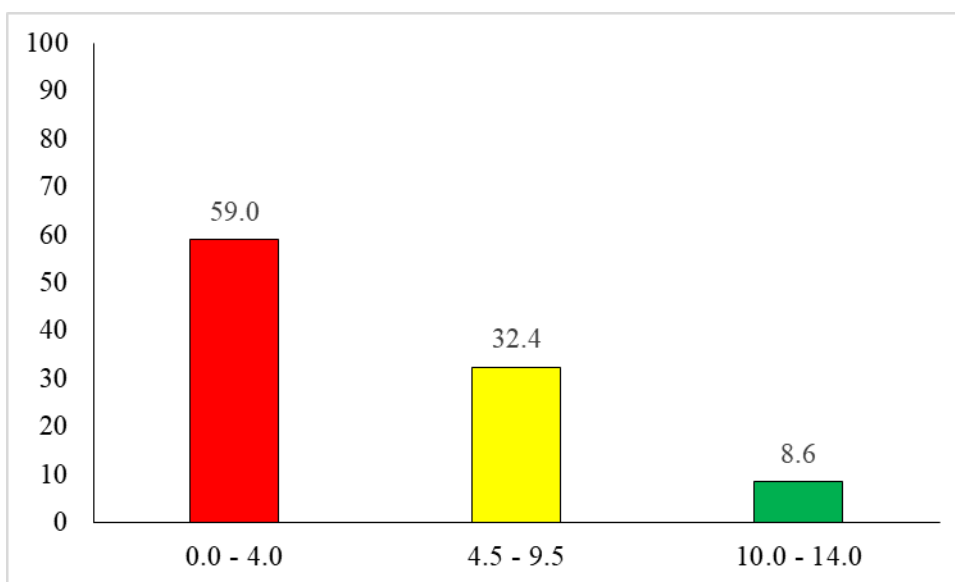
**Extract 9.2** A sample of correct responses to question 9

### 2.3. SECTION C: Essay Question

This section consisted only (1) one question weighing 15 marks. The pass score for this question was 6 marks.

#### 2.3.1 Question 10: Theatre Art

The question demanded the students to describe the importance of storytelling to the society. 466 (100%) students attempted the question. The general performance in this question was average since 41.0 percent of students scored from 4.5 to 14 marks. Further students' score is illustrated in figure 10.



**Figure 10:** The percentage of student's performance in question 10

Figure 10 shows that the percentage (59.0%) of students who had weak performance was slight higher compared to those who scored from average to good performance.

The students who scored 0.0 to 4.0 marks, which is weak performance, failed to describe the importance of storytelling to the society. For example, one student wrote irrelevant descriptions such as: *Storytelling refer to a combination of drama and dance of the theatre arts Kathakali that are used within the society for communication of the society, Theatrical ritual, African theatre has forms and characteristics which theatrical form by collectivity, Storytelling is the accumulative is the important of the society of theatrical rituals, Storytelling is the adactive; is the western in the important of the forms by to the society of the theatrical rituals of an the theatre arts, Storytelling is the variable; is the western Africa of the important of the forms by the society by of the storytelling in the society adactive, Storytelling is the language; is the Eastern of the theatre arts.*

Students in this category also failed to understand the requirement of the question and had very poor English grammar. For example, one of the students wrote, *Use to culture is the society is the importance of storytelling in which the story has, it uses to worn in the society the storytelling I have the storytelling the society, it provides the people in the society in the story I have the important to be storytelling.* Another student in this category wrote: *Given to the person working on blocking plot, to help them learn their state the theatre art periodization before colonialism, supposed your watching a serious drama story has exciting twist and action underscore by thrilling theatre, Play are combine with three have been assigned to prepare and perform a short play define.* In general, those responses signified insufficient knowledge on the subject matter, poor and lack of skills to identify the requirement

of question. Extract 10.1 demonstrate incorrect response from one of the students in category.

10. Describe the importance of storytelling to the society. Provide six points.

Storytelling to the society is performers and a short play audience is visual provides establishes with music society and serious to be component of storytelling the society comes to life only at the stage which visual component of visual provides establishes made up with plays are combined with have been society music and serious to performers and a short play audience to properties an originally erotic dance and fashion that turned to drama of storytelling the society.

tradition dances are commonly for various social economic traditional dance is used for agricultural activities the performance of western play which with actors to help them learn their costume designer and lighting designer the theatre arts periodisation found in part the world world such as drama stage it story has exciting and action collective improvisation and audience participation storytelling dance and theatrical ritual is the dance drama which is forms of theatrical ritual which are performed in Africa society theatre involves many art of the actors play costume designers and light designers for production to be performed on the stage and or used in a theatre production society an acted word of human being in the best learn about life fiction of theatre arts in the community at large society forms of made up visual provides to life only the stage which society component of have been music and performers of with plays society music a short play audience and audio to visual to properties an originally erotic dance and turned to drama of storytelling the society of art the actors play costume the best provides which designs dance drama performed in African best learn about stage faced society theatrical ritual many designers for production improvisation.

**Extract 10.1:** A sample of incorrect responses to question 10

The student failed to describe the importance of storytelling to the society instead provide irrelevant explanations.

On the other hand, 32.4 percent of students scored from 4.5 to 9.5 marks considered an average performance. Those students provided partially correct responses. There were students who just mentioned the correct points without explaining and others



mixed correct and incorrect response. Examples of the responses from the students in this category are: *Educate, Entertainment, Warm, Criticize, Source of income and morals*. Other student wrote, *it educates society the storytelling it educate the society and they give them the knowledge, it wars the society the storytelling it warns the society, it entertains the society storytelling make the society happy and leave the stress*. Hence, they scored lower marks.

Further analysis shows that very few students (8.6%) scored from 10.0 to 14.0 marks. They managed to describe six importance of storytelling in the society. Those students demonstrated adequate knowledge and understood the question's demands. Their responses indicated that they had skills in essay writing and organization. Those students were able to introduce the key term and elaborate correctly six importance of storytelling. For example, one student in this category wrote, *Storytelling is an interactive art performance in which narrator use vocalization and body movement to convey message to the listener, Storytelling help people to acquire entertainment from it, When people practice story telling it help them to avoid stress, Storytelling as one of the form of theatre art especially in Africa help people to get entertainment and abstain from stress problem through entertainment, It educates the society and it help people to escape from bad practices and will through education provision to the society*. Another student wrote, *Build confidence, educate, entertain people, build special awareness and Criticize*. Similarly, another student described, *Storytelling is the acting of tell someone a story about present or past events. Help people to know the past events, it entertains people, it warns society, it educates the society, it increases cooperation between people, it promotes love, peace and harmony*. Indeed, these students were familiar with the importance of storytelling to the society as their essays had good introduction, conclusion and logical flow of ideas. Extract 10.2 is a sample of a correct students' response in question 10.

..... Story telling is an interactive art performance in which narrator use vocalization, gestures and body movement to convey message to the listener. Story telling also is one of the earliest African theatre. Theatre art also have many result when it is practiced in the society or on a certain community.....

..... The following are importance/merits of story telling.....

..... It educate the society: story telling is an important form of theatre art which bring education to the society and it help people to escape from bad practices and evil through education provision to the society.....

..... It entertain the society: story telling help people to acquire entertainment from it when people practice in story telling it help them to avoid stress because there are many people who are affected or involved in stress problems. So story telling as one of the form of theatre art especially in Africa help people to get entertainment and abstain from stress problem through entertainment.....

..... It is used to warn the society: in other hand story telling used to warn the society in general. For example in some traditional way of life prohibit a certain group of people to eat some kind of food which is mutation of their body and another is traditional ceremony such as initiation which involve circumcision of both male and female to contribute the spread of diseases. So story telling help people to escape from these negative social cultural practices.....

..... It create the society: story telling also used to create some society on various things and teach them about good moral. So story telling also create some society. For example in some society used a woman as a sex object while it is not true. So story telling used to create about these beliefs.....

story telling and as a source of income. In some societies  
 story telling is used in various way because people spend their  
 time in a positive and productive way by teaching, entertain  
 people but after that they get money when people pay attention  
 on listening and when the narrator charges them money  
 in order to get a story. So story telling is one of the sources  
 of income to the narrator.  
 Story telling help people to know either past social  
 setting. Also know that story telling can transfer knowledge  
 from one generation to another maybe about historical events  
 that have handed down many years ago when and why  
 and also can explain where did that event takes place  
 so story telling is an important theatre form which help  
 people to know about past events and their setting.  
 Story telling is an important form of art and it has to  
 be improved and being supported because it help people  
 to know about their origin and past events which occurred  
 on their country or society in general.

**Extract 10.2:** A sample of correct response to question 10

### 3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC

The FTNA Theatre Arts subject had 10 questions that were set from topics from form one and form two syllabuses. The topics assessed included *Theatre Arts*, *Theatre Arts Practice in Tanzania*, and *Performing Techniques of Selected Non-African Theatre*, *Performing Techniques in African Theatre* and *World Theatre Practices*.

The analysis shows that; students' performance was good in question 1 (multiple choice items) which covered various topics of (see appendix). In this question the percentage of the students who scored from 30 per cent was 89.9. This indicates that the students had adequate knowledge of the tested concepts. The good performance in these topics attributes to students' understanding of the demands of the question and the adequate knowledge of the assessed items. The topic with the average performance was *World Theatre Practices*. The average performance for this topic attributed to the partial knowledge on the topic, which lead to failure to provide the required number of points.

However, the topics in which the students had weak performance were *Performing Techniques of selected Non-African Theatre* and *Performing Techniques in African Theatre*. The weak performance in these topics attributes to poor knowledge of the subject matter, poor interpretation of the demands of the questions and a lack of English language proficiency. The students' performance in various topics is shown in appendix 1.

#### **4.0 CONCLUSION**

The analysis of the Theatre Arts subject shows that, the general performance was weak. Further analysis reveals that, the students whose performance was good were knowledgeable enough on the topics from which the questions were derived. In addition, the students understood the demand of the question. 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 the students in theatre Arts, it is recommended that:

- (a) Teachers are encouraged to provide adequate exercises to train students on how they can identify and understand the requirements of set questions.
- (b) Teachers are encouraged to use the written western play while teaching western theatre. This will help students to see short scene from a selected European play and discuss the techniques in the performed play. This will improve performance in *Performing Techniques in Selected Non –African Theatre* topic.
- (c) Teachers are urged to make effective use of films, video, charts and pictures as well as guiding questions to orient students during various exercises. Familiarity with such tools will improve the students' performance in the topics of *Theatre Practices*, *Performing Techniques in selected Non –African Theatre*, *Performing Techniques in African Theatre*, *Culture and World Theatre Practices*.
- (d) Students should read both fiction and non-fiction books in order to improve their English Language proficiency in writing, reading, speaking and listening. Such practices will help them overcome the

challenge of writing ungrammatical and meaningless sentences as witnessed in this assessment.

- (e) Teachers are encouraged to guide students to prepare and perform theatrical rituals, dance, and recitation to improve their performance in forms of Theatre Arts.
- (f) Teachers are encouraged to guide students to brainstorm different techniques of storytelling and lead students to demonstrate storytelling. This will improve the students' performance in the topic of Performing Techniques in African Theatre.

## Appendix I: Summary of Students' Performance Per Topics 2022

S/N	Topic(s)	Question number	Percent age of Student s who scored 30 percent and above	Average percent age	Remarks
1	<i>Performing Techniques in African Theatre, Performing Techniques in selected Non –African Theatre, Theatre Arts Practices in Tanzania, World Theatre Practices,</i>	1	89.9	89.9	Good
2	<i>World Theatre Practices</i>	8	49.1	40	Average
		9	30.9		
3	<i>Performing Techniques in African Theatre</i>	4	30.5	27.9	Weak
		5	4.5		
		6	23.0		
		7	27.9		
		10	41.0		
4	<i>Performing Techniques in selected Non –African Theatre</i>	2	13.5	13.7	Weak
		3	13.9		

**Appendix II: A comparison of Students' performance for years 2021 and 2022**

<b>YEAR</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>TOTAL</b>
<b>2022</b>	0	1	41	83	341	<b>466</b>
<b>2021</b>	1	15	82	142	312	<b>552</b>

