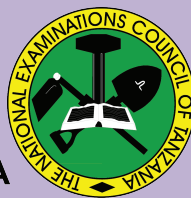




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024

THEATRE ARTS



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019 THEATRE ARTS

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FOREWORD

This report presents the Students' Item Response Analysis (SIRA) on Form Two Theatre Arts National Assessment, conducted in November 2024. It aims to provide feedback to all education stakeholders on the factors that affected the student's performance in the Theatre Arts assessment.

The Form Two National Assessment (FTNA) is a formative assessment that intends to monitor students' learning in order to provide feedback that teachers, students, and other education stakeholders can use to improve teaching and learning. This analysis acts as the fundamental justification for the student's performance in the subject of Theatre Arts. The students who attained high scores demonstrated appropriate skills and understanding of the questions asked. However, students who scored low marks faced difficulty in responding to the questions due to their insufficient mastery of the tested concepts.

This report is expected to help students identify their strengths and weaknesses in responding to the assessment questions to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will also help teachers to identify the challenging areas and respond appropriately 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 against which education stakeholders should take proper measures to improve the teaching and learning of the Theatre Arts subject. Consequently, continuing students will acquire knowledge, skills, and the competencies indicated in the syllabus for better performance in future assessments and examinations.

Lastly, the Council appreciates the contribution of all those who prepared this report in different capacities.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is on the Students' Item Response Analysis (SIRA) who sat for the Theatre Arts in the Form Two National Assessment (FTNA) 2024. The assessment paper was intended to measure students' competencies on the respective topics stipulated in the Theatre Arts syllabus. Therefore, this report gives a detailed analysis of the student's performance per item.

The Theatre Arts assessment paper consisted of ten (10) questions divided into three sections: A, B, and C. The students were required to attempt all questions from all sections. Section A had two questions with 15 marks. Question 1 had ten (i–x) multiple-choice items, while question 2 comprised five matching items. Each item in this section worth 1 mark. Section B constituted 7 short answer questions; questions 3 to 9 each carrying 10 marks. Hence, this section weighed 70 marks. Lastly, section C had one essay question which weighed 15 marks.

In 2024, about 377 students sat for the Theatre Arts assessment, out of which 269 (71.35%) passed. In 2023, a total of 429 students sat for the assessment, of which 210 (48.95 %) students passed. Comparatively, the student's performance in 2024 has increased by 22.40 per cent.

The analysis of individual questions which points out the requirements of each question and the strengths and weaknesses of the students' responses is presented in the following section. The performance is categorized as good, average, and weak based on the percentage of students who scored 0-29, 30-64, and 65-100 per cent respectively. Green, Yellow, and Red colours are also used to indicate the categories of performance respectively. Extracts of the student's responses are also inserted to clarify some of the answers presented.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

2.1 SECTION A: Objective Questions

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

2.1.1 Question 1: Multiple Choice Items

This was a compulsory question comprising ten items, each of which carried one (1) mark. These multiple-choice items (i –x) were derived from various topics of the Theatre Arts Syllabus. These topics included *Theatre Arts*, *Arts*, *World Theatre Practices*, *Culture*, *Performing Techniques in Non-African Theatre*, and *Performing Techniques in African Theatre*. Each item of the multiple-choice question had four (A, B, C, and D) responses comprising one correct answer and three distractors from which a student had to choose the correct answer and write its letter in the box provided in the question paper. The items aimed to assess the student's competence in capturing various concepts and scenarios created from respective topics and daily life experiences. Additionally, the items intended to assess the application of those concepts.

The analysis of the students' responses shows that all 377 (100%) students attempted this question. The performance on this question was impressive with 339 (89.92%) students scoring 3 to 10 out of the 10 allocated marks. Out of this number, 68 (18.04%) students scored 7 to 10, indicating a good performance, and 271 (71.88%) students had an average score of 3 to 6. The remaining 38 (10.08%) students performed poorly, with scores ranging from 0 to 2 marks. Figure 1 shows the students' performance of question 1.

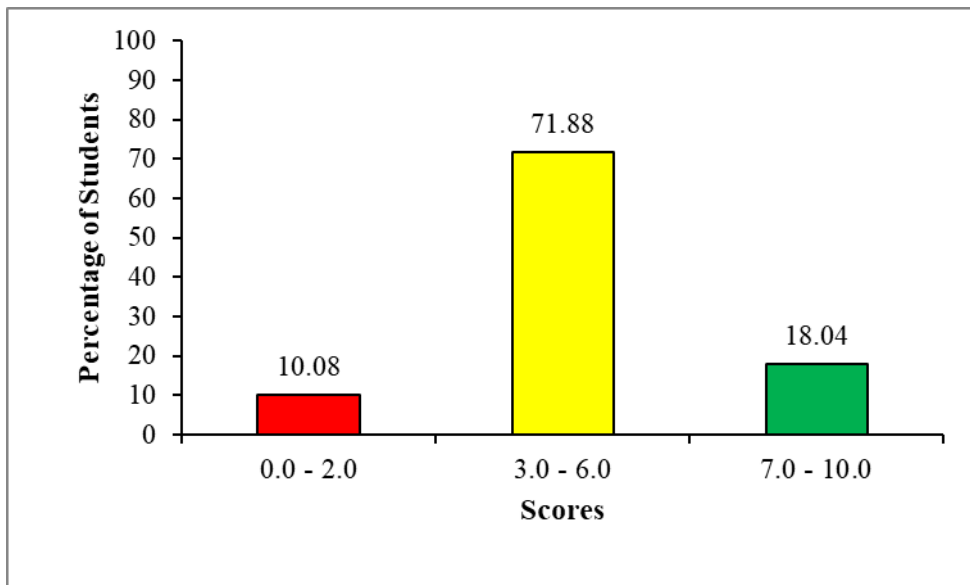


Figure 1: *The Percentage of Students' Performance on Question 1*

Figure 1 shows that the students' performance on question 1 was good as 89.92 per cent of the students scored 3 to 10 marks. The analysis of the students' responses is given in the following paragraphs.

Item (i) tested the ability of the students to identify the form of theatre arts that applies the knowledge of character impersonation, such as imitation of voices, gestures, and facial expressions. The item explored what form of theatre arts requires the character's application of the stated elements. The correct answer was A, "Storytelling". Students who opted for the correct response demonstrated enough knowledge of the various skills needed to perform a story during the storytelling event. They knew storytelling was a theatre form that utilised voice imitation, gestures, and facial expressions at their best.

The students who chose the incorrect answer B, "Dance," did not understand that dance is an art of body movements using steps and rhythm for functional purposes. It may involve musical instruments and songs, but it does not involve imitation of voice and gestures as primary components. Those who chose C, "Recitations," did not realise that it includes the use of high voice and tone in performance. Students who opted for D, "Ritual" did not understand that rituals follow a systematic and established procedure of worshipping, healing, initiation and installation of leaders unlike that of

storytelling. Those students who responded wrongly had insufficient knowledge of a form of theatre arts in which a performer has developed elements of character impersonation such as voice imitation, gestures, and facial expression. They also had a limited knowledge on the concepts they thought were the correct answers.

The second (ii) item required the students to identify where African traditional performances occur. The item tested the knowledge of specific performance areas common in African indigenous theatre performances. The students who chose the correct response B, "Outdoor, " clearly knew about a common performing space or area uniquely used in traditional African performance. This is because the African native performances are commonly presented in any open space not in a unique building. Most conventional African theatre performances are conducted in an open space like a playground, under a tree, or on other grounds.

On the other hand, students who opted for A "Indoor" had inadequate knowledge about a specific place where the African traditional performances take place. Indoor relates to theatre performances presented inside furnished and unique buildings explicitly prepared for performances. Thus, indoors are common in Western theatre performances instead of traditional African theatre performances. Students who chose the incorrect answer C, "On the stage," could not differentiate between the required specific area common for African conventional performances and the raised platform constructed for staging events such as concerts. Obviously, such students had inadequate knowledge about African theatre performance. Likewise, students who opted for D "Auditorium" were unaware about this chamber in the theatre room where the audience sat to watch a theatrical performance.

Item (iii) examined students' ability to describe the cultural practices that reflect values and beliefs held by community members for some time, especially for spanning generations. The students who opted for the correct response D, "Traditions," had enough knowledge of the cultural elements in the society. In the community, traditions are past experiences people inherit from the old generation and are believed to be unchangeable. It includes initiation rites, marriage, funerals, ceremonies, traditional dances and rituals. Students who opted for the incorrect response A, "Customs," were incorrect because customs are common ways of doing things. They are

things that many people do and have done as standard practices among the members of society for a long time, for example, eating, dressing, and greeting. Equally, the students who chose the other response, B, "Language," had minimal understanding of the elements of culture that reflect values and beliefs for an extended period. They could not understand that language is a communication system a particular community uses and changes from one society to another. In addition, students who opted for the incorrect answer C, "Religion," did not know the elements of culture that have been unchanged for some time in society because religion can change among community members. It is a system of beliefs and practices aiming to unite people in the community.

Item (iv) tested students' understanding of an element and its characteristics, making it a form of propaganda influencing popular conceptions or mood. At its core, the question required the student to demonstrate knowledge of the item, which influences mood and feelings among the people. The item described one of the functions of the element as influencing popular conceptions or mood. The students who chose the correct response B, "Art," had explicit knowledge on the function of art in society. This is because art influences people's conceptions and mood. Art acts as a method of expression that uses skills or imagination to create attractive objects, environments, or experiences that can be shared with others. It involves a diverse range of human activities and artifacts that express the mood and feelings of a society.

On the contrary, the students who opted for response A, "Culture," had no or little knowledge about the required element, especially for influencing people's moods. Culture does not mean making and affecting people's popular conceptions and moods. It stands for a total way of life in a particular society. It involves sharing patterns of behaviours, interactions, and understanding that are acquired through socialisation. Moreover, students who chose the incorrect response C, "Religion," did not realise that influencing conceptions or moods in society is not the function of religion among the people. This is because, in society, religion aims at uniting people as a system of beliefs and practices. In addition, some students who chose incorrect response D, "Values," were wrong since values deal with principles, ideas, standards, and guidelines that assist the community

members in judging what is good from what is not desirable based on the community expectations.

Item (v) required the students to identify the form of theatre delivered through the word of mouth. The correct response was C, "Storytelling." In storytelling, the storyteller narrates a particular story to the audience orally. The students who opted for the proper response C, "Storytelling," had explicit knowledge of the form of theatre performed through word of mouth. The students who opted for A, "Initiation," failed to identify a form of theatre based on oral narration through the word of mouth. Initiation deals with traditional events that celebrate the growth of young people from one stage to another, such as from childhood to adulthood. Students who chose initiation associated the word 'initiation' with the story, hence distracted.

Furthermore, the students who chose the incorrect response B, "Dance," failed to recognise that dance is a form of theatre that involves body movement, rhythm, and dimensional spaces and does not depend on oral delivery. Furthermore, the students who opted for the incorrect response D, "Rituals," could not realise that rituals are ceremonial events performed for religious or cultural reasons to either summon gods or influence nature. Additionally, rituals are sacred performances that may engage a variety of other theatrical forms.

Item (vi) tested the students' ability to identify the ritual practice conducted in our societies. The target of the item was to test whether the students could determine the type of theatrical ritual commonly used as part of training in African societies. Theatrical rituals can be conducted during the right of passage ceremonies, for example, when girls transit age set, such as a mark from 13 or 15 years to another age set done in various societies. This theatre form is popular in the training process, especially for the youth, such as the girls who undergo special training to prepare them for adulthood responsibilities. The question aimed and targeted to test students' understanding of traditional Tanzanian theatre forms that fall under the training function. The question was phrased, "on visiting one village, you see the girls between 13 and 15 years gathering for a traditional event celebrating their growth. What type of African theatre did you observe?"

The correct answer was C, "Initiation." The students who chose the correct answer knew various African theatrical rituals' multiple forms and functions. They knew that in African societies, initiation is practiced when youths are collected together for training to develop a sense of togetherness and comradeship. Initiations such as *Unyago*, play a vital role in training the girls on their present and future responsibilities. Initiation in African societies aims to assign notable roles to girls for adulthood responsibilities.

On the other hand, the students who chose the incorrect responses A, "Rituals," B, "Traditions," and D, "Funeral dirges," had insufficient knowledge about initiation practices and their functions in African societies. Students who gave the response A "Rituals" failed to realise that rituals are general activities involving repetitive patterns of behaviour performed for a specific purpose. The students who chose B, "Traditions," were wrong because they could not realise that traditions are past experiences people inherit from the older generation and are unchangeable. It is not just an event performed in society. Moreover, the students who chose D "Funeral dirges" had insufficient knowledge about some traditional ceremonies performed in the society. They thought funeral dirges in African societies were part and parcel of the theatrical ritual. Still, it is a part of recitation that deals much with the performance of sad songs or lamentations that express mourning or grief during funeral ceremonies to celebrate a person's death.

Item (vii) tested knowledge about World theatre practices. The item aimed to measure whether students could show a kind of theatre based on a written play. The students who chose the correct answer A, "Western theatre," had an adequate understanding of Western theatre as a type of theatre that involves written plays performed by actors in an auditorium where stage, scenery, costumes, and light are necessary components. They understood that in Western theatre, drama is dominant since it is directed by experts such as a playwright, director, scene and costume designer, choreographer, and musician.

Students who chose alternative B, "Eastern theatre," were unaware that Eastern theatre is based on visual and sensual rather than literary or intellectual. The students who chose the distractor C, "African theatre," lacked knowledge concerning African theatre. They could not realise that African theatre is concerned almost exclusively with live performances

representing life through symbolic actions. African theatre is communal-based and functional. It is an outdoor performance that involves multiple forms during its performance. Similarly, the students who chose the incorrect alternative D, "Romantic theatre," were unaware that Romantic theatre is an Eastern theatre, especially Indian. In Romantic theatre, actors are involved in performing themes that deal with love and passion of an individual or family, presenting life experiences on the stage.

Item (viii) tested the students' understanding of the World theatre. The students were asked, "Which theatre is more visual and sensual than literary or intellectual?" The aim of the question was to let the students explore a popular theatre form, which is mainly characterised by more visible elements than thoughtful ones and requires less literary or intellectual comprehension. The correct response was C "Eastern theatre." The students who chose this option knew about the types of theatre worldwide that popularly use visual and sensual arousal components. It seems that Eastern theatre roots from more sensual and visual elements, so the performers did not invest more in literary and intellectual aspects. For instance, distractors A, "African theatre," B, "Western theatre," and D, "Medieval theatre" were not correct answers. This is because the students who chose A, "African theatre," seem to have thought that African theatre can be practiced as a sensual performance. This is not true since African theatre is almost exclusively a live performance representing life through symbolic actions. In performance, it involves multiple theatrical forms that do not involve sensual elements.

Students who opted for B "Western theatre" were unaware that this theatre is concerned with the written script whereby the actors performed on the stage. Likewise, option D, "Medieval theatre," was not correct because the background of medieval theatre is in European countries. It concerns the theatre in transition during the period following the fall of the Roman Empire. It is liturgical, characterised by mystery, moral, and religious miracles. Generally, the students who opted for incorrect responses had insufficient mastery of the most popular types of theatre practiced in their respective regions worldwide.

Item (ix) intended to test students' understanding of traditional theatre forms before the coming of colonialism. The students were expected to demonstrate knowledge of the conventional theatre forms before the advent

of colonialism in Africa. The correct answer was option A, "Storytelling and Dance." Students who got the correct answer knew that these forms of theatre represented the early traditional theatre forms in Africa. The students understood the famous and indigenous theatre forms including dance and storytelling that were performed before the coming of colonialists. There are some students who chose incorrect responses; B, "Ritual and poem," C, "Drama and Songs," and D, "Dance and Drama". These students were unaware that some theatre forms in the options were not indigenous to Africa before the advent of colonialism or stand alone as theatre forms as it is the case to poem. Therefore, students who chose incorrect responses had inadequate knowledge about different traditional theatre forms found before the advent of colonialism in Africa.

Item (x) tested students' ability and understanding of performing techniques in African theatre. The question aimed to measure the students' knowledge of the set of skills used by a storyteller when performing a story. In this item, students were required to identify the specific techniques employed when telling the story to the audience. The correct response was D, "Facial expression, voice, movement and gestures." It was interpreted that the students who chose this answer understood that these are among the techniques a storyteller employs when telling any story. In storytelling, a performer may use these techniques as both delivery tools and flavours to make a story interesting to the audience and simplify the intended message.

Contrary to that, students who chose A, "Body, facial expression, movement and hand," B, "Voice, movement, gestures and hand," and C, "Hands, voice, eyes and movement," had insufficient knowledge about the storytelling performing techniques. Body, eyes, and hands are not among the storytelling techniques. They also did not know that the body, eyes, and hands are parts a storyteller applies to facilitate gestures and movement skills.

2.1.2 Question 2: Matching Items

The question was set from topic two of form one namely *Culture*. The question tested whether students could describe various elements of culture. Thus, the students were required to match the description of aspects of culture in **List A** with the respective component of culture in **List B** by

writing the letter of the correct response to the corresponding item number in each case, as shown in the table below:

List A	List B
(i) <i>The culture that helps people to relax and gather energy before they engage in production.</i>	A. <i>Ideology</i> B. <i>Norms</i>
(ii) <i>A cultural aspect that does not allow people to do, use or talk about a particular thing as people found it an offensive or embarrassing.</i>	C. <i>Traditions</i> D. <i>Recreation</i>
(iii) <i>A set of ideas which lay down the principles and conditions to be followed by a given society in a given place and time.</i>	E. <i>Taboo</i>
(iv) <i>A culture which helps societies adopt certain cultural value which are sometimes worthwhile for acceptance in certain occasions.</i>	F. <i>Customs</i> G. <i>Art</i>
(v) <i>A culture which plays a key role of uniting people together when they meet to conduct or celebrate the events.</i>	H. <i>Beliefs</i>

The students' performance on this question was relatively weak. Since out of 377 students who answered this question, 269 (71.35%) students scored 0 to 1 mark, 97 (25.73%) students scored 2 to 3 marks and only 11 (2.92%) students scored 4 to 5 marks. Figure 2 below summarises the results of the question.

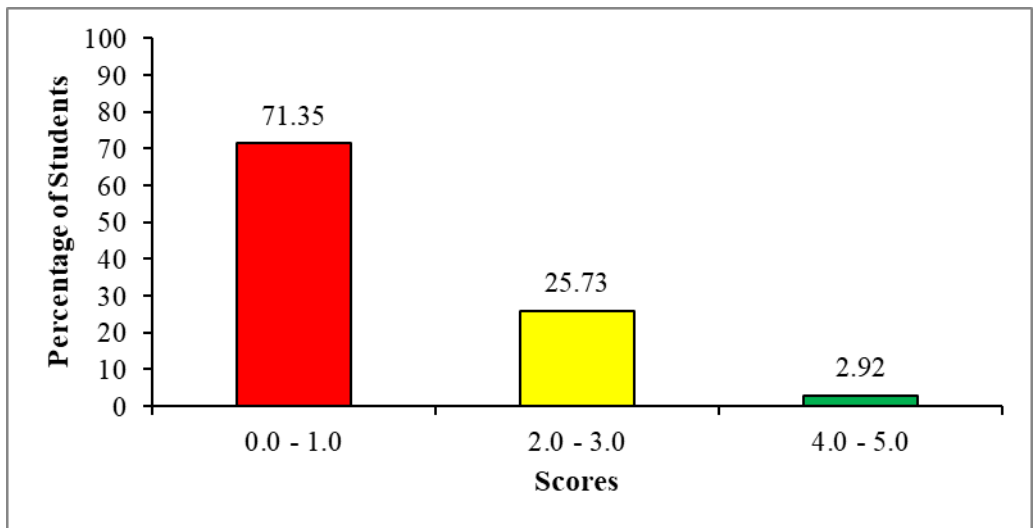


Figure 2: *The Percentage of Students' Performance on Question 2*

The data in Figure 2 show that the students' performance on question 2 was generally weak. This performance suggests that the students had insufficient knowledge on the elements of culture from the topic, *Culture*. Further analysis of students' responses to each item is detailed as follows:

Item (i) required the students to match the given descriptions in List A with the corresponding elements of culture from List B. The question tested whether the students could identify a cultural element that helps people relax and gather energy before they engage in production. Students who matched D "Recreation" were correct. These were students with enough knowledge of this particular element of culture. Similarly, such students understood that recreation is an element of culture that offers people resting for relaxation before engaging into a specific activity. They also expressed their knowledge of the essential function of recreation. Recreation is a common practice in African communities, involving various activities. The students who chose the correct answer generally showed sufficient knowledge about recreation as an element of culture.

In item (ii), students were required to identify, from List B, the element of culture characterised by not allowing people to do, use, or talk about a particular issue as people found it offensive or embarrassing. The correct response was E, "Taboo." The students who identified the correct response had adequate knowledge about taboo as a vital element of culture used in

society. Such students understood that taboo is the element of culture that sets prohibitions to society to avoid destruction of traditions and customs or quarrels among the members.

In item (iii), students were asked to identify, from List B, an element of culture that involves a set of ideas which lay down the principles and conditions to be followed by a given society in a given place of time. Students who provided the correct response A, "Ideology," had sufficient knowledge about the elements of culture that, specifically lay down the principles and conditions to be followed by a given society in a given place and time. Other students chose incorrect responses, such as B, E, F, and H. Their choices show inadequate knowledge about ideology as an element of culture and a lack of understanding on the respective aspects of culture they picked as answers.

As for item (iv), the students were required to select a response from List B that matches the element of culture. The question aimed to identify the aspect of culture whose focus is to adopt a particular cultural value, which is sometimes worthwhile for acceptance on certain occasions. The students who chose the correct response, F, "Customs," had enough knowledge about the elements of culture. This is because custom, as one of the elements of culture, focuses on a standard way of doing things for a long time and is handed down from the past throughout generations. On top of that, the students were aware that customs, practices, and behaviours such as eating, greeting, and dressing involve different activities performed in society. Additionally, other students who chose the wrong answer B, "Norms," had insufficient knowledge about elements of culture. The students could not realise that norms are rules and expectations constructed by the society. Therefore, there is no close relationship between norms and customs.

In item (v), students were required to identify an element of culture that plays a key role in uniting people when they meet to conduct or celebrate the events. The correct response was C, "Traditions." Students who chose that option understood that traditions are past experiences people inherit from the older generation and are believed to be unchangeable. It includes initiation rites, marriage, funerals, ceremonies, and traditional dances. Students who chose traditions had enough knowledge about the elements of culture, specifically traditions. This is because they realised that traditions

contribute to a sense of comfort, belonging, and unity among the people in the community. This is caused by sharing experiences from one generation to another through different media. However, some students opted for the incorrect responses A, "Ideology," and B, "Norms." They had insufficient knowledge about traditions.

Analysis of the students' responses reveals that few students passed this question. Students who failed to answer the question correctly outnumbered those who performed well. Samples of the correctly filled letters evidence good student reactions. Extract 2.1 provides a sample of good responses to question two.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	D	E	A	F	C

Extract 2.1: A sample of the students' correct response to question 2

In extract 2.1, the student managed to fully match the premises of List A with relevant responses in List B by writing the letters of the correct options.

2.2 SECTION B: Short Answer Questions

This section consisted of seven (7) short answer questions, each weighing ten (10) marks. Students were required to answer all questions. The student's performance on each question was as detailed below.

2.2.1 Question 3: Theatre Arts

The question required the students to briefly explain five characteristics of African drama. In other words, students were required to pinpoint, organise and express five distinctive features that differentiate African theatre from other theatre practices in the world, such as Western and Eastern theatre.

All 377 (100%) students attempted the question. The students' performance shows that 254 (67.37%) students had poor performance, scoring 0 to 2.5 marks. Students with an average performance were 100 (26.53%), scoring 3 to 6 marks. Only 23 (6.1%) students, scoring 6.5 to 10 marks, had a good performance. Figure 3 summarises the students' performance on question 3.

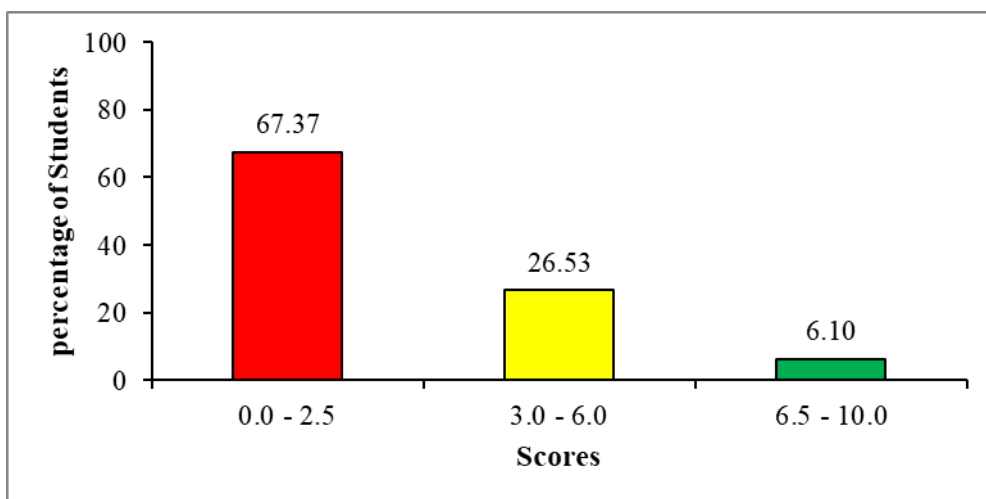


Figure 3: *The Percentage of Student's Performance in Question 3*

The performance analysis indicates that most students who obtained low marks, 0 to 2.5, did not understand the question or lacked knowledge about the characteristics of African drama. For example, the students who scored 1 to 2.5 marks provided only one or two correct points. On the other hand, some students responded by mentioning forms of theatre instead of characteristics of African drama. Some students explained the functions of drama, while others described the performing techniques and functions of theatre. For example, one student wrote, *script, plot, it has dynamic way, drama use a formal rehearsal and movement and gestures*, a combination of terms and phrases that is difficult to grasp its meaning. Other students listed incorrect points instead of giving explanations. For example, one student listed words and phrases including, *written, professional engagement, rehearsal dependent, use of specific theatre building, and use of body movement* which do not have direct association or related to characteristics of drama.

Additionally, other students provided performing techniques used in some theatrical works, such as *use of gestures and imitation, voice projection, body movement, audience participation, and imagination* as their answers to the question. These responses indicated that the students in this category

had inadequate knowledge of African theatre forms, especially African drama. Extract 3.1 presents a sample of students' incorrect responses.

- (i) Story telling : Is the form of theatre art which is performed by using words of mouth and it help people to learn culture and past event that were doing in past period.
- (ii) Recitation : Is the poetic drama which are narrative or verses. There types of recitation which are heroic recitation or narrative verse.
- (iii) Theatrical ritual : Is the process of pray the on the god inside of the god of the sky. There are types of ritual which are sacred ritual and unsacred rituals.
- (iv) Dance : Is the movement of body part by using steps. there are type of dance which are contemporary and tradition dance. dance is the time and sound two and three dimension space.
- (v) Drama : Is the product of african dance used to dance during the african dance in the characteristic. It used in the people dance the drama during the pre colonial african and theatre art that practice.

Extract 3.1: A sample of incorrect responses to question 3

Extract 3.1 suggests that the student misunderstood the question and failed to describe the five *characteristics* of African drama. Instead, the student mentioned forms of theatre in the world with irrelevant descriptions.

In the same category, one student wrote: *It involves different theatre forms; it involves imitation of real-life situation; it is participatory in nature; it does not have a script and use of visual elements.* Another student mentioned points without explanation, and some points offered irrelevant explanations, such as *characters, action within action, setting, it does not consist a script and theme is the central idea in a society.*

On the contrary, students whose scores average had partial knowledge about the subject matter and the content tested. These students got two to four points correctly. For example, one student wrote:

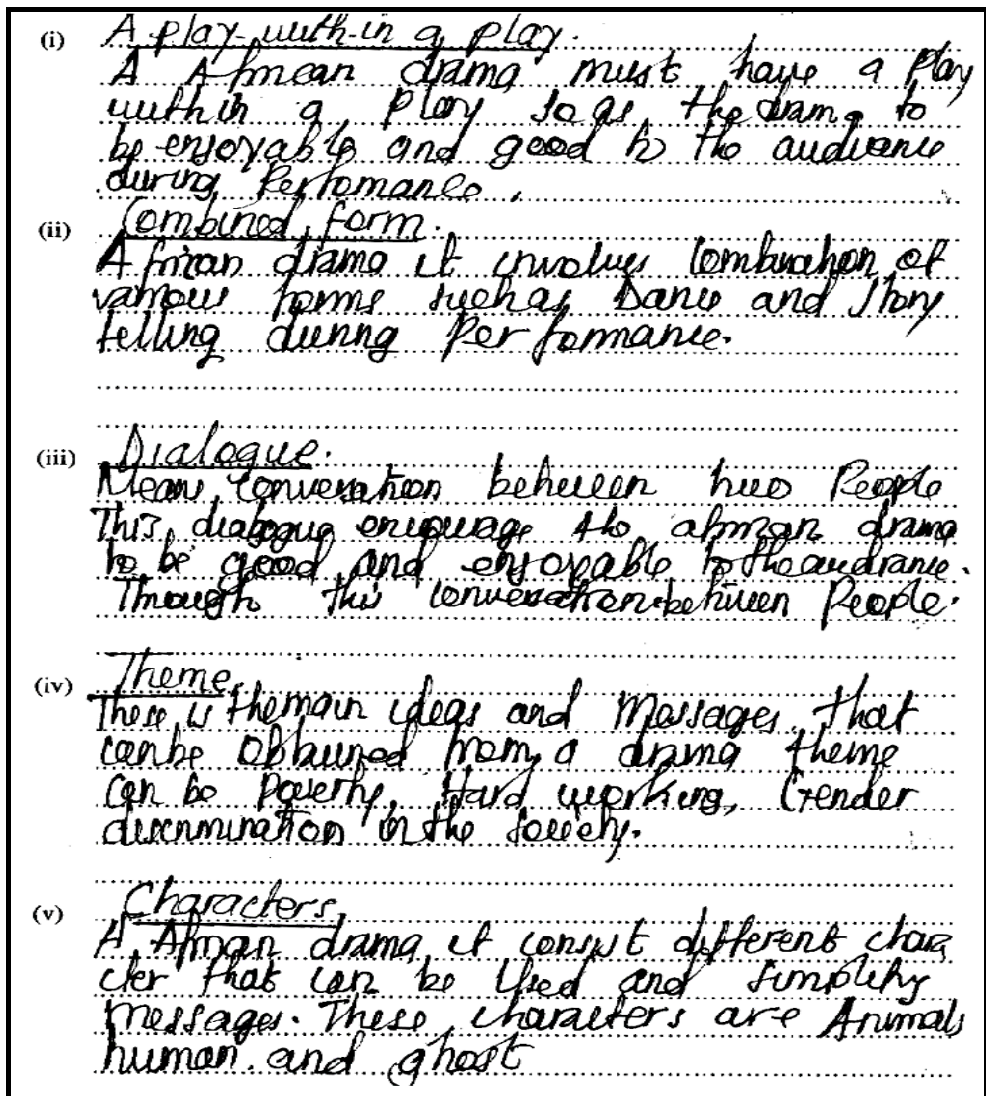
- (i) *Setting - In Africa drama performer of drama should participate the setting. Setting is the place or area where performer act or play.*
- (ii) *Characters – Are people who participate in a play or act in a drama.*
- (iii) *Diction – This is a selection and use of language in the African drama.*
- (iv) *Director – This is a person who give direction and information of the African drama*

Furthermore, students who scored 6.5 to 10 marks were familiar with African drama. For example, one student described some of the characteristics of African drama as:

- (i) *A play-within-a play. African drama must have action – within - action so as to make a drama enjoyable and interesting to the audience.*
- (ii) *Combined form. African drama involves combination of various forms such as dances, storytelling, songs and recitation during performance.*
- (iii) *Dialogue. Dialogue in African theatre is part and parcel during presentation. There is active conservation between the actors who performed on the drama in order to facilitate the intended message to the audience.*
- (iv) *Theme – This is a central idea which carries message, thought and reality in the drama. Examples of themes are poverty, oppression, humiliation, exploitation and classes.*

- (v) *Characters – African drama consists of actors who are the performers the actions in drama. It involves fiction and non-fiction characters who are involved in performance. Example of characters are animals, human being and ghost.*

This response shows that the student knew about the characteristics of African drama. Such descriptions justify that the students had adequate knowledge, as illustrated in Extract 3.2 below, where the student correctly described five characteristics of African drama.

- 
- (i) A play within a play.
A African drama must have a play within a play so as the drama to be enjoyable and good to the audience during performance.
- (ii) Combined form.
African drama it involves combination of various forms such as dance and story telling during performance.
- (iii) Dialogue.
Mean conversation between two people. This dialogue encourage the African drama to be good and enjoyable to the audience. Through this conversation between people.
- (iv) Theme.
There is the main ideas and messages that can be obtained from a drama theme can be poverty, hard working, Gender discrimination in the society.
- (v) Characters.
A African drama it consist different character that can be used and simplify messages. These characters are Animal, human and ghost.

Extract 3.2: A sample of correct responses to question 3

2.2.2 Question 4: Performing Techniques in African Theatre

The question tested students' ability to provide brief explanations on five techniques used by a storyteller in making a good and enjoyable story to the listeners. The question stated, "Briefly describe five techniques you would use to make a good and enjoyable story."

All 377 students (100 %) attempted the question. Out of whom, 64 (16.98%) scored 0 to 2.5 marks, indicating poor performance. 132 (35.01%) students scored 3 to 6 marks, which showed average performance, and the remaining 181 (48.01%) performed well by scoring 6.5 to 10 marks. Figure 4 illustrates the percentages of students' performance in this section.

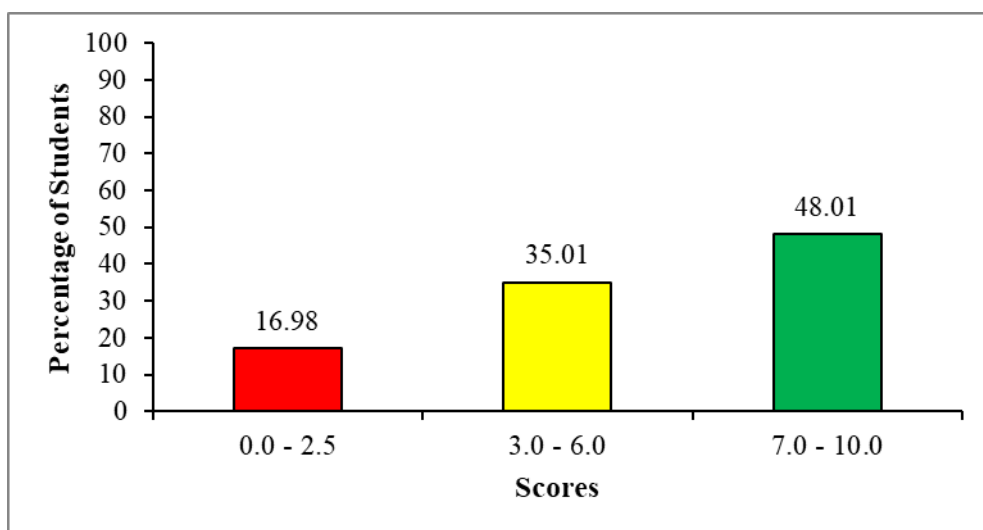
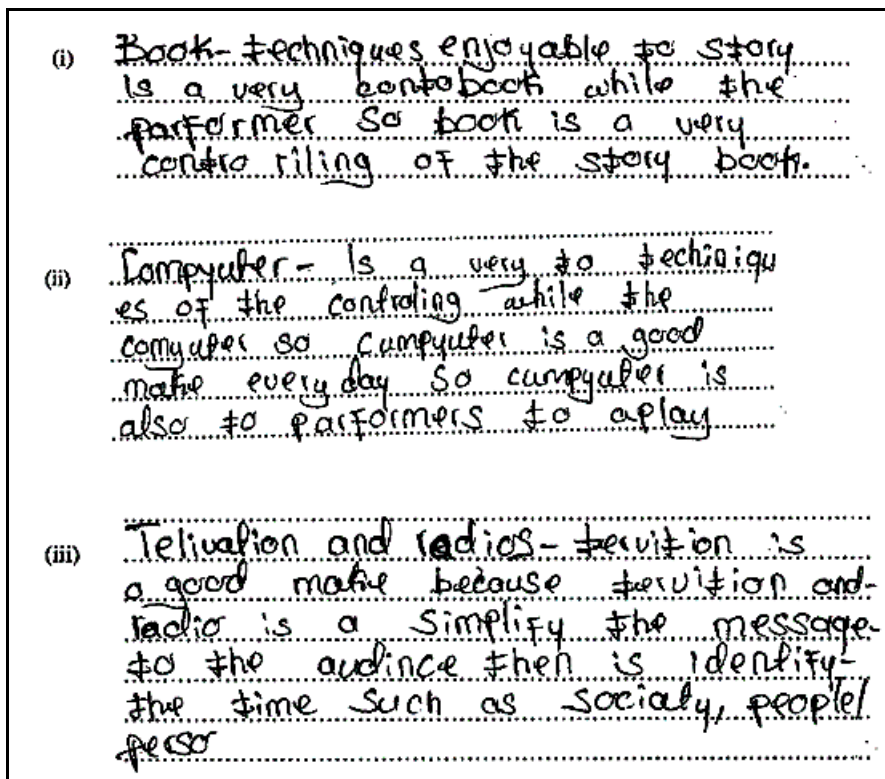


Figure 4: *The Percentage of Students' Performance on Question 4*

Figure 4 above shows that the general performance on this question was good as 313 (83.02%) of the students scored 3 to 10 marks. The analysis of students' responses indicated that the number of students who performed poor on this question was minimal when compared to those who performed average and good. This is because they were inadequately knowledgeable about the various performing techniques used in performing theatre forms, especially storytelling. One of the students who attained low scores wrote multiple items found in the environment with unnecessary explanations;

- (i) Book – techniques enjoyable to story is very contobook while the performer so book is a very controlling of the storybook.
- (ii) Compyuter – is a very to techniques of the controlling while the comyuter so cumpyuter is a good make every day so campyuter is also to parformes to a play.
- (iii) Telivation and radios – tervition is a good make because tervition and radio is a simplify the message to the audience then is identify the time such as society, people/perso.

This student failed to explain each technique and did not provide relevant explanations and examples. Therefore, the student showed poor mastery of the subject matter and understanding of the question. Inadequate English language skills was one of the problems to the students' performance as they contributed to the students answering the questions leading to poor performance. Extract 4.1 provides a sample of incorrect students' responses to question 4.



Extract 4.1: A sample of incorrect responses to question 4

However, students who had average performance were able to provide correct points, but failed to give explanations. One student, for example, listed: *Facial expression, gesture, songs, and body language*. Another student wrote correct points but provided wrong explanations. For example, the student wrote techniques used to perform storytelling such as: *Songs, to educate audience, to warn people, and Body movements, to entertain* instead of providing relevant explanations about techniques to perform storytelling. In general, most of the students with average performance had some knowledge, but they failed to explain their answers clearly. Therefore, they scored few marks.

Moreover, students who performed well, scoring 7 to 10 marks, indicated sufficient knowledge about the subject matter, especially the performing techniques in African theatre forms. The students' responses matched what the question required them to do.

One of the students outlined *good voice, use of gestures, body movement, facial expression, and body movement*. These responses were relevant because they mentioned the performing techniques used in storytelling with appropriate explanations. The responses also revealed the language competency of the students, an added advantage. Similarly, another student wrote *about imitation, audience participation, the use of songs and chorus, and imagination*, which were meaningful in the context of the question. Extract 4. 2 provides a sample of correct responses to question 4.

- (i) Use of voice variation. This is the technique that would use to make a good and enjoyable story. Therefore the following are element of voice, Volume, Breathing, Tone and pitch.
- (ii) Use of story structure. This is the technique that would use to make a good and enjoyable story. The following are structure of the story.
- i) Beginning
 - ii) Middle and
 - iii) The End
- (iii) Use of body language. This is the technique that would use to make a good and enjoyable story. The following are body language.
- (i) Use of gesture
 - (ii) Use of body movement
 - (iii) Use of facial expression
- (iv) Engagement of audience. This is the technique that would use to make a good and enjoyable story that engagement of audience, this means audience should participate.
- (v) Ability to capture imagination or confidence. This is the technique that would use to make a good and enjoyable story. The storyteller should have
- (i) Ability to capture imagination
 - (ii) Confidence and use of
 - (iii) Voice variation

Extract 4.2: A sample of correct responses to question 4

The response in Extract 4.2 suggests that the student understood the question, hence managed to describe five performing techniques used in performing storytelling, which are voice, facial expression, gestures, songs, and body movement.

2.2.3 Question 5: World Theatre Practices

On this question, students were required to explain briefly the types of Oriental theatre. Oriental theatre is performed in Asian countries and it includes Sanskrit, Kathakali, Noh/No, Kyogen, Bunraku and Opera.

All 377 (100%) students attempted the question. Students' performance on this question shows that 151 (40.05%) students scored 0 to 2.5 marks, indicating poor performance. A total of 126 (33.42%) students scored 3 to 6 marks, which is an average performance, while 100 (26.53%) scored 6.5 to 10 marks, which is a good performance. Figure 5 summarises the performance of students on this question.

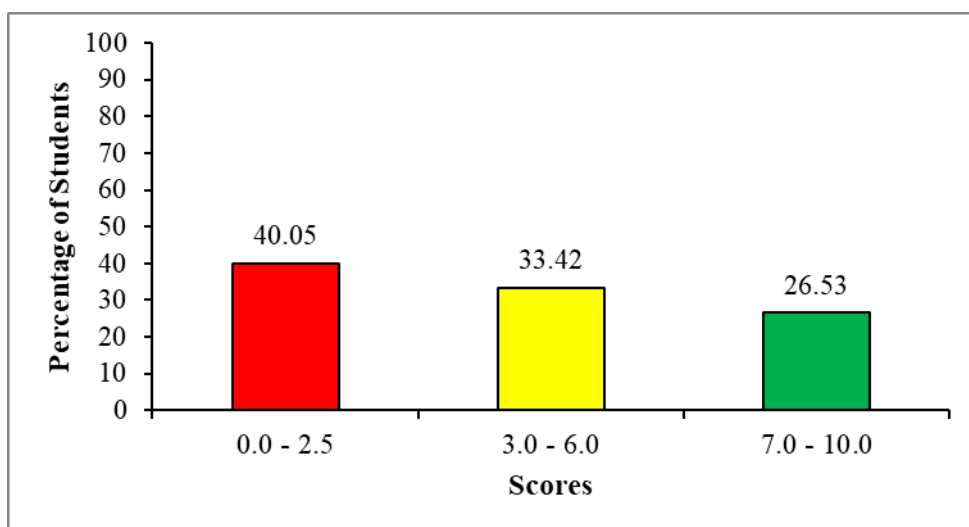


Figure 5: *The Percentage of Students' Performance on Question 5*

Figure 5 suggests that the general performance on this question was average since 226 (59.95%) students scored 3 to 10 marks. Since 151 (40.05%) students scored 0 to 2.5 marks, the statistics suggest that a good number of students had insufficient knowledge about the types of Oriental theatre. For example, one student explained the history of theatre in Tanzania instead of the kinds of Oriental theatre:

- (i) *Pre-colonial era – was the period which to colonialist of territory currently of the united republic of Tanzania.*
- (ii) *Colonial era – was the period to represent the era of Tanzania before the pre-colonial era*

- (iii) *Post – colonial era to Arusha declaration – this is the post Arusha declaration in the post-colonial era in the oriental theatre*
- (iv) *Arusha declaration – this is the period to represent the 1945 to 1949. In the Tanzania in pre colonialism or pre-colonial era*
- (v) *Post – Arusha declaration – this was the period to represent the Arusha declaration in 1949 to 1952 in the Tanzania.*

The student's response did not meet the requirements of the question, which required correctly explaining the types of Oriental instead of the historical background of theatre in Tanzania.

On the other side, one student wrote the forms of African theatre incorrectly. For instance, he wrote; storytelling, dance, rituals, recitation, and drama, with clear and relevant explanations, but did not meet the questions requirements. Extract 5.1 presents a sample of incorrect responses to question 5.

5. Briefly describe five types of Oriental theatre.

- (i) funeral dorges.
- (ii) meta initiation, the is they drama or dance to the African theatre art to the performance theatre or ~~the~~ culture in the performer African story telling or language tradition dance
- (iii) tradition, is they communication the culture audience performance. audience Actual, the culture tha helps people to red relax culture and gathers energy gathers energy
- (iv) Actual, the culture that helps people to relax and gathers energy the production in culture that energy to production in audience and perfor mance or audience. Dance, drama they African theatre art to the language people dance or drama culture
- (v) la-n language, is the people in African performance and community language they in African theatre to they drama and A-da-dance dance Customs, culture, story telling African theatre art

Extract 5.1: A sample of incorrect responses to question 5

Extract 5.1 shows that the student described some forms of theatre instead of Kabuki, Kyogen, Kathakali, Sanskrit, Bunraku, and Opera as the types of Oriental theatre.

Similarly, one student wrote: *Tradition of Oriental theatre, dance of Oriental theatre, language of oriental theatre, ritual of oriental theatre and storytelling of oriental theatre.* Another student gave irrelevant explanations outlining, *"it helps of theatre Art of in culture, it helps of theatre art is grop, it helps of theatre art in storytelling, it helps of theatre art in performance and it help of theatre art in Audience."* Another student wrote;

- (i) *Moral theatre is the system to the group people the object to subject to the people knowledge understand human activities.*
- (ii) *Tradition is the group to people to the ngonjera majigambo knowledge to Tanzania is the Africa theatre art.*
- (iii) *Taboos is the group of people or system to people African theatre art human to the knowledge understand.*
- (iv) *Recitation is the culture to which to play key to the object and human to the theatre art.*
- (vi) *Customs is the group play to the dance object theatre art object culture knowledge understand to people.*

Likewise, some students left the space empty. Among these students are those who wrote theatrical terminologies such as propaganda, medieval theatre, African theatre, Western theatre, Eastern theatre, language, norms, customs, African drama, African society, and props without answering or describing anything related to the types of Oriental theatre.

Students who performed an average of 3 to 6 marks failed to provide the required points, repeated some explanations and phrases, and mixed incorrect points with the correct ones. For example, one student wrote:

Kyogen. This is a Japanese theatre that is delivered by a performer
Bunraku is the type of theatre which is performed for a specific purpose
Kabuki is the Indian form of theatre which performed mainly by men
Noh is a Japanese theatre that is performed for different aim
Kathakali is the Indian theatre that practiced in early for specific purpose.

100 (26.53%) students who scored 6.5 to 10 had adequate knowledge about the content tested. These students managed to mention the types of Oriental theatre and offered relevant description of each type mentioned. They expressed mastery of the content tested. Their performance was aided by their good English language skills. For example, one student explained:

- (i) *Kathakali is a drama based on Hindu epics whereby the actors dance and elaborate various hand gestures and eye blow movement during performance. Kathakali is commonly found in India.*
- (ii) *Opera is a type of Oriental theatre is based more on singing than spoken. It is accompanied with music. during performance, the*

performer uses combination of singing, speech, acting and movement associated with acrobatics.

- (iii) Kabuki is type of Japanese theatre often a performer combines comic and serious action. In kabuki, the actors are trained at the early stage in order to master the skills.*
- (iv) Sanskrit is the Indian theatre. In this drama, based on well – known heroic stories of kings. The major theme in Sanskrit is love.*
- (v) No is a Japanese theatre whereby the performers perform supernatural events to show the reality. The performers are male only and trained for performing the female roles.*

This shows that the student had some knowledge about the types of Oriental/Eastern/Asian theatre practiced in Asian countries. The student knew that Eastern theatre is practiced in Asian countries such as India, China, Japan and other Eastern countries such as Korea, Indonesia, and Singapore. These Eastern theatre forms involve general characteristics like early training of the performers to master the skills.

Students who scored well were aware of the popular types of Oriental theatre known worldwide. Extract 5.2 illustrates the correct answer.

- (i) Sanskrit theatre is a form of theatre which practice in Indian country. It is the oldest drama that involve the drama and dance. This Sanskrit have its characteristic example violence and death and the use of body movement and hand gesture during performance and it is performed in the open space.
- (ii) Kathakali theatre is a form of theatre which practice in Indian country. It have characteristics that involve in violence and death. Equal chance to female and Male and the presence of goddess and gurus for good and demons.
- (iii) Kabuki theatre is the form of theatre which practiced in Japan. It involve the characteristics of use of highly styled of make-up and costumes and the inheritance of the character and the use of chastitation during the performance.
- (iv) Noh theatre is a form of theatre which practice in Japan. It involve the combination of various form of theatre and the spiritual in nature. Noh theatre have characteristics which is the use of make-up and costumes during the performance.
- (v) Bunraku theatre is the form of theatre. Peking Opera is the form of theatre which practiced in Chinese country. It involve the use of songs and dance during the performance. It involve the form of combination of various of theatre. In China country Peking Opera was practice in ancient time until now Peking Opera practice in Chinese country.

Extract 5.2: A sample of correct responses to question 5

2.2.4 Question 6: Theatre Arts

The question required students to explain five features required when performing heroic recitation. The question is from one topic, "Theatre Arts," which tested the student's ability to give the audience knowledge on the unique features a performer needs when performing heroic recitations.

All 377 (100%) students attempted the question. Their performance shows that a total of 183 (48.54%) students scored 0 to 2.5 marks, indicating poor performance, while 103 (27.32%) students scored 3 to 6 marks, indicating average performance, and 91 (24.14%) students scored 6.5 to 10 marks. The latter were regarded to have good performance. Figure 6 illustrates the percentages of students' performance.

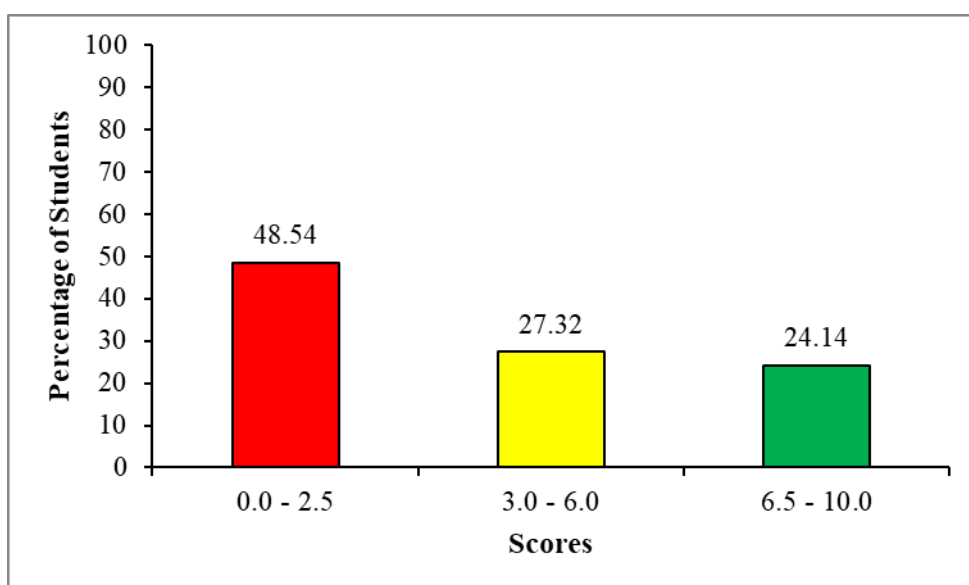


Figure 6: *The Percentage of Students' Performance on Question 6*

Figure 6 suggests that the students' performance on the question was average as 194 (51.46%) of the students scored 3 to 10 marks.

The analysis shows that the performance of students who scored 0 to 2.5 were 183 (48.54%). Their poor performance was due to a lack of knowledge about Theatre Arts and their failure to identify the features necessary when a reciter is performing a heroic recitation as required by the question.

Additionally, they could not identify all five characteristics a performer requires when performing recitations on the stage for the audience. They wrote unnecessary explanations by repeating words such as *heroic recitation, society, audience, space, place, and form*. Some students wrote on repetition of phrases due to inadequate language proficiency. For example, one of the students wrote as follows:

- (i) *Require when performing recitation. Is the required in the heroic of recitation are the form of heroic recitation in the society on the audience performer to the required.*
- (ii) *Recitation is the person who generation on the society is when to take any materials in the recitation on the performance.*
- (iii) *Storytelling is the form of theatre art in the performer to an audience to take place or space in the story telling during audience and storytelling to resen to be on in the storyteller*

Another student wrote the functions of heroic recitation using weak English language and grammatical errors, instead of giving the features required when performing recitation, outlining:

- (i) *It can encourage the many people in which can promoting in the theatre of that society in preventing in the on the many various in the good recitation.*
- (ii) *It stimulating another people on the good listeners in the many various of the society to promoting their life situation.*
- (iii) *It can protection another society in the many managements of the good various. It can traditional of another people which can be training in the many various.*

The answers given by the students above demonstrate insufficient knowledge about the features required by the theatre performers when performing heroic recitations. This proves that the student had inadequate understanding on the question. Extract 6.1 provides a sample of incorrect responses to question 6.

- (i) Stage is a place only after the performer / people / person so who performers is also to simplify the audience.
- (ii) To act - Performing the activity because is a to simplify the message to the audience.
- (iii) To get promotional income - Because performing is a income in perform so income is a performer.

Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1, the student failed to explain the features required when performing heroic recitation and ended up writing irrelevant explanations.

Furthermore, the analysis of students' responses indicated that students who had average performance by scoring 3 to 6 marks failed to exhaust the required number of points. Other students repeated some points by mixing incorrect and irrelevant explanations. However, some were explained correctly. For example, one student mentioned the points without explanation and responded as follows:

- (i) *Figurative language*
- (ii) *Narrative verses*
- (iii) *High tone*
- (iv) *Presented in poetic form*
- (v) *Exaggeration.*

These responses show inadequate knowledge and understanding about the characteristics of heroic recitation, especially for the theatre performer. This inadequacy resulted in mixing up the content targeted with irrelevant responses.

Furthermore, students who performed well (24.14%) by scoring 6.5 to 10 marks demonstrated the possession of enough knowledge of the features required when performing heroic recitation. They mentioned the correct points and offered clear explanations. For example, one student wrote:

- (i) *High tone. the performer when performing heroic recitation must have the high tone in order to show the reality to the audience. The high voice produced by the reciter enables the audience the get the feelings.*
- (ii) *Use of symbolic elements. During performance of heroic recitation, the performers use various symbols in order to simplify the message to the audience.*
- (iii) *Use of narrative verse. The narrative verse used in heroic recitation is one among of the features of performing recitation that will be used by the performers. The role of narrative verse is to facilitate in sending the message to the society.*

These responses showed that those students had enough knowledge about the features required by the reciter when performing heroic recitations. This is because they expressed their responses correctly. Some answers were more clearly explained according to the requirements of the question. In that case, the students managed to list the features of heroic recitations, such as figurative language, high tone, and the use of symbolic language with actions, exaggeration, imagery words, and narrative verse. Extract 6.2 provides a sample of a student who performed well on this question.

- (i) Narrative verse.
This is the first feature of heroic recitation, because heroic recitation it deals with heroic issues that takes place in the society in order members of the society to know your a warrior of war.
- (ii) High toned delivery.
Heroic recitation is memorized from the mouth due to the a winners who perform a heroic recitation must very further voice in order to amplify meaning.
- (iii) Symbolic language.
Heroic recitation it uses symbolic language in order to simplify the messages. For example a winner can use his/her finger in order to the member the society to mean the s/he has did a wandering event.
- (iv) Imagery words. The winners must use imagery words in order people to wonder. For example a winner can use say that I was catch a lion with one finger and I push it by using a big finger of one hand. due to this the warrior warrior will be using imagery words make some thing that make people feel about that.
- (v) Figurative Language. A winner who perform heroic recitation must use a figurative language for example of figurative language is to push some thing by using hand.

Extract 6.2: A sample of correct responses to question 6

2.2.5 Question 7: World Theatre Practices

The question required the students to briefly describe with examples some given terminologies used in African theatre. These terms are theatrical

rituals, dance, recitation, storytelling, and *Ngonjera*. All 377 (100%) students attempted this question. The general performance on this question was good since 313 (83.02%) of all students who attempted the question scored 3 to 10 marks. Figure 7 illustrates students' performance by percentages.

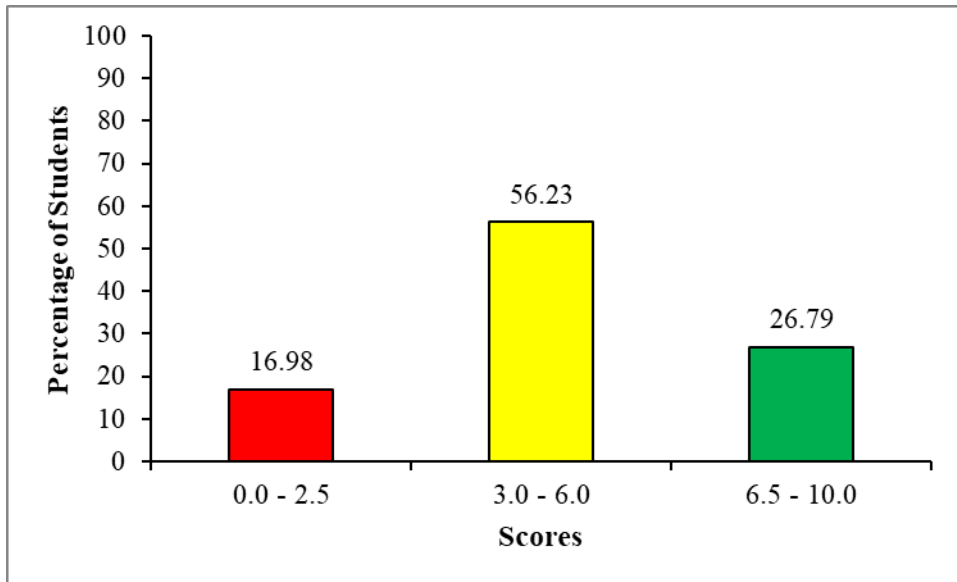


Figure 7: *The Percentage of Student's Performance on Question 7*

The data in Figure 7 above shows that about 313 (83.02%) students scored 3 to 10 marks, which implies good performance.

The poor performance was attributed to students' insufficient knowledge about different terms of African theatre performed before the audience. As a result, some students failed to provide what the question required. For example, one student put irrelevant descriptions such as;

- (i) *Theatrical rituals is the following terms as used in the called theatre art is the study of performing or sitory telling between energy they engage in productions.*
- (ii) *Dance is the study perform of theatre when of the music is the give bulldown wereby of the storing telling of the subject of the music.*
- (iii) *Recitation refer to the human right in the storytelling in the society. It is the performance dance or drama performance, ritual, recitation storytelling.*

This student was wrong because the student failed to explain some terms used in African theatre correctly since the question focused on a brief description of the terms. In the same line, another student incorrectly mentioned some words and phrases such as *language, dance, or play, for example of recitation and storytelling voice*, as the descriptions concerned the selected theatre terms. Another student focused on describing the elements of theatre for each term of theatre displayed, such as;

- (i) *Recitation is the audience of society.*
- (ii) *Dance is the performance of audience*
- (iii) *Recitation is the performing time*
- (iv) *Storytelling is the performing space*
- (v) *Ngonjera is the arranged of society plot of the source of movement.*

The descriptions supplied by the student were not correct. Some of the students in this category managed to understand the question, but they failed to describe the terms. This is because they lacked English language competence, which signifies insufficient knowledge. It also suggests an inability to express their thoughts in the appropriate language. Extract 7.1 presents a sample of incorrect responses to question 7.

(a)	Theatrical rituals Is the culture that allow people to do relax and gather rs before talk theatrical
(b)	Dance the are practices reflect values and beliefs help by generations
(c)	Recitation Is the ideas which lay down the principles and conditions to be given society in a place and time
(d)	Storytelling Is a story to the forms represent the the traditional theat res forms before the colonialism
(e)	"Ngonjera" A people who to speak ngonjera

Extract 7.1: A sample of incorrect responses to question 7

In Extract 7.1, the student failed to follow the instructions of the question. As a result, the student got low marks by providing incorrect responses.

Furthermore, 212 (56.23%) students with average score ranging 3 to 6 marks faced a diversity of limitations including, inability to exhaust the required descriptions on the terms of African theatre indicated. Hence, they provided incorrect responses. For example, one student wrote:

- (i) *Dance is the movement of one place to another to represent the body dance done dancers of the society.*
- (ii) *Recitation is the education use poems to brain of people to educate the society the importance, function the characteristics of recitation in the society and in their country.*
- (iii) *Storytelling is the theatre use mouth to the society. Listeners and story performer meeting evening, morning, afternoon and night. Grandmothers' storytelling their children to the fire.*

At any rate, these students lacked consistency and had little knowledge of the sub-topic from which the question was set.

Additionally, 101 (26.79%) students performed well, scoring 7 to 10 marks on this question. The students provided correct answers such as:

- (i) *Theatrical rituals are forms of theatre which involve ceremonial tasks which performed in the society for religious or cultural reasons. It involves repetitive patterns of behaviour that are performed for a specific purpose. For example, worshipping of God/gods for asking the services.*
- (ii) *Dance is a form of art which involves aesthetic communication through the design of time, sound and two or more-dimensional spaces. It involves the art of body movement, use of steps and rhythm for functional purpose. Dances can be grouped into traditional and modern dances. Example of dances are Bugobogobo, Mdundiko, Mdumange, Sindimba and Sangura.*
- (iii) *Recitation is a poetic drama which are narrative in nature. It involves reciting from memory or a formal reading of verse before the audience. Types of recitations are heroic recitation, funeral dirges and Ngonjera. Recitation is used to educate people, warn the society and source of income.*

This response suggests that the student had adequate knowledge about the terminologies used in African theatre. The student provided the relevant information about the meaning, performers, characteristics, examples, types, and functions of the theatre forms represented by the selected terminologies. Extract 7.2 presents a sample of good responses to question 7.

(a) Theatrical rituals

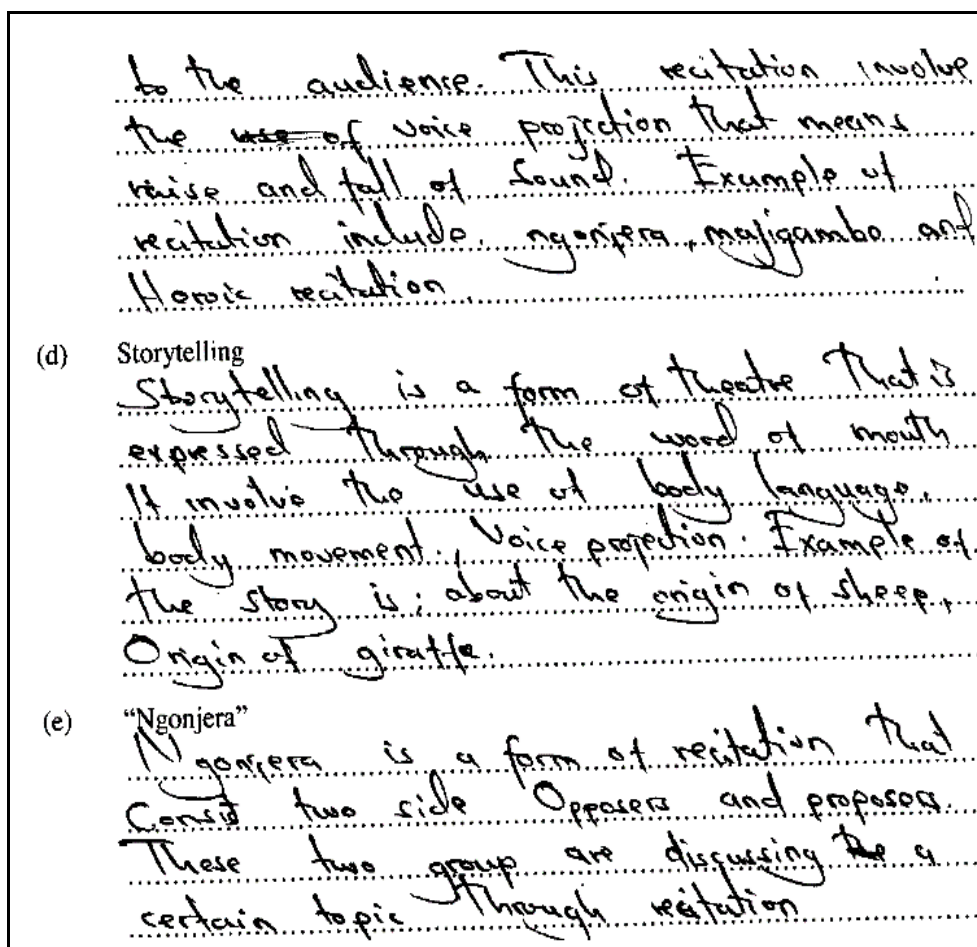
This is a form of theatre that involve asking several assistance from God, or gods. Theatrical rituals involve the use of other form of theatre like dance. Example of the place where these theatrical rituals performed include church, Games at the Graves, Masque, under big trees

(b) Dance

Dance is a form of theatre art that involve the movement of body in a systematic pattern or steps according to the musical instruments. For example Indundika dance, Sindimba dance and other dance.

(c) Recitation

This is a form of theatre that is expressed through reciting a poem



Extract 7.2: A sample of correct responses to question 7

2.2.6 Question 8: Theatre Arts

The question required students to explain the five roles of theatrical rituals in indigenous African societies. A total of 377 (100%) students attempted this question. 138 (36.60%) students scored 0 to 2.5 marks, indicating poor performance, 132 (35.01%) students scored 3 to 6 marks which was average performance. Furthermore, 107 (28.38%) students scored 6.5 to 10 marks, which indicated a good performance. The students' performance is summarised in Figure 8.

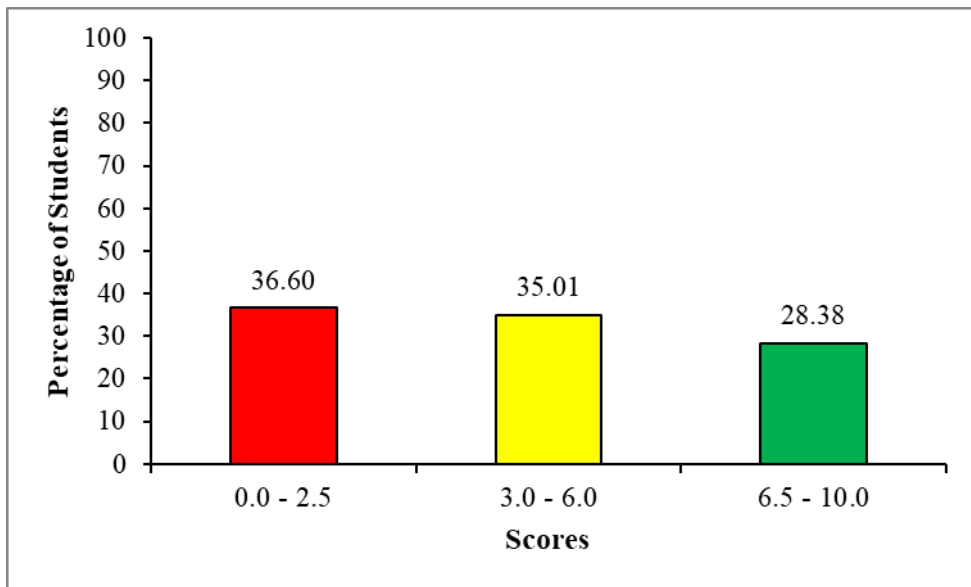


Figure 8: *The Percentage of Student's Performance on Question 8*

Figure 8 shows that the general performance of the students in this question was average since 239 (63.39%) students scored 3 to 10 marks. Further analysis of responses shows that some students were able to explain briefly the five roles of theatrical rituals in African community. For example, one student pointed out as follows:

- (i) *Theatrical rituals help to solve different problems facing society. These problems are occurrence of diseases, death and family problems.*
- (ii) *Theatrical rituals help to unite people in different places and community. Through rituals, people can engage together to help their fellow who faced by the problems in order to help the victim or event. Example, people can unite together in some ritual events such as wedding, initiations and other ritualistic events as the way of unification.*
- (iii) *Theatrical rituals help to promote our culture as it inherited from one generation to another. Some elements of culture are shown and developed during ritual events. These are baby naming ceremonies, funeral activities and wedding ceremonies.*
- (iv) *Theatrical rituals help to promote good morals and educate some people in the society. For example, in worshipping, people are*

educated good morals such as to follow ten commandments of God in order to follow the good morals needed in the society.

Likewise, another student could only provide the content with few explanations with fewer examples. The student wrote;

- (i) Rituals preserve culture e.g. Masai society*
- (ii) Rituals help to solve various problems e.g. people faced by demons and ghosts.*
- (iii) Rituals create unity among members of the society e.g. at the funeral ceremonies*
- (iv) Rituals educate society e.g. Importance of human rights*

Students with such responses were familiar with the roles of rituals in the community. They had sufficient knowledge that rituals are repetitive patterns of behaviour that one performs for a specific purpose. Rituals include worshiping, healing, initiation rites, and leaders' installation. Rituals play different roles in the society, such as serving as a rite of passage from one stage of life to another and training youth to adulthood. For example, *Jando* and *Unyago* rituals teach morals during the rite of passage sessions. The rituals performed act as a way of communicating with gods/God to solve problems facing the community. Generally, the responses from students in this category suggest that they had adequate knowledge about the subject matter and good mastery of the English language skills. Extract 8.1 exemplifies the correct responses to this question.

- (i) Provision of Education to the society; This is the knowledge which provided by the theatrical ritual in a particular society. Example if the society has the behaviour of killing albino in their society. That behaviour can be educated through theatrical ritual.
- (ii) It provides entertainment to the society; Through theatrical ritual people can be entertained because when there is different theatrical ritual. Example when there is the initiating ceremonies people can be entertained from different group of dance.
- (iii) It preserve culture; Through theatrical ritual people can be preserve their culture. Example through the theatrical ritual people can preserve their culture during the worshiping of gods.
- (iv) It provide united; Through theatrical ritual people can unite because of that event. Example when the people go to worship their gods can be united together.
- (v) It provide the warning to the society; This is through theatrical ritual because of that event. Example if the people of a particular place has the behaviour of killing the girls children can be warned through theatrical ritual.

Extract 8.1: A sample of correct responses to question 8

Furthermore, 132 (35.01%) students had an average performance scoring from 3 to 6 marks. This is because their responses were characterised by repetition of some points and failure to present the required number of points. Others mixed correctly with incorrect responses. For example, one student wrote: *To praise God, think good for many help, communicate with on God, in order to reduce the number of people who participate in evils*

and in order to worship God. Another student wrote: To preserve culture helps to teach people in society; it unifies people. Rituals help make people concern minds and to link people to their event.

Moreover, 138 (36.60%) students who scored 0 to 2.5 marks had limited knowledge about the subject matter; thus, they failed to understand the target of the question. One student explained various terms used in theatre and other social science subjects and wrote: *Participator in special building example hotel. Pray is about decision making and gift to deforestation. Performance historical sites. Source parts of the body. Water sustainable and zebra lines.*

This response shows that the student had insufficient knowledge and a poor understanding about the ritual and its societal roles. This is because the student explained irrelevant responses, picking concepts from Geography, Civics, History, and some Baseline English Orientation Course topics. The students also did not express themselves well. They did not write correct sentences in English language. Other students mentioned some tribes in Tanzania with extra and unwanted phrases of different things, such as *Ngoni used children. Sambaa used vegetable and animals. Zigua used cows and every animal. Ngoni used drum and drink mtama. Nyamwezi used children to turn back.*

These responses only mentioned some ethnic groups in Tanzania, with insufficient explanations and examples of what they do in ritual performance, instead of describing the roles of rituals in African societies. The student showed a poor understanding on the question. Lack of English language skills seems to be a major hurdle. Extract 8.2 provides a sample of irrelevant responses to question 8.

- (i) It have the ~~to~~ costumer : This is because the costumer in the roles of theatrical rituals is important
- (ii) To use the body movement : This is movement of the body is very important in the roles of theatrical ritual
- (iii) To use the facial expression : This is important to perform the ritual in the society Example ey
- (iv) To use the ~~the~~ body gesture : This is are very important to perform the the ritual in the society Example to use mouth
- (v) To used the song : This is important to improve the ~~to~~ roles of theatre ritual in the African society Example the poem .

Extract 8.2 A sample of incorrect responses to question 8

In Extract 8.2, the student failed to explain the five roles of theatrical rituals in indigenous African societies. As a result, he/she wrote down some techniques used by a storyteller when narrating a story and provided irrelevant explanations. This justifies the insufficient knowledge and a poor understanding about the ritual and its societal roles as the question demanded.

2.2.7 Question 9: World Theatre Practices

The question required the students to explain briefly five major important elements of a play. The question started with a statement that read, " Briefly explain five major elements of a play as outlined by Aristotle."

A total of 377 (100%) students attempted this question. Out of them, 253 (67.11%) students scored 0 to 2.5 marks, which indicated poor performance. A total of 80 (21.22%) students scored 3 to 6 marks, which was average performance, while 44 (11.67%) students scored 6.5 to 10 marks indicating a good performance. Figure 9 illustrates the percentages of students' performance on question 9.

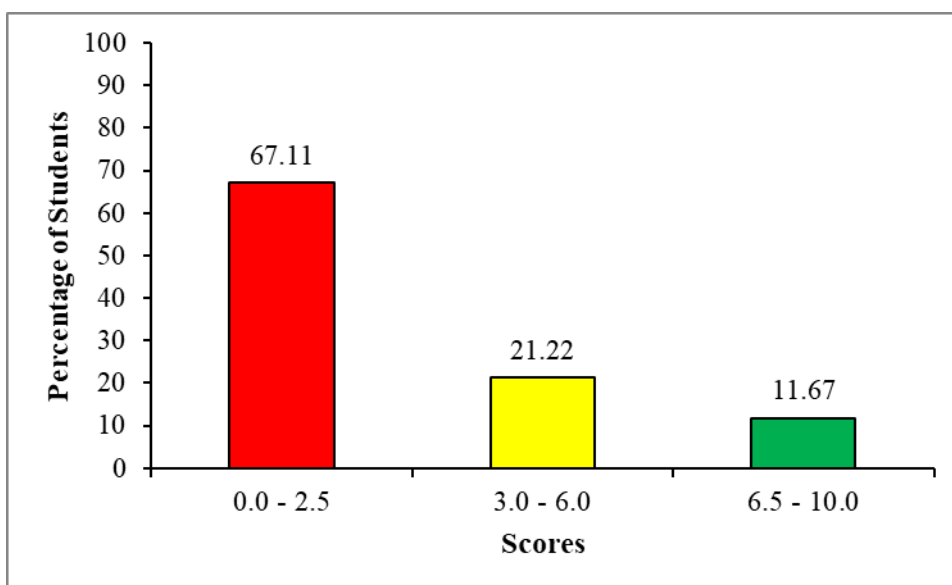


Figure 9: *The percentage of students' performance on question 9*

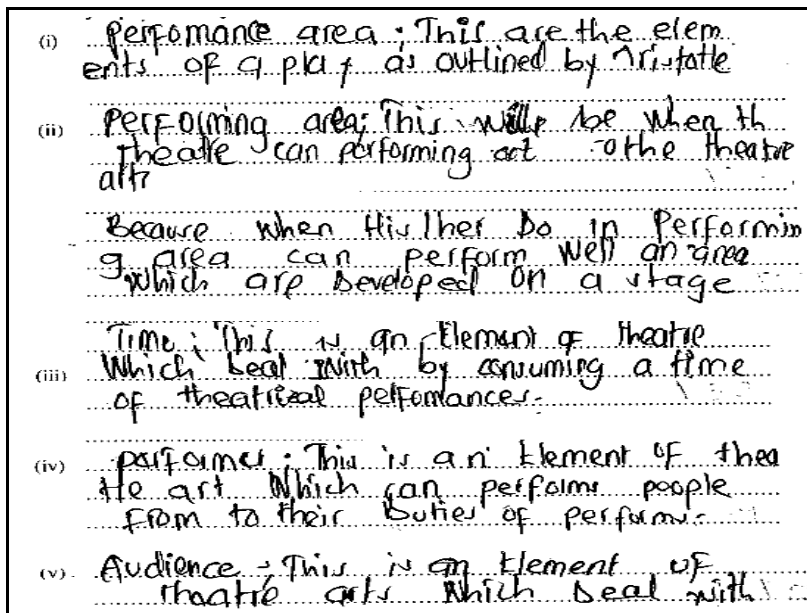
Figure 9 shows that the performance on question 9 was generally average since 124 (32.89 %) students scored 3 to 10 marks.

Data analysis of students' performance show that 253 (67.11%) students scored 0 to 2.5 marks. Students in this category failed to describe five essential elements of a play. One student listed some elements of theatre without explaining them clearly. Instead of offering elements of a play, the student wrote *audience, performance, performing area, time, and action*. Other students copied elements of culture from question 2 in list B with some distractors used in question 1 without explanations. Inadequate

knowledge and laziness on how to attempt the question could be the reason for their failure to mention and explain properly the elements. One student wrote *Western theatre ideology Eastern theatre is norms, African theatre traditions, recreation for taboo, customs Western drama, art and Medieval beliefs theatre.*

These responses show that the student confused the elements of a play, as outlined by Aristotle with other terminologies and concepts used in theatre. That is why students copied and wrote the elements of culture instead of explaining important elements of play as found in the Western drama performance. In addition, other students did not understand the subject matter concerning the important elements of play. Therefore, they left the space or mixed some ideas of performing techniques with various theatre forms. For example, one student wrote: *using steps rituals, using dance body movement, confidence storytelling, using tradition voice, using facial expressional drama.* Another student responded with entirely different aspects such as *props, rituals, gestures, funeral dirges, and auditorium.*

Generally, the students' understanding of important elements of drama was poor, as supported by the number of students who were unable to respond to the question. Extract 9.1 presents a sample of an incorrect response to this question.

- 
- The image shows a handwritten list of five items, each labeled with a Roman numeral in parentheses. The handwriting is somewhat messy and the definitions are incorrect. The items are: (i) performance area, (ii) performing area, (iii) Time, (iv) performer, and (v) Audience. Each item is followed by a definition that does not match the standard theatrical elements.
- (i) performance area : This are the elem
ents of a play as outlined by Aristotle
 - (ii) Performing area: This will be when th
theatre can performing act. othe theatre
after
Because when this ther do in performin
g area can perform well on area
which are developed on a stage
 - (iii) Time : This is an Element of theatre
Which deal with by consuming a time
of theatrical performances
 - (iv) performer : This is an Element of thea
tre art Which can perform people
from to their duties of perform
 - (v) Audience : This is an Element of
theatre arts Which deal with

Extract 9.1: A sample of incorrect responses to question 9

In Extract 9.1, it is obvious that the student failed to explain the five important elements of drama as outlined by Aristotle. The wrongly outlined concepts indicate the inability of the student to collect the correct elements. The descriptions offered demonstrate poor comprehension of English language which could have aided to the failure to understand the question.

Furthermore, the students who scored 3 to 6 marks demonstrated minor or moderate knowledge about the elements of drama. Their responses had both weaknesses and strengths. Some could not exhaust the required points, and others repeated some. Some provided a mixture of a few relevant responses with irrelevant ones. One student wrote: *Should have plot, should have characters, should have diction and should have the characters.*

These responses indicate that the students' knowledge about the elements of drama was moderate. This is because the students mixed correct answers with wrong ones. They also failed to provide the required descriptions of the elements. Instead, some mentioned a few points and others left spaces empty which translates that they had nothing to fill in.

44 (11.67%) students who scored 6.5 to 10 marks could correctly describe important elements of drama that the students would know as outlined by Aristotle. This demonstrates that the students had enough knowledge about the content tested. The students in this category clearly explained the elements of drama such as plot, character, diction, thought, music, and spectacle. Extract 9.2 presents a sample of a student's correct responses to question 9.

- (i) Plot refers to the arrangement of events in a play. a good plot it should have the beginning,

The middle and the end where the beginning is the part where the main story are stated. The middle is the part where the rise of conflict between protagonist and antagonist and the end mean the conclusion of the story and conflict are being resolved.

- (ii) Spectacles refers to the everything that the audience see on the stage. For example of spectacles are Costumes (Costumes), Scenery, Props and other like make-up.

- (iii) Thought refers to the central idea and themes of the play. Examples of themes are Conflict, love and friendship.

- (iv) Diction refers to the selection and choice of language word/phrase that can be used in theatrical performing. diction is choose the word and dialogue to communicate the emotion of the character.

- (v) Character refers to the person, animal, or creature or thing in a play. There are two types of character

that Main Character and minor character who act as Protagonist and Antagonist. Protagonist is the person who faced with conflict. Antagonist is the person who cause the conflict to the Protagonist.

Extract 9.2: A sample of correct responses to question 9

The response in Extract 9.2 shows that the students knew the important elements of drama. The student was knowledgeable that, according to

Aristotle, drama is a form of Western theatre that is performed when actors perform a written play on the stage. It is grouped into three forms: tragedy, comedy, and melodrama. During the performance, drama involves an auditorium, stage, scenery, costumes and light. Moreover, drama is built around a thought or theme and performed by considering important elements, including characters, plot, diction, music and spectacle.

2.3 SECTION C: Essay Question

This section consisted of only (1) one question weighing 15 marks.

2.3.1 Question 10: World Theatre Practices

The question was composed from the topic *World Theatre Practices* and required the students to describe the importance of storytelling to the society. The student was required to answer the question in an essay form. The essay in response to the question must have consisted of an introduction, main body and conclusion.

In the introduction, the student was supposed to define or describe the meaning of "storytelling". Most of the students could explain the meaning of storytelling with supporting descriptions of the storyteller, listener, types of stories, and some techniques used in performing the story, such as engagement of audience and audience participation.

In the main body, the student was required to describe the importance of storytelling to the society. The points should have included *imparting knowledge, preserving cultural values, developing critical thinking, uniting people, developing language, showing identity of the society, a source of income, encouraging teamwork, solving problems, shaping people, criticising people, warning and teaching moral of the society, entertaining and strengthening children's memories*. These were expected to be part of the answer.

The last part, the conclusion, should have included the student's suggestive opinion linked to the general social situation or circumstance. In this part, some students associated storytelling's contribution to economic development. One student concluded:

*Storytelling is important in the developing countries like Tanzania.
This is because some people who are the product of telling the story*

like MC are benefited on self-employment to organise the events and celebrations. Other people are employed to the radio and television stations to tell the story. In the politics, stories are used to convince people in following ideology, slogan and politics.

The total number of students who attempted this question was 377 (100%). The general performance on this question was good since 301 (79.84%) students scored 4.5 to 15 marks indicating good performance. Among them, 213 (56.50%) students scored 10 to 15 marks which is a good performance, and 88 (23.34%) students scored 4.5 to 9.5 marks, which is an average performance. The analysis shows that the performance of students who scored 0 to 4 was 76 (20.16%) only. This was due to a lack of knowledge about World Theatre Practices and the importance of storytelling to the society that was expected from the question. The students' scores are illustrated in Figure 10.

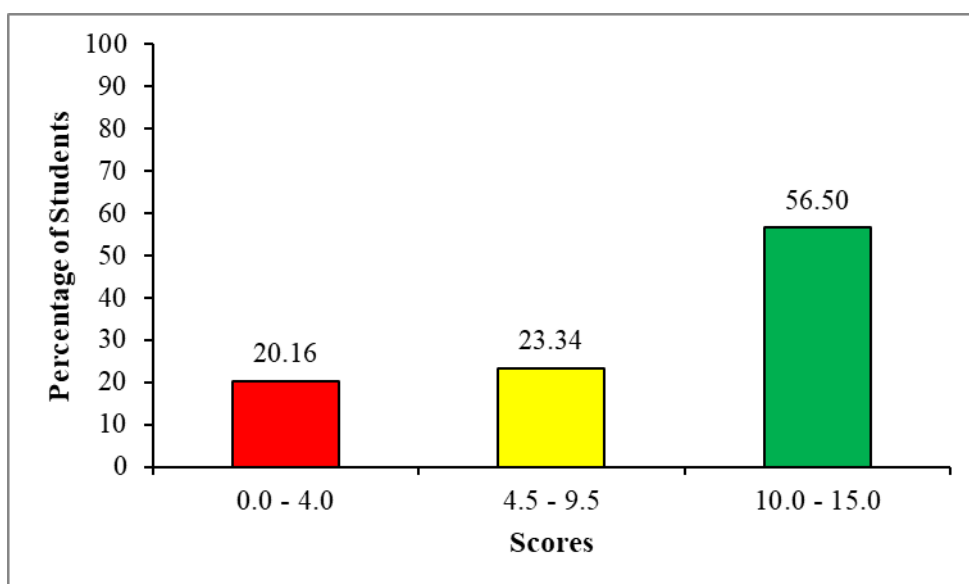


Figure 10: *The Percentage of Student's Performance on Question 10*

Figure 10 shows that 213 (56.50%) of the students had good performance. This was a bigger number compared to those who had average and way far to those with poor performance.

Students who scored 0 to 4 marks had poor performance. Most of them wrote irrelevant answers. For instance, one of the students explained African theatre forms, namely dance, storytelling, recitation, theatrical

rituals, and songs, which were far from the correct answer that required the importance of storytelling to the society. Another student mentioned few points without descriptions. This student wrote *education, entertain or warn, criticise, and teach*.

These responses indicate that the students had inadequate knowledge about the item tested. Generally, the students' understanding of the question raise a concern due to only mentioning some points without clear explanations. Such response, considering that this is an essay question, demonstrates incompetence in providing the needed content as per the question. This was manifested by the fact that most students could not respond to the question correctly.

Due to inadequate knowledge, one student copied some terms from other sections of the question paper. For example, this student wrote *Medieval theatre, Oriental theatre drama, facial expression, Romantic theatre, religion* and *outdoor*, which appear in some questions and as distractors in question 1. These responses were wrong.

In addition, students in this category failed to understand the question or had insufficient knowledge about the tested subject matter. Extract 10.1 provides a sample of an incorrect response from one of the students in this category.

Storytelling: Refer to the form of theatre movement of story of storytelling of body.

Drama: Refer to the form of theatre which deal with the study of drama, singing, song, music, dance to the form of theatre art of movement of body.

Cothum: Refer to the element of visual art which deal with the student of movement.

Society drama, dance, song, music, storytelling.

Tradition: Refer to the types of song, drama, drawing, culture to the old was people life of society.

Ritual: Refer to the dance of performance, dance, audience, performance, performance are perform.

Melodrama: Refer to the form of theatre art, song, dance, performer, performance art. This is the branch which deal with the subject of music performance.

Character: Refer to the story telling of the people of dance, tradition, Drama, time, audience, make up, melodrama, dancing, storytelling, dance, Ritual, Rhythm, dance, time, performance, performance are perform, visual art.

Extract 10.1: A sample of an incorrect response to question 10

In Extract 10.1, the student attempted to describe the five points of importance of storytelling to the society. Instead, the student provided irrelevant explanations in the introduction by migrating to irrelevant descriptions.

88 (23.34%) of the students who scored 4.5 to 9.5 marks were considered to have had average performance. Those students provided partially correct responses. Examples of the responses from the students in this category included mentioning aspects with partial explanation such as;

To educate people. Storytelling used to educate people on various social, political and economic aspects of the people.

Used to entertain people. Some stories like folktales are used to make the society especially the children in enjoyment.

It is the source of income. In the society there are some people who are the products of storytelling such as master of ceremonies.

One student filled few points with irrelevant introductions. This is because the student had inadequate knowledge and failed to explain correctly the meaning of storytelling as part of the introduction. The student wrote;

Storytelling is the person who involved in the story. A person in story telling is a folktale, facial expression, oral traditions and hesitation.

The following are the functions of storytelling in the society:

It helps to get knowledge among the people. This point is true because through stories people gain some knowledge example discipline, traditions and values.

To develop awareness among the people. This point is true because when people listen a story, they were aware about knowing different skills needed for their own development.

Both students wrote the points without finishing or giving detailed information about the importance of storytelling in the society. Hence, they scored less marks.

Further analysis shows that 213 (56.50%) students scored 10 to 15 marks. Students in this category described six critical importance of storytelling in the society. Those students demonstrated adequate knowledge and understanding about the question. Their responses also indicated that they had skills in essay writing, organisation, and mastery of English language. Those students could introduce the key terms and correctly elaborate on the six important aspects of storytelling in African societies. Extract 10.2 presents a sample of the correct students' responses to question 10.

Storytelling is the form of theatre that is based on oral delivery or narration. In a storytelling the story is told from the memory of story-teller and the people who listening a story are called the audience. Audience can be an individual or groups of people. These people they are engaged into different issues. These issues include asking of question, and other issues. Story telling in our society have different benefits/importance. The following are the importance of storytelling to the society:-

To unite the society:- The performance of storytelling in the society, it brings people together. When people come to engage together in listening a story they are being united each other. Also in storytelling, when people engage together in listening together they sharing to answer and asking a question to the storyteller. This bring more co-operation to the people, and this lead to development of the society.

To entertain people:- Storytelling in the society it entertain the people. When people engage in asking of question, this entertain them performing

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

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC

The FTNA paper for the Theatre Arts subject had 10 questions set from an array of topics as per form one and form two syllabuses. These topics included *Theatre Arts*, *Arts*, *World Theatre Practices*, *Culture*, *Performing Techniques in Non-African Theatre*, and *Performing Techniques in African Theatre*.

The analysis of performance shows that the question that the students performed well was on question 1 (multiple-choice items) which covered various topics such as; *Theatre Arts*, *Arts*, *World Theatre Practices*, *Culture*, *Performing Techniques in Non-African Theatre*, and *Performing Techniques in African Theatre* (see Appendix). In this question, the percentage of the students who passed was (89.92%). *Performing Techniques in African Theatre* had (83.02%) performance. This indicates that the students had adequate knowledge of the tested concepts. The good performance in these topics is attributed to students' understanding of the question and adequate knowledge of the assessed items. The topics with average performance were *World Theatre Practices* (56.66%) and *Theatre Arts* (57.42%). The average performance in these topics was attributed to the partial knowledge of the topics, leading to students' failure to score the allocated points fully.

On the contrary, the topic in which the students had poor performance was *Culture* (28.65%). The poor performance in this topic is attributed to inadequate knowledge of the subject matter, poor interpretation of questions, and lack of English language proficiency. The students' performance in various topics is shown in the Appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the data on the Theatre Arts subject shows that the general performance was good. Further analysis shows that the students who performed well were knowledgeable enough about the topics from which the questions were derived. In addition, the students who passed the assessment understood the questions. On the other hand, the poor performance of the students was mainly attributed to inadequate knowledge

of the subject matter, poor essay writing skills, poor English language proficiency, and failure to understand the requirements of the questions.

4.2 Recommendations

The report calls for improvement to affect the performance of the students in Theatre Arts in future assessments. The following are recommended:

- (a) Teachers are encouraged to help students gain an understanding of elements of culture. The students should be able to describe various elements of Culture. This will improve the students' performance on *Culture*, in which their performance was poor. Simple culture based assignments should be given to challenge their knowledge about their cultures and culture related concepts.
- (b) Teachers should be encouraged to provide adequate competence-based exercises to train students to handle assessment questions. The exercises should be provided through classroom assessments, take-home assignments and weekend packages to equip the students with examination skills. This generally means that the culture of competence-based assessment should be cultivated ahead of national assessment.
- (c) Students should be encouraged to read fiction and non-fiction books to improve their English language proficiency in writing, reading, speaking, and listening, as some students failed to answer some questions because of poor proficiency in English. Such practices will help them overcome the challenge of writing grammatically incorrect and meaningless sentences, as witnessed in this assessment.
- (d) Teachers should be encouraged to help students prepare and perform theatrical rituals, dance, and recitation to improve their performance in Theatre Arts. This recommendation is offered on the assumption that if students learn by doing, they will likely come up with good mastery of what is learned. The students' responses seem to suggest that they had inadequate understanding of the basic theatre forms that might have been resulted by lack of practice during class sessions.

- (e) Teachers should be encouraged to guide students in reading the theatre-related textbook. The fact that students failed to respond to some questions correctly indicates insufficient mastery of the subject matter. Poor mastery can be improved through working hard for students.
- (f) Short intensive programs should be organized to equip the teachers with best practices in teaching Theatre Arts, refresh/update their understanding of the content for better delivery and enhance their competencies in the structuring and preparing competence-based assessments.

Summary of Students' Performance per Topics

S/N	Topic(s)	Question number	Percentage of Students who scored 30 Per cent and above	Remarks
1	Theatre Arts, World Theatre Practices, Theatre Arts Practices in Tanzania, Culture and Performing Techniques in African Theatre	1	89.92	Good
2	Performing Techniques in African Theatre	4	83.02	
3	World Theatre Practices	3	57.66	Average
		5		
		7		
		9		
		10		
4	Theatre Arts	6	57.42	
		8		
5	Culture	2	28.65	Poor

