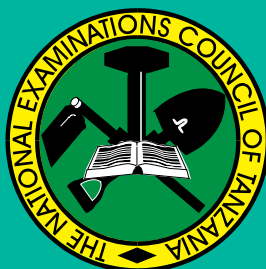


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

019 THEATRE ARTS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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019 THEATRE ARTS

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Table of Contents

FOREWORD	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION.....	2
2.1 Question 1: Multiple Choice Items	2
2.2 Question 2: Short Answer Questions	5
2.3 Question 3: History of Theatre Practices in Tanzania.....	8
2.4 Question 4: History of Theatre Practices in Tanzania.....	9
2.5 Question 5: Matching Items.....	12
2.6 Question 6: Performing Techniques.....	14
2.7 Question 7: Performing Techniques.....	17
2.8 Question 8: World Theatre Practice	19
2.9 Question 9: World Theatre Practice	22
2.10 Question 10: World Theatre Practice	24
2.11 Question 11: Theory of Theatre Arts	26
2.12 Question 12: Theory of Theatre Arts	27
3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC.....	30
4.0 CONCLUSION AND RECOMMENDATIONS.....	30
4.1 Conclusion	30
4.2 Recommendations.....	30
<i>Appendix</i>	32

FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Students' Items Response Analysis Report on the Performance of students in the Form Two National Assessment (FTNA) 2015 in Theatre Arts subject. The report provides feedback to the students, teachers, policy makers and other stakeholders on how the students answered the questions.

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

In this report, factors which contributed to the failure of the students to answer questions correctly have been analyzed. Among them include the inability to identify the task of the questions, lack of enough knowledge on the topic(s) tested and poor command of English Language. The analysis of each question has been done and the strengths and weaknesses shown by the students in answering the questions have been indicated.

This feedback will enable teachers, students and education stakeholders to take the right measures to improve the teaching and learning methods which will eventually improve the students' performance in future assessments administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and stakeholders, that can be used for improving future Assessment. Finally, the Council would like to thank all the Examinations Officers, Examiners, School Inspectors, and all others, who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students in Theatre Arts subject for the Form Two National Assessments (FTNA) in November, 2015. The assessment covered the Theatre Arts syllabus and adhered to the assessment format.

The paper comprised of 12 questions which were distributed in five (5) sections: A, B, C, D and E. Sections A, C and E had two (2) questions each while sections B and D had three (3) questions each. Students were required to answer all questions. Section A carried 15 marks, section B 25 marks, section C 20 marks, section D 30 marks and section E 10 marks.

The report shows how the students performed in each question by presenting the strengths and weaknesses in various areas of their answers. The report also presents the percentage of scores in each group and finally it provides the conclusion and recommendations based on the analysis. The extracts of students' answers have been inserted in appropriate sections to illustrate the respective cases.

The performance of the students in each question is categorised as *good*, *average* and *weak*. The performance of students is categorised into these groups depending on the percentage of the marks of students who scored an average of 30 percent all above of the marks allocated to a particular question. If the performance of the students ranges from 50 to 100 percent, the performance is categorized as good, from 30 to 49 percent is average and 0 to 29 percent is categorized a weak performance. The performances are indicated by using colours, whereby, green colour shows students with good performance, yellow colour indicates average and red colour shows weak performance.

A total of 150 students sat for the Theatre Arts Form Two National Assessment in November 2015, of which (15.3%) students passed with the following grades: A (0%), B+ (1%), B (6%), C (8%) and D (27%). However 127 (84.7%) failed. This performance is low (18.23%) when comparing it with 2014 assessment.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

The question consisted of 10 multiple choice items constructed from various topic of the syllabus. The students were required to choose the correct answer among the given alternatives and write its letter beside the item number.

The question was attempted by all the students, where 18.5 percent of them scored from 0 to 2 marks, 54.3 percent scored from 3 to 4.9 marks and 27.2% scored from 5 to 8 marks out of 10 marks. The analysis shows that the students' performance in this question was average. Figure 1 illustrates.

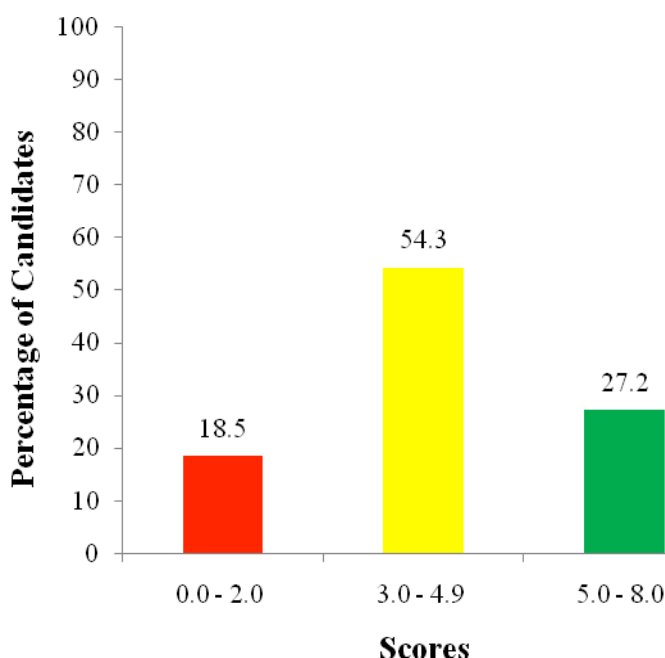


Figure 1: Illustration of Students Scores in Percentage

Item (i) required the students to write the other name of art. The correct answer was D “visual art”. The students who chose the correct answer were aware that visual art is the other name of art. The students who opted

for A “media” were not aware that media is the material used by the artist or designer to create a work of art. The students who opted for B “installation” did not understand that installation is a term used to describe the environments of the spectator on how to occupy an entire room. Those who opted for C “fine arts” were attracted by the word art in the stem and thought that fine art is the other name of art while fine art is the art which involves painting, sculpture or music.

Item (ii) required the students to identify the importance of learning values, beliefs and attitudes. The correct response was B “to shape and influence perception” which was opted by the students who had adequate knowledge on the importance of learning values, beliefs and altitudes. The students who chose response A “to help people understand each other” did not understand the distinction between importance and functions of culture. The students who chose C “to create harmony” equated the term with the term culture and hence failed to identify the terms concerned. Those who opted for D “to make people live in peace” failed to understand that values, beliefs and altitudes is among of culture.

Item (iii) required the students to identify the sentence which is not related to heroic recitation. The correct response was C “using written script when performed”. The students who chose this option understood that the heroic recitation does not use written script when performed. The students who chose A “poetic drama talking about heroic issues”, B “depends on an oral delivery” and D “heroic issues include war and hunting” were not conversant enough with the form of art related to African indigenous forms.

Item (iv) tested the students’ knowledge on storytelling fundamentally. The correct response was C “oral narration”. The students who chose this response were aware that storytelling fundamentally based on oral delivery. The students who chose A “events” did not understand the meaning of the term “events” because in storytelling, events show the series. Those who chose B “colour” did not understand that colour in theatre is used as a symbol. Furthermore, the students who chose D “people” failed to understand that people are audience and not actions.

Item (v) required the students to identify the item which is not a form of theatre from a given alternatives. The correct response was A “reading”. The students who opted for this response had enough knowledge on the forms of theatre. The students who opted for B “storytelling”, C “recitation” and D “initiation” were not conversant with the African theatre arts.

Item (vi) required the students to identify the great Indian theatre. The students who opted for the correct response B “Sanskrit theatre and Kathakali” had enough knowledge on the types of the great Indian theatre. On the other hand, the students who opted for incorrect options A “Peking and Opera theatre” failed to understand that Peking and Opera are Chinese theatre. The students who opted for C “Wangshifu and Kathakali” failed to understand that wangshifu is a famous play in China and those who opted for D “Sanskrit and Kohra” lacked knowledge on the common types of theatre arts practiced in the Eastern theatre.

Item (vii) required the students to define the term “theatrical rituals”. The students who chose the correct response A “forms of theatre arts representing religious ceremony” were conversant with the term “theatrical ritual”. The students who opted for B “any element of theatre arts represents religious ceremony”, C “the characteristics of theatre arts were representing religious ceremony” and D “the form of theatre arts representing religious ceremony” failed to understand the meaning of the term “theatrical rituals”. These students were attracted to these responses because of the presence of the word “religious ceremony” in the distracters, which they associated with the word ritual.

Item (viii) required the students to identify the meaning of ‘Cue’. The students who chose the correct option B “a signal from the stage manager to the actor” had adequate knowledge on the role of the stage manager. On the other hand, the students who opted A “a signal from the makeup designer to the actor”, C “a signal from the director to the actor” and D “a signal from the costume designer to the actor” lacked knowledge on the roles of stage manager. The reasons for the choice of such incorrect responses is that the students equated the word ‘Cue’ with the word ‘signal’ which attracted them to choose those response.

Item (ix) required the students to identify the years during which drama was very active in colonial Tanganyika. The students who opted for the correct response C “1949 and 1952” were aware about the years during which drama was very active in colonial Tanganyika, because it was the period when the people of Tanganyika were struggling for Independence. On the other hand, the students who opted for the incorrect responses A “1941 and 1950”, B “1945 and 1961” and D “1940 and 1950” lacked knowledge on the history of drama in colonial Tanganyika.

Item (x) required the students to identify the person who is responsible for assisting the director for recording the blocking and calling the show. The correct response was D “Stage manager”. The students who chose this response knew the responsibilities of a stage manager and hence were able to identify the person who is responsible for assisting the director. The students who opted for the incorrect option A “Set designer” failed to differentiate the responsibilities of set designer from the stage manager. The students who chose response B “Head technician” related the work of director with the word technician because head technician works with the director to the performing arts. The students who chose response C “Lead actor” lacked adequate knowledge on the topic of performance production.

2.2 Question 2: Short Answer Questions

This question had two parts, (a) and (b). In part (a), the students were required to define the term ‘theatre arts’ and in part (b) they were required to mention four theatre forms of African indigenous theatre. The question tested students’ ability to define the terms used in theatre arts.

The question was attempted by all the students who sat for the assessment, whereby 38.4 percent scored from 0 to 1.0 mark, 18.6 percent scored from 1.5 to 2.5 marks and 43.0 percent scored from 2.6 to 5 marks out of 5 marks. The students’ performance in this question was average.

A few students who scored high marks in part (a) were able to define the term ‘theatre arts’ as required. This was an indication that they understood the question and were familiar with the term ‘theatre arts’. Extract 2.1 shows a sample of a good response from a script of a student.

Extract 2.1

2. (a) Briefly define the term theatre arts.

Theatre arts refers to the use of gesture and body movements to convey message through audience.

Extract 2.1 shows a sample of a response from a script of a student who was able to define the term 'theatre arts'.

The students who performed well in part (b) managed to mention the required four theatre forms which are indigenous to Africa. The correct response demonstrated that the candidates were familiar with the topic of World Theatre Practice. Extract 2.2 shows a sample of a good response.

Extract 2.2

(b) Mention four theatre forms indigenous to Africa.

(i) Story telling

(ii) Ritual performance

(iii) Dance performance

(iv) Heroic Recitation

Extract 2.2 shows a sample of a response from a script of a student who was able to mention four theatre forms indigenous to Africa.

On the other hand, the students who scored low marks in part (a) failed to define the term 'theatre arts' due to lack of enough knowledge on the theatre arts term. For example, one of the students defined the term theatre as: *the play performance on the stage expect front on the stage*. Another student wrote: *Theatre arts refer to the term movement of gestures and body movement to convey messages*. Other students in this category provided meaningless sentences. For example, one student wrote that *theatre is a play performed on a stage in front spectators*. This sentence is meaningless because it does not answer the question. Extract

2.3 shows a sample of a response of a student who provided a meaningless definition.

Extract 2.3

2. (a) Briefly define the term theatre arts.

Is the building where
theatrical performance or motion picture
shows can be presented

Extract 2.3 shows a sample of a response from a script of a student who failed to define the term theatre arts.

The students with poor performance in part (b) failed to provide four theatre forms indigenous to Africa. Some of the students provided the elements of theatre such as; *performance, audience, performer, spectator and dialogue* instead of theatre forms indigenous to Africa. Others mentioned theatre forms indigenous to Africa as follows; *reading, drama and comedy*. Other students in this category provided irrelevant answers. For example, one of the students wrote; *Indian Africa, Western Africa, West Africa and Africa theatre* as the theatre forms indigenous to Africa. These answers were irrelevant because they did not relate with the demand of the question. Another student wrote *African theatre arts, Indian theatre arts, African storytelling theatre art and African fine arts theatre*. These responses show that the students had inadequate knowledge on the topic tested. Extract 2.4 is a sample of a poor response.

Extract 2.4

(b) Mention four theatre forms indigenous to Africa.	
(i)	Drama
(ii)	Audience
(iii)	Performer
(iv)	Performance

Extract 2.4 shows a sample of a response from a script of a student who provided elements of theatre instead of theatre forms indigenous to African.

2.3 Question 3: History of Theatre Practices in Tanzania

The question had two parts: (a) and (b). In part (a), the students were required to describe the term “art for art’s sake” while in part (b) they were required to provide three reasons why the first president of Tanzania J.K. Nyerere set up the Ministry of National Culture in 1962. This question tested students’ ability to define the concept “art for art’s sake” and ability to explain the reasons why the Ministry of National Culture was set up in 1962.

The question was attempted by all the students who sat for the assessment, whereby 79.5 percent of them scored from 0 to 1.0 mark, 12.6 percent scored from 1.5 to 2.0 marks and 7.9 percent scored from 2.5 to 4.0 marks out of 5 marks. The students’ performance in this question was poor because the majority scored from 0 to 1 mark.

The students who poorly performed in parts (b) failed to correctly respond as they had inadequate knowledge on the term “art for art’s sake”. For example, one of the students defined the concept “art for art’s sake” as; *something that defects the theatrical performance of the stage*. Another student wrote that; *“art for art’s sake” is something that stimulates an individual through emotion*. Some students in this category left the question unanswered.

In part (b), the students could not provide the reasons why the first president of Tanzania J.K. Nyerere set up the Ministry of National Culture

in 1962. Some of the incorrect reasons provided were; *because of maintaining peace and order, to celebrate the human capacity and to educate and warn people*. There were also a few students who provided answers which were not related with the question. Some of these students defined culture as *culture is the totality of way of life, culture is complex whole and culture is dynamic by people* while others provided meaningless sentences. Extract 3.1 shows a sample of a response from a script of a student who wrote irrelevant answers.

Extract 3.1

3. (a) Define the term 'Art for arts sake'.

Arts-Is the some thing stimulate and an individual through emotion, belief or ideas through sense

(b) Give out three reasons why the first president of Tanzania J.K. Nyerere set up the Ministry of National Culture in 1962.

(i) To educate a whole country

(ii) To show Tanzania's culture and theatre

(iii) To

Extract 3.1 shows a sample of a response from a script of a student who failed to define the term 'art for art's sake' in part (a) and could not provide the three reasons required in part (b).

2.4 Question 4: History of Theatre Practices in Tanzania

The question required the students to describe the terms (a) Acting area (b) Audience (c) Plot (d) Actress and (e) Prompt book. This question tested the students' ability to describe some terms related to acting.

The question was attempted by all the students who sat for the assessment and the performance was poor as 71.5 percent of them scored from 0 to 2.0 marks, 41.1 percent scored from 3.0 to 4.5 marks and 15.8 percent scored from 5.0 to 9.0 marks out of 10 marks.

The students who scored from 0 to 2.0 marks in this question had inadequate knowledge on the given terms and demonstrated a poor command of English Language. As a result, their answers lacked clarity and some of the terms were not described. For example, one student described 'Acting area' as *an art form which presents series of images to present subject*. Another student defined 'Actress' as *the one of people which fundamental*. There were also a few students who provided irrelevant answers. For example, one student wrote that, plot is "*lichard s. Makaba, and mabaka the bus*". Some of the students in this group copied some sentences from question 5 (matching Items) and used them as answers. The poor performance in this question is an indication that the students had inadequate knowledge on the terminologies related to acting. Extract 4.1 shows a sample of a script of a student who copied sentences from the question paper and presented them as answers to this question.

Extract 4.1

4. Briefly describe the following terms.

(a) Acting area..... is The practice of oral
 limonabation in Africa theatre
 for children in Tanzania.

(b) Audience..... is the agent of theatre.
 audience is the element of theatre
 for children in Africa.

(c) Plot is an form of ~~ff~~ repeating something
 learned or prepared especially in front
 of other people.

(d) Actress is the an forms that tells and
 emotions and has element of
 rhythm and melody.

(e) Prompt book The means equinox of day
 and nity.

Extract 4.1 shows a sample of a response from a script of a student who copied some sentences from question 5 (matching Items) item (i) and (iv) and used them as answers.

The students with average performance scored from 3.0 to 4.5 marks. These students were able to describe at least two terms out of five terms given. This was an indication that they had inadequate knowledge on the meaning and use of the terms.

The students who scored high marks managed to describe the five terms as follows; (a) Acting is the place where performances take place, (b) audience refer to a group of people who watching the performance on the stage, (c) plot is the events of the play which expressed as a series of dramatic action. (d) Actress is the women actors in the performance and (e) Prompt book is a book which explains the detail about each actors blocking as location and action. These students could define the terms because they had adequate knowledge related to the History of Theatre Practices in Tanzania and hence managed to describe terms related to acting. Extract 4.2 shows a sample of a student who scored high marks.

Extract 4.2

4. Briefly describe the following terms.

(a) Acting area. This is the area where performance takes place. This is where all action and takes place and at this area there could be audience who watching them.

(b) Audience. These are people who are looking or watching a player's performance. There would be no performance if there is no audience or people watching for that performance.

(c) Plot. This is the chain of event. This is where a play change its direction. Example a play can start by happiness but when it change from happiness to sadness that is where we call plot.

(d) Actress. This is the female actor.

(e) Prompt book. This is a book which explain effectively about theatre. It is the book which show the history of theatre.

Extract 4.2 shows a sample of a response from a script of a student who managed to describe the five terms, thus scoring high marks.

2.5 Question 5: Matching Items

This question required the students to match each sentence in list A with the corresponding word in list B by writing the correct letter beside the item number. The question was constructed from the Art topic.

All students attempted this question and the performance was poor because 67.5 percent of them scored from 0 to 2 marks, of which, 4.0 percent scored 0 mark, 29.8 percent scored from 3 to 4 marks and 2.7 percent scored from 5 to 6 marks out of 10 marks.

In item (i), the students were required to identify an art form which tells ideas, emotion and has element of rhythm and melody. The correct answer was E ‘Music’. The students who matched it with K ‘Poem’ failed to differentiate the elements of music and poem because they are closely related. The students who matched item (i) with letter D ‘Storytelling’ failed to understand that storytelling is the art of narrative.

In item (ii), the students were required to identify an art form which applied pictures in colouring. The correct response was J “Painting”. The students who managed to choose the correct response were aware of the art which applied pictures in colouring. The students who matched item (ii) with letter G “Cinema” and I “Film” were attracted to these distracters because of the presence of the word “pictures” in the stem. They therefore associated the words “cinema”, “film” and “picture”.

In item (iii), the students were required to identify an art form of carving. The correct response was F “Sculpture”. The students who opted for this response were aware that sculpture is art of carving. Most of the students who matched item (ii) with letter J “Painting” were attracted to this distracter because of the presence of the word painting and therefore associated it with the word carving in the stem.

In item (iv), the students were required to identify an art which present a subject. The correct response was “Film”. However, some of the students matched it with a different response such as H “Theatre”, G “Cinema” and B “Play”. This was an indication that, these students failed to differentiate the three terms: theatre, cinema and play.

In item (v), the students were required to identify the production of performance arts in general. The correct response was H “Theatre”. The students who chose the correct response were aware that theatre is the production of performance art in general. On the other hand, the students who matched item (v) with letter M had no sufficient knowledge that, “Drama” is a verse presenting in dialogue or pantomime story involving conflicts. The students who matched item (v) with letter G “Cinema” failed to understand that cinema is an art but is a motion pictures.

In item (vi), the students were required to identify an art form of repeating something learned or prepared, especially in front of people. The correct response was B “Play”. The students who matched the item with C “Recitation” were not familiar with the two terms ‘play’ and ‘recitation’ because both terms are arts which are performed in front of other people.

In item (vii), the students were required to identify an art form which is an interactive performance. The correct response was D “Storytelling”. The students who managed to chose the correct response had sufficient knowledge on storytelling. The students who matched the item with response C “Recitation” probably confused the two terms ‘storytelling’ and ‘recitation’ hence, failed to differentiate interactive performance and narrative performance. These students did not understand that recitation is one of the arts among the arts which are narrative performance.

In item (viii), the students were required to identify an art form performed by actor. The correct answer was M “Drama”. The students who matched it with the correct response were aware that Drama is an art form performed by actor. On the other hand, the student who chose the incorrect response B “Play” failed to differentiate the term ‘play’ from ‘drama’ because these terms are closely related.

In item (ix), the students were required to describe a literacy composition often with imaginatively expressed content. The correct response was K “Poem”. However, many students matched it with L “Novel” which is quite different from the correct answer because a novel refers to the long narratives which describe fictional characters and events.

In item (x), the students were required to describe the functional narration involving relationship between characters. Very few students were able to identify the correct response L “Novel”. The majority of the students matched the item with letter K “Poem” and O “Poetry”. The reasons for the choice of such incorrect response might have emanated from the fact that the distracters confused them because all are arts which use language and rhythm to express an intensely imaginative subject.

2.6 Question 6: Performing Techniques

The question had two parts: (a) and (b). In part (a), the students were required to outline five art forms which are founded in Tanzania and in part (b) they were required to mention five functions of dance in the society. This question tested students’ ability to outline art forms which are founded in Tanzania.

The question was attempted by all the students (100%) who sat for the assessment. The students’ performance in this question was good as 57.5 percent of them scored from 6.5 to 12.0 marks, 12.0 percent scored from 4.0 to 6.0 marks and 30.5 percent scored from 0 to 3.5 marks.

The students who scored from 0 to 3.5 marks might have inadequate knowledge on performing techniques. In part (a), some of the students outlined components of visual arts instead of the art forms performed in Tanzania such as *sculpture, painting and drawing*. Other students in this category provided irrelevant answers. For example, one of the students wrote that; *to educate people, it warning, to enjoying people and entertains people as the art forms founded in Tanzania*. Another student outlined the following incorrect art forms; *radio drama, television drama and comedy* instead of performing art, dance, music, recitation and visual art. Extract 6.1 shows a sample of a poor response.

Extract 6.1

6. (a) Outline five art forms found in Tanzania.

(i) Sculpture

(ii) Theatre

(iii) Painting

(iv) Drawing

(v) Reading

Extract 6.1 shows a sample of response from a script of student who failed to outline the correct five art forms found in Tanzania.

In part (b), the students failed to mention the five functions of dance in the society. Most of the students supplied incorrect answers. For example, one student mentioned *drama, time, character and music*. Others wrote: *dance style, dance participating, society dance, dance music and dance profile*. Other students in this group provided irrelevant answers such as ‘*it educates the advantage of theatre*’ and ‘*it educates the culture*’. These responses show that the students had inadequate knowledge on the functions of dance in the society. Extract 6.2 is a sample of a poor response from a script of a student.

Extract 6.2

(b) Mention five functions of dance in the society.

(i) It give homage

(ii) It give the happy

(iii) It educate the culture

(iv) It educate the advantage of theatre

(v) It is source of development

Extract 6.2 shows a sample of a response from a script of a student who failed to mention five functions of dance in the society.

The students who scored high marks are those who performed well in this question; because most of them managed to answer well part (a) and (b). In part (a), the students were able to outline at least four art forms. For example, one student mentioned (i) *dance*, (ii) *music* and (iii) *recitation*. Another student mentioned (i) *storytelling* and (iv) *ritual*. Extract 6.3 is a sample of a good response.

Extract 6.3

6. (a)	Outline five art forms found in Tanzania.
(i)	Dance
(ii)	Storytelling
(iii)	Music
(iv)	Recitation
(v)	Audience

Extract 6.3 shows samples of a response from a script of a student who managed to outline four art forms found in Tanzania.

In part (b), the students were able to mention five functions of dance in the society. The reason for the good performance in this question was students' had adequate knowledge about the topic of Performing Techniques. Extract 6.4 shows a sample of a good response.

Extract 6.4

(b)	Mention five functions of dance in the society.
(i)	To educate people
(ii)	To warn people
(iii)	To entertain give people sense of confidence
(iv)	It is source of employment
(v)	It way of enjoyment

Extract 6.4 shows a sample of a response from a script of a student who managed to provide five functions of dance in the society.

2.7 Question 7: Performing Techniques

This question had three parts: (a), (b) and (c). In part (a), the students were required to define the term ‘recitation performance’. In part (b), they were required to state four fundamental elements of recitation and in part (c) they were required to identify five techniques used to perform story telling. This question tested students’ ability to identify techniques of recitation performance.

The question was attempted all the students who sat for the assessment. The performance was poor as 83.4 percent of them scored from 0 to 1.5 marks, 15.9 percent scored from 2.0 to 3.0 marks and 0.7 percent scored 3.5 marks out of 7.5 marks.

The students who performed poorly in this question had inadequate knowledge on performing techniques. For example, part (a) required the students to define the term recitation performance as a poetic drama talking about heroic issues but one of the students defined recitation performance as *any arts of repeating something heard or prepared, especially in front of other people*. Another student defined it as *any art which form present series of images to present subject*. Further analysis shows that the students who poorly performed, provided irrelevant answers with a lot of grammatical errors. One student, for example, wrote that *recitation performances refer to the person who act on the stage for responsible to the performa whereby the community*. Another student wrote that *is the body of life total way of life*. Extract 7.1 shows a sample of poor response.

Extract 7.1

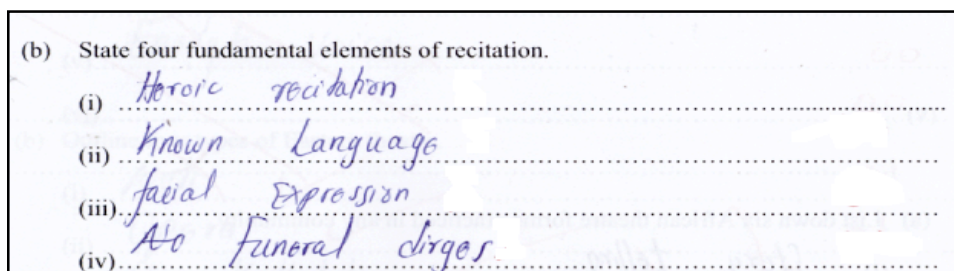
7. (a) Define the term recitation performances. Refer to the person who act on the stage for responsible to the performa where re by the community

Extract 7.1 shows a sample of a response from a script of a student who provided irrelevant definition of the term ‘recitation performances’.

In part (b), the students were required to state four fundamental elements of recitation but some of them provided the components of forms of Western

theatre. One student, for example, mentioned *ideology, custom, language, and socialization*. Another student mentioned *time, energy, body and action*. Furthermore, some of the students based their answers on storytelling techniques such as *facial expression, heroic recitation and body movements* while others left the question unanswered. There were also a few students who provided irrelevant answers. These responses may indicate that, the students lacked knowledge on the subject matter. Extract 7.2 shows a sample of a poor response from a script of student.

Extract 7.2



(b) State four fundamental elements of recitation.

(i) Heroic recitation

(ii) Known Language

(iii) facial Expression

(iv) Ato funeral dirges

Extract 7.2 is a sample of a response from a script of a student who failed to state four fundamental elements of recitation, thus scoring a zero mark.

In part (c), the students were required to identify five techniques used to perform storytelling which are gesture, facial expression, body movements, singing and dancing. The students who failed to provide correct answers lacked knowledge on the techniques used to perform storytelling. One students, for example, identified five techniques used to perform storytelling as follows; (i) *It consist storytelling*, (ii) *it needs confident of the story*, (iii) *it create harmony*, (iv) *it create harmony* and (v) *to show you have experience*. Other students provided irrelevance answers and meaningless sentences as seen in Extract 7.3.

Extract 7.3

(c) Identify five techniques used to perform story telling.

(i) It needs confident of story telling.....

(ii) It consist story telling.....

(iii) It consist other living things.....

(iv) It needs comparison between performer and performance.....

(v) It create harmony.....

Extract 7.3 is a sample of a response from a script of a student who failed to identify the techniques used to perform storytelling, thus scoring a zero mark.

Further analysis of students' responses shows that, a few students who performed well in this question, managed to give at least four correct techniques used to perform storytelling. This was indication that they understood the question and were familiar with the performing techniques. Extract 7.4 shows a sample of a good response.

Extract 7.4

(c) Identify five techniques used to perform story telling.

(i) Body movement.....

(ii) facial expression.....

(iii) gesture.....

(iv) voice and feelings or emotion.....

(v) To look at with some one else.....

Extract 7.1 shows a sample of a response from a script of one of the student who performed well in this question.

2.8 Question 8: World Theatre Practice

The question required the students to explain five components of the major forms of Western theatre. This question tested students' ability to explain appropriate components of the major forms of Western theatre.

This question was attempted by all the students. The student's performance in this question was poor as 78.1 percent of them scored from

0 to 2.0 marks, 9.3 percent scored from 3.0 to 4.0 marks and 12.6 percent scored from 5.0 to 10.0 marks.

The students who performed poorly in this question had several weaknesses. Some of the students' explanations focused on African theatre rather than being specific to the forms of Western theatre. For example, one student wrote the following responses; *storytelling is a people/thing tell the story, ritual performance is the activities that undertaken do give homoge obtain assistance from super natural power.* Another student responded as follows; *heroic recitation is the poetic drama talking about heroic issue.* Other students in this group left the question unanswered and others copied some sentences from list A in question number 5. This might show that students had insufficient knowledge on Western theatre. Extract 8.1 shows a sample of a response from a script of a student who copied the words from other questions.

Extract 8.1

8. Briefly explain five components of the major forms of Western theatre.

- (i) *storytelling - Refer to the person who give out the story.*
- (ii) *Dance performance - Refer to the body movement with all accompanied with the drama beats to convey message.*
- (iii) *Drama is an art form of repeating something learned or prepared especially in front of other people*
- (iv) *Ritual performance*
- (v) *Heroic recitation - is the poetic drama talking about heroic issues*

Extract 8.1 is a sample of a response from a script of a student who supplied incorrect answers and copied sentences from the question.

On the other hand, a few students who scored from 6.0 to 10 marks managed to explain some of the components of the major form of Western theatre. For example, one student mentioned; *character and drama*, another student tried to mention at least four points such as:

- (i) *Diction is the way of language including the dialog.*
- (ii) *Spectacle is a totality of visual aspect of production.*
- (iii) *Theme is a content which described as a play*
- (iv) *Music is the aural components of the play.*

Further analysis of the students' responses shows that some of the students were able to mention the major forms but failed to give the explanation. Extract 8.2 shows a sample of a response from a script of a student who managed to mention the major forms but failed to give the explanation for two items.

Extract 8.2

8. Briefly explain five components of the major forms of Western theatre.

(i) Plot :

(ii) Character : This is the maybe people or animal which participate in the story.

(iii) Through

(iv) Diction : This the way of language including Dialogue

(v) Music : This is the beat of instrument such and sound from a musician : such as diamond

Extract 8.2 shows a sample of a response from a script of a student who managed to mention the major forms of Western theatre but could not give the explanation for items (i) and (iii).

2.9 Question 9: World Theatre Practice

This question had two parts; (a) and (b). In part (a), the students were required to list six African theatre forms practiced in any community while in part (b), they were required to describe four general characteristics of African theatre.

This question was attempted by all the students and the performance was poor as 72.2 percent of them scored from 0 to 2.5 marks, 23.8 percent scored from 3.5 to 4.5 marks and 4 percent scored from 5.0 to 5.5 marks.

The students (35.1%) who scored a zero mark had inadequate knowledge on the World Theatre Practices as a result, they gave incorrect answers. For example, one of the students listed types of theatre practiced in world instead of African theatre forms practiced in any community. Another student listed: *Kathakali in India and opera in Tanzania*, and another one listed: *drawings, paintings and play*. Moreover, some of the students left part (a) unanswered. Extract 9.1 shows a sample of a poor response.

Extract 9.1

(a)	List down six African theatre forms practiced in any community.
(i)	Indian African theatre
(ii)	Kathakali African theatre.
(iii)	American African theatre
(iv)	African theatre
(v)	Opera African theatre.
(vi)	Australia African theatre.

Extract 9.1 shows a sample of a response from a student who provided a poor response.

These students also failed to describe four general characteristics of African theatre as required in part (b). One student wrote that, *it maintains Africa society, it control Africa culture and it proved Africa society*, which were incorrect answers. Another student provided meaningless sentences such as *to be equal permeation, to equal mental skills and African theatre*

to community. Extract 9.2 is a sample of a response from a script of a student who provided meaningless answers.

Extract 9.2

(b) Briefly describe four general characteristics of African theatre.

(i) to equal mental skills

(ii) to be equal permutation association

(iii) African theatre to community stage

Extract 9.2 shows a sample of a response from a script of a student who failed to describe four general characteristics of African theatre by providing meaningless answers.

On the other hand, a few students who scored high marks in this question were able to list three to six forms of African theatre practiced in any community. Extract 9.3 is a sample of a response of a student who managed to list six African theatre forms practiced in any community.

Extract 9.3

9. (a) List down six African theatre forms practiced in any community.

(i) story telling

(ii) Dance performance

(iii) Ritual performance

(iv) Heroic recitation performance

(v) Music

(vi) Initiation

Extract 9.3 shows a sample of a response from a script of a student who could list six forms of African theatre which are practiced in any community.

2.10 Question 10: World Theatre Practice

This question had two parts: (a) and (b). In part (a), the students were required to identify six performing techniques of Eastern theatre and in part (b) they were required to outline four types of Eastern theatre. This question tested students' ability to identify appropriate performing techniques used in Eastern theatre.

This question was attempted by all the students. The performance was poor as 89.4 percent of them scored from 0 to 2 marks of which 67.5 percent scored 0 mark, 8.6 percent scored from 3.0 to 4.0 marks and 4.0% scored from 5.0 to 6.0 marks out of 10 marks.

The students who scored low marks failed to identify six performing techniques of Eastern theatre as required in part (a). Most of them focused on the storytelling performing techniques such as *facial expression*, *songs* and *body movements* which were incorrect answers. Extract 10.1 shows a sample of a response from the script of a student who poorly performed.

Extract 10.1

10. (a)	Identify six performing techniques of Eastern theatre.
(i)	Body movement
(ii)	Facial expression
(iii)	Costumes
(iv)	Props
(v)	Space / stage
(vi)	Time

Extract 10.1 shows a sample of response from a script of a student who gave irrelevant responses.

In part (b), the students failed to outline four types of Eastern theatre. This was an indication that they had insufficient knowledge on the topic of World Theatre Practice. For example, one of the students wrote incorrect answers such as: *African Theatre*, *Western Theatre*, *African the world*

Theatre and Southern Theatre instead of Kathakali, Opera, Kabuki and No. Extract 10.2 shows a sample of a poor response.

Extract 10.2

(b) Outline four types of Eastern theatre.

(i) ... African theatre

(ii) ... Western theatre

(iii) ... African the world theatre

(iv) ... Southern theatre

Extract 10.2 shows a sample of a response from a script of a student who provided irrelevant responses, thus scoring a zero mark.

The students with average performance scored from 3.0 to 4.0 marks. Some of the students in this group were able to identify at least three performing techniques of Eastern Theatre while others outlined two types of Eastern theatre in part (b) such as *gestures* and *drama*.

The students who scored from 5.0 to 6.0 marks were able to identify at least four techniques. For example, one student provided three techniques: (i) *dancing*, (ii) *gestures* and (iii) *music*. Another mentioned (i) *drama* and (ii) *singing*. In part (b), the students managed to outline four types of Eastern theatre but they failed to answer part (a) and hence failed to get full marks. Extract 10.3 shows a good response.

Extract 10.3

(b) Outline four types of Eastern theatre.

(i) ... Opera

(ii) ... Kathakali

(iii) ... Kabuki

(iv) ... No

Extract 10.2 show a sample of a response from a script of a student who managed to outline four types of Eastern theatre correctly, thus scoring full marks.

2.11 Question 11: Theory of Theatre Arts

The question required the students to explain three major types of theatre stages in performing arts. This question tested students' ability to explain major types of theatre stages in performing arts.

This question was attempted by all the students and the performance was poor as 84.8 percent of them scored from 0 to 1.0 mark, 8.6 percent scored from 3.0 to 4.0 marks and 6.6 percent scored from 5.0 to 6.0 marks out of 6 marks.

The students who scored a zero mark might have inadequate knowledge on the theory of Theatre Arts. Some of them mentioned the production designers of art work instead of the theatre stages in performing art. There were also a few students who left the question unanswered. Moreover, many of these students had language difficulties and hence the answers given had a lot of grammatical errors. Extract 11.2 shows a sample of a good response from a script of a student.

Extract 11.2

11. Briefly explain three major types of theatre stages in performing arts.

(i) Stage design → this is the type of stage where by the on the stage there was a good design which performe can be like.

(ii) Stage manager → It the person who responsible for assisting the director recording the blocking and calling the show.

(iii) Stage crew → are those who shift the sets and something props during the rehearsal and performance.

Extract 11.2 shows a sample of a response from a script of a student who defined the terms of production designers of art work instead of explaining three major stages in performing arts.

A few students who scored high marks were able to explain the three major types of theatre stages in performing arts. These students may be aware of the major types of the theatre stages as they could give the required explanations. Extract 11.3 shows a sample of a good response from a script of a student.

Extract 11.3

11. Briefly explain three major types of theatre stages in performing arts.

- (i) ^{stage}
Thrust - is the type of stage where by people sit in three sides ie is surrounded by three sides.
- (ii)
Arena stage - is the kind of stage that is surrounded by two or more sides also people or audience look the performance clearly.
- (iii)
Proscenium stage - is the kind of stage that is surrounded by single sides and also the audience look clearly

Extract 11.2 shows a sample of a good response from a script of a student who was able to explain three major types of theatre stages.

2.12 Question 12: Theory of Theatre Arts

The question was consisted of four items. The students were required to describe the terms (i) Director (ii) Producer ((iii) Scene and (iv) Auditorium. This question tested students' ability to describe the basic terms related with play production.

The question was attempted by all the students. Their performance was poor as the majority (99.3%) scored from 0.2 to 3.0 marks of which 62.3 percent scored 0 marks and 0.7 percent scored 3 marks out of 10 marks.

The students who scored a zero mark, might be due to a lack of adequate knowledge on the concepts tested. As a result, they failed to answer the question as required. Some of the students provided meaningless responses. For example, one student defined director as *the one oversee of the body movement of the stage* and another student wrote that *producer is the film has producer on the record or studio in the record*. Some of the students provided incorrect responses in all four items while others wrote meaningless sentences. Moreover, these students demonstrated a poor mastery of English Language. Extract 12.1 shows a sample of a poor response from a script of a student.

Extract 12.1

12. Describe the following terms:

(i) Director
Director is the mediachiel of acting for the theatre art is the tabo way of life,

(ii) Producer
Producer is the immegeen of african societie of drawing in people of audience.

(iii) Scene
Scene It is the invitation of communalisms

(iv) Auditorium
Auditorium is the taboal woa of life in the people of inuonment for theatre art

Extract 12.1 shows a sample of a response from a student who wrote meaningless sentences, thus scoring a zero mark.

Although the students' performance on this question was poor, there were a few of them who managed to score 3.0 marks. These were able to

describe two terms out of four. Extract 12.2 shows a sample of a good response from a script of a student.

Extract12.2

(i) Director	↳ person which give direction to do something and give information and exp. exmple:
(ii) Producer	↳ person which used to make produce the activity of performing art in order to people to like those activity.
(iii) Scene	
(iv) Auditorium	↳ place where we prepared the different activity of the theatre art.

Extract12.2 is a sample of a response from a script of a student who managed to describe two terms in item (i) and (ii).

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The analysis of the students' performance in each topic indicates that the students had a good performance in *History of Theatre Practices in Tanzania* and *Theory of Theatre Arts*. In these topics 56 percent of the students got the average of 30 percent or above. The students had average performance in *Culture and Forms of Art*. Where 43 of the students got the average of 30 percent or above. Moreover, the students had weak performance in *Performing Techniques*, *World Theatre Practice* and *History of Theatre Practices in Tanzania*. In these topics 22.5 percent of the students got below 30 percent. The analysis further shows that the candidate scored high marks in question 1. This performance is summarised in the Appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the students' performance has been done on the questions which were performed well, those with average performance and those which were poorly attempted.

The general performance of the students in 019 Theatre Arts in Form Two National Assessment (FTNA) 2015 was poor because many students scored low marks. The analysis shows that many students' had weak performance due to lack of adequate knowledge on the topics tested, inability of the students to identify and understand the tasks of the questions (questions demand), poor commands of English Language and misconceptions of the questions. The students' poor performance could be attributed to lack of knowledge and skills on Theatre Arts. Another reason could be inadequate preparation on the part of the students. On the other hand, the factors that made a few students to perform well in the assessment were ability to identify the task of the question and sufficient knowledge and skills on the concepts related to Theatre Arts.

4.2 Recommendations

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

- (a) Teachers should employ a variety of teaching and learning techniques to encourage their students to develop interest in the Theatre Arts subject.
- (b) Teachers should teach all the Form One and Form Two topics in the Syllabus so that students can be knowledgeable in all skills.
- (c) Teachers should guide students to prepare themselves well for the examinations so as to be able to answer the questions as required.
- (d) Students should read the questions carefully so as to be able to identify the demand of the questions.
- (e) Subject teachers should encourage students to participate in Theatre Arts subject and activities in order to improve their knowledge and skills.
- (f) Teachers and the school heads should encourage and motivate students to develop an interest in studying Theatre Arts subject by emphasizing its applicability to real life situations.
- (g) Teacher should encourage the students to use English Language in their day to day communications, debating and do drama activities so as to improve their language proficiency.

Summary of Candidates' Performance per Topic

S/N	Topic	Question Number	Percentage of Students who scored 30 percent and above	Remarks
1.	Culture and form of Art, History of Theatre Practices in Tanzania, Performing Techniques, World Theatre Practice, Theory of Theatre Arts	1	56	Good
2.	Culture and form of Art,	2	43	Average
3.	History of Theatre Practices in Tanzania.	5	33	Average
4.	History of Theatre Practices in Tanzania.	3	8	Weak
		4	29	Weak
5.	Performing Techniques	6	20	Weak
		7	27	Weak
6.	World Theatre Practice	8	22	Weak
		9	27	Weak
		10	10	Weak
7.	Theory of Theatre Arts	11	13	Weak
		12	25	Weak

