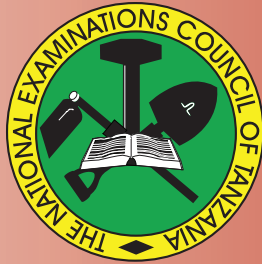


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
FOR THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2019**

019 THEATRE ARTS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

019 THEATRE ARTS

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FOREWORD

This is a report on the performance of the students in Theatre Arts in Form Two National Assessment (FTNA) which was carried out in November, 2019. It has been prepared to provide a feedback on the students' progress in Theatre Arts subject. The Form Two National Assessment (FTNA) marked the end of two years of Secondary Education. It is a formative evaluation which, among other things, measures the effectiveness of the educational system and the extent to which instructional objectives stipulated in the form one and two syllabi have been met.

The report shows the factors for the students' good, average and poor performance in Theatre Arts by using statistical data on the students' scores for individual question and the students' responses. Besides that, sampled extracts from the student's scripts have been inserted to illustrate the quality of the responses. The report pinpoints the factors that made the students to score high marks in the questions. Such factors include adequate knowledge and skills on the subject, identification of the demand of the questions and ability to follow the instructions. Furthermore, the report highlights the factors that made students to score low marks.

The feedback provided in this report will enable the education administrators, school managers, teachers and students to identify applicable measures to be taken in order to improve the students' performance in future assessment administered by the Council.

Finally, the Council would like to thank examiners and all people who were involved in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This is an analysis report of the performance of Theatre Arts students who sat for FTNA in 2019. The Theatre Arts paper assessed the students' competences according to the Form one and two Syllabi. The paper consisted of eleven (11) questions, distributed in three (3) sections; A, B and C. Section A consisted of four (4) questions with a total of 30 marks. Section B consisted five (5) questions with a total of 50 marks. Section C consisted of two (2) optional questions, and the students were supposed to answer any one (1) of the questions. Each question in this section carried 15 marks.

A total of 487 students sat for the FTNA in 2019 in Theatre Arts subject, whereby 154 (31.62%) students passed with the following grades: A – 0 (0%), B – 4 (2.59%), C – 51 (33.11%) and D – 99 (64.28%). However, 333 (46.24) failed. In comparison to the 2018 results, in which 57 (36.08%) students passed, the 2019 result shows a decrease in Theatre Arts performance by 4.46 percent. The report reveals a requirement of each question on the paper and shows the students' strengths and weaknesses in their responses. Furthermore, the report presents percentages of scores in each group through graphs and the samples of good and poor responses extracted from the students' scripts.

Finally, the report provides a conclusion, recommendations and an appendix which show, the percentages of the students' performance per each topic. In this analysis, green, yellow and red colours are used to show good, average and weak performance, respectively.

2.0 ANALYSIS OF STUDENTS RESPONSES IN EACH QUESTION

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

The question comprised 10 multiple choice items constructed from various topics of the syllabus. The topics covered were *Culture, Theatre Art, World Theatre Practices, Arts, Performing Techniques in Africa and Performing Techniques from Selected Non Africa Theatre*. The students were required to choose one correct answer from the given alternatives. A total of 487 (100%) opted for this question.

The analysis of students' performance shows that 150 (30.8%) students scored from 0 to 2.0 marks indicating poor performance. Further analysis indicates that 302 (62%) students scored from 3.0 to 6.0 marks which is an average performance and 35 (7.2%) students scored from 7.0 to 8.0 marks which is a good performance. The performance in this item can be categorised as good because 337 (69.2%) were able to score from 3.0 to 8.0 marks. Figure 1 summarises the distribution of student's scores in question 1.

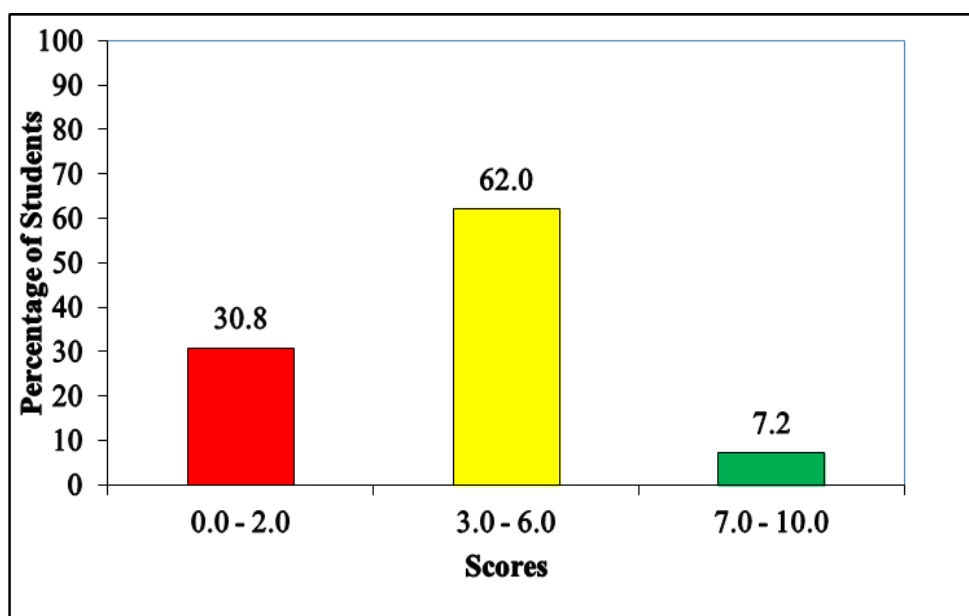


Figure 1: Student's Performance in Question 1

In item (i), the students were required to identify the correct meaning of the term enculturation. The correct answer was C, "*Process of acquiring new*

culture for new generation". The students who chose the correct answer had adequate knowledge in culture and were able to define enculturation as the process of acquiring new culture. The students who chose A, "*Shared learned symbolic system of value belief and altitude*" failed because they confused between the term culture and enculturation. The students who chose B, "*Transmitting knowledge to the succeeding generation*" were distracted by the term transmitting which means transferring of knowledge which is different in meaning from the term enculturation which means acquiring. Moreover, the students who chose D, "*Shared culture pattern of life in the community*" did not connect to the stem of the question since the word "shared" which refers to being used by more than one, while the question needed a meaning of the world enculturation. The Students who wrote incorrect options had insufficient knowledge about the meaning of a term enculturation.

In item (ii), the students were required to identify the beginning of the history of the Western theatre. The correct answer was B, "*Ancient Greek*," The students who were able to choose the correct response, were familiar with Western theatre that originated in Ancient Greek. The students who chose the incorrect item A, "*Ancient Egypt*" failed to realise that Ancient Egypt was a civilization of Ancient North Africa. The students who chose the incorrect item C, "*Ancient Russia*," were confused by the country Russia being famous in power among the Socialist countries. However other students chose the incorrect item D, "*Ancient Roman*". Did not understand that Ancient Roman beginning in the eighth century B.C grew from small town central Italy.

In item (iii), the students were required to point out which play is a combination of the Kabuki theatre. The correct answer was A, "*Comic and serious*". The students who selected the correct answer were knowledgeable about kabuki theatre. The Kabuki theatre involves actions whereby happiness and serious actions are included together to make the theatre interesting. On the other hand the students who opted for the incorrect answer B, "*Music and Dance*," C, "*Music and Clowning*" and D, "*Violence and Death*" did not to realise that those element in B, C and D are the plays and actions combined in Kathakali and the Opera theatre do not belong to the Kabuki theatre.

In item (iv), the students were required to identify the art which is concerned with the live performance through symbolic actions. The correct answer was B, "*African theatre*". The students who chose the correct item knew that the unique features of African theatre is live performance which associated with daily life activities in a symbolic manner. The students who chose A, "*Western theatre*" did not realise that Western theatre is practiced in Western countries and originated in Greek theatre. The students who opted for C, "*Oriental theatre*" failed to understand that Oriental theatre is practiced in Asian countries and involves more visual and sensual literary. The students who opted for D, "*Eastern theatre*" were not aware that Eastern theatre is synonymous to oriental theatre.

In item (v), the students were required to describe why Tanzania is called multicultural society. The correct answer was C, "*Have many cultural groups*". The students who chose correct response knew that multicultural society is a vision of a society where people with different nationalities, languages, religions and ethnicities are living together. However, the students who opted A, "*Speak Kiswahili and English*" confused the concept of multicultural society with the official languages used in Tanzania which are Kiswahili and English. Furthermore the students opted for B, "*Have many religion groups*" failed because were distracted by the presence of many religious groups in Tanzania. The students who opted for D, "*Shared values and beliefs*" did not understand why Tanzania is multicultural society, these students had little knowledge about the history of Tanzania. In general students who failed this item had inadequate knowledge on the tested information.

In item (vi), the students were required to identify what does the phrase "Beauty in a work of arts" refers to? The correct response was A, "*Aesthetic*" the students who chose aesthetic were aware that a work of art is the one which shows a great beauty. However, students who chose B, "*Exhibition*" failed to understand that exhibition is a public display of works of art gallery. The students who chose C, "*Performance*" did not understand that performance is an act of presenting a play. Students who opted for D, "*Artistic*" show that they had inadequate knowledge about the meaning of the given phrase.

In item (vii), the students were required to identify where the Indian theatre (Kathakali) is based on. The correct answer was B, "*Hindu epics*". The students, who chose the correct answer, knew that Kathakali is based and originated on Hindu epics. The students who opted for incorrect answer A, "*More sung than spoken*" failed to understand that this is a style which is used by Chinese Theatre. However, the students who chose C, "*Conventions*" were not aware that Kabuki acting is based on convention and those who opted for D, "*Mysterious*" failed to understand that mysterious cannot relate to Kathakali theatre.

In item (viii) the students were required to identify the meaning of the word 'drama' from Greek words. The correct answer was A, "*to do*" the students who opted for the correct answer understood that drama comes from Greek words meaning to do or to act. The students who chose incorrect response B, "events" failed to understand that an event is something that happens especially when it is unusual. However, other students who chose C, "*to perform*" and D "*an action*" were not aware that to perform and an action means to do something.

In items (ix) the students were required to identify among the given alternatives genre which depends on oral delivery of memorized in both literary and theatrical. The correct answer was D, "*Recitation*" those who opted for this response knew that the recitation are performed orally and should be memorized by performer after has repeated several times. Other students opted for A, "*storytelling*" had inadequate knowledge on the types of genre. However, those students who chose B, "*Dance*" and C, "*Rituals*" shows poor understanding in the content tested because dance and rituals do not depend on oral delivery of memorized in both literary and theatrical.

In item (x), the students were required to identify the set of instruments used in indigenous African dance. The correct answer was D, "*Whistle, drums and xylophone*", the students who chose the correct answer knew that whistle, drums and xylophone are non-electrical instruments are commonly used in indigenous African dance. The students who opted for incorrect response A, "*Piano guitar and drum*", B, "*Whistle, piano and trumpet*" and C, "*Xylophone, trumpet and guitar*" demonstrated inadequate knowledge about

the African performing dance instruments. Extract 1.1 shows a sample of a good response.

SECTION A (30 Marks).

Answer **all** questions in this section.

1. For each of the following items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.

(i)	Which is the correct meaning of the term enculturation?	
	A Shared learned symbolic system of value, beliefs and attitudes.	C
	B Transmitting knowledge to succeeding generation.	
	C Process of acquiring new culture for new generation.	
	D Shared cultural pattern of life in the community.	
(ii)	The history of the Western theatre begins in	
	A Ancient Egypt.	B
	C Ancient Russia.	
	B Ancient Greek.	D
	D Ancient Roman.	
(iii)	Which of the following plays is a combination of the Kabuki theatre?	
	A Comic and Serious.	B
	C Music and Clowning.	
	B Music and Dance.	D
	D Violence and Death.	
(iv)	Which art is concerned with the live performances through symbolic actions?	
	A Western theatre	A
	C Oriental theatre	
	B African theatre	D
	D Eastern theatre.	
(v)	Why Tanzania is called multicultural society?	
	A Speaks Kiswahili and English language.	C
	B Have many religious groups.	
	C Have many cultural groups.	
	D Shared values and beliefs.	
(vi)	What does the phrase 'Beauty in a work of art' refers to?	
	A Aesthetic.	A
	C Performance.	
	B Exhibition.	D
	D Artistic.	
(vii)	Indian theatre (kathakali) is based on	
	A more sung than spoken	B
	C conventions	
	B hindu epics	D
	D mysterious.	
(viii)	What does the word 'drama' from Greek words mean?	
	A to do	A
	C to perform	
	B events	D
	D an action.	
(ix)	Which of the following genre depends on oral delivery of memorized in both literary and theatrical?	
	A Storytelling.	D
	C Ritual.	
	B Dance	D
	D Recitation.	

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Extract 1.1: A sample of a student' good response in question 1

The extract 1.1 shows a good response from a student who was able to answer question one correctly scoring 9 marks out of 10.

SECTION A (30 Marks)

Answer **all** questions in this section.

1. For each of the following items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.

- (i) Which is the correct meaning of the term enculturation?
A Shared learned symbolic system of value, beliefs and attitudes.
B Transmitting knowledge to succeeding generation.
C Process of acquiring new culture for new generation.
D Shared cultural pattern of life in the community. A
- (ii) The history of the Western theatre begins in
A Ancient Egypt. B Ancient Greek.
C Ancient Russia. D Ancient Roman. C
- (iii) Which of the following plays is a combination of the Kabuki theatre?
A Comic and Serious. B Music and Dance.
C Music and Clowning. D Violence and Death. B
- (iv) Which art is concerned with the live performances through symbolic actions?
A Western theatre B African theatre
C Oriental theatre D Eastern theatre. D
- (v) Why Tanzania is called multicultural society?
A Speaks Kiswahili and English language.
B Have many religious groups.
C Have many cultural groups.
D Shared values and beliefs. D
- (vi) What does the phrase 'Beauty in a work of art' refers to?
A Aesthetic. B Exhibition.
C Performance. D Artistic. D
- (vii) Indian theatre (kathakali) is based on
A more sung than spoken B hindu epics
C conventions D mysterious. B
- (viii) What does the word 'drama' from Greek words mean?
A to do B events
C to perform D an action. B
- (ix) Which of the following genre depends on oral delivery of memorized in both literary and theatrical?
A Storytelling. B Dance
C Ritual. D Recitation. C

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Extract 1.2 A sample of a students' poor response in question 1

The extract 1.2 is a poor response from a student who scored 1 mark out of 10 marks.

2.1.2 Question 2: Matching Items

This question consisted of ten (10) items derived from the topic of performing techniques in African theatre. The question required the candidates to match the items in List A with the correct word in List B by

writing the letter of the correct response with the corresponding item number in the table provided. A total of 487 (100%) opted for this question.

List A	List B
(i) It is arrangement of story events with the beginning, middle and end.	A Folk story
(ii) An ancient story that deals with Gods and heroes of a certain society.	B Storyteller
(iii) Telling a story without using words.	C Story
(iv) A written description of an event which can be real or imaginary.	D Myth stories
(v) A popular story handed down by oral tradition from generation to generation.	E Legends stories
(vi) Includes imitation of voices, gestures and facial expression.	F Plot of a story
(vii) A story series of sketches, photos, captions that gives details of the order of the camera shots.	G Story theatre
(viii) Telling a story by using the voice which is in high tone.	H Story line
(ix) Traditional stories which were popularly regarded as true.	I Story recitations
(x) React to events in the story and comments on the action of the main plot.	J Story board
	K Miming story
	L Story narrator
	M Storytelling audience
	N Storytelling techniques
	O Storyteller symbols

The analysis of students' performance shows that 324 (66.5%) students scored from 0 to 2.0 marks indicating poor performance. Further analysis indicates that 151 (31%) students scored from 3.0 to 6.0 marks which is an average performance and 12 (2.5%) students scored from 7.0 to 10.0 marks which is a good performance. The performance in this item can be categorised as average. This analysis is illustrated in figure 2.

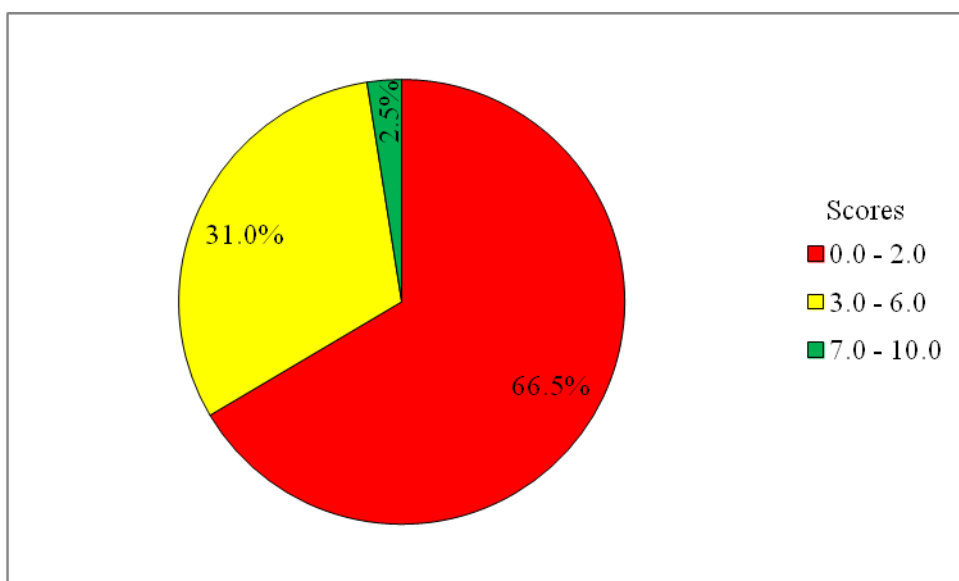


Figure 2: *Distribution of students' performance in question 2.*

In item (i), the students were required to identify the arrangement of story events with the beginning, middle and end. The correct response was F “*Plot of a story.*” The students who matched the correct response were knowledgeable about the fundamental elements of the play, understood that a plot is the storyline of a text that author puts together a series of events to create a story.

In item (ii), the students were required to identify an ancient story that deal with gods and heroes of a certain society. The correct response was D “*Myth stories*”. The students who matched with the correct response were able to realise that myth stories is a traditional story without an author that usually intend to teach a lesson or explain one of the many mysteries of life. In general those students matched with wrong responses shows inadequate knowledge about the types of stories.

In item (iii), students were required to match the techniques of telling a story without using words. The correct response was K “*Miming story*”. The students who chose the correct response were familiar with the meaning of miming story as a theatrical technique of expressing an idea or mood or portraying a character entirely by gestures and body movement without the

use of words. The students who matched the wrong responses show inadequate knowledge about the types of stories.

In item (iv), the students were required to identify the term that means a written description of an event which can be real or imaginary. The correct response was C “*Story*”. The students who matched correctly understood that story is the telling of an event, either true or fiction, in such a way that the listener experiences something just by the fact that heard the story. The students who wrongly matched the response had poor knowledge about the stories.

In item (v), the students were required to identify a popular story handed down by oral tradition from generation to generation. The correct response was A “*Folk story*”, The students who matched correctly understood that folk story is the story in the oral tradition that people tell each other out loud, rather than stories in written form. The students who wrongly matched the responses had inadequate knowledge about performing techniques in African theatre.

In item (vi), the students were required to identify the imitation of voices, gestures and facial expression. The correct response was N “*Storytelling techniques*”. The students who matched with the correct response were aware that voices, gestures and facial expressions are the techniques used in narrating stories. The students who matched with the incorrect responses had insufficient knowledge about storytelling techniques.

In item (vii), the students were required to identify the story series of sketches, photos, captions that gives details of the order of camera shots. The correct response was J “*Story board*”. The students who matched the correct response were aware that story board is a graphic organizer that consists of illustrations or images displayed in sequence for the purpose of pre-visualizing a motion picture. The students who matched with the incorrect responses had insufficient knowledge about storytelling techniques.

In item (viii), the students were required to identify the act of telling a story by using the voice which is in high tone. The correct response was I “*Story recitation*”. The students who chose the correct answer had adequate knowledge about recitation that is the action of repeating something aloud

from memory. In General those who matched with incorrectly respond have insufficient knowledge about the techniques of storytelling.

In item (ix) the students were required to identify the traditional stories which were popularly regarded as true. The correct response was E “*Legends stories*”. The students who chose the correct response were aware that a legend is a semi-true story which has been passed on from person to person and has important meaning for the culture in which it originates. The students who matched with the incorrect responses had insufficient knowledge about legend stories.

In item (x) the students were required to identify the reaction of events in the story and the comments on the action of the main plot. The correct response was M “*Storytelling audience*”. The student who matched the correct answer was aware that storytelling audience is an essential component in creation of theatre performance, and also understood the roles of the audience in performance. The students who matched with the incorrect responses had insufficient knowledge about storytelling.

2.1.3 Question 3: Filling in the Blanks

The questions were set from various topics including *Theatre Art Practice in Tanzania*, *Theatre Arts*, *World Theatre Practices* and *Performing Techniques in African Theatre*. The question required the students to fill in the blank or spaces provided after each item. The question had five (5) items from various topics. A total of 487 (100%) students responded to this question.

The analysis of students’ performance shows that 463 (95.1%) students scored from 0 to 1.0 marks indicating poor performance. Further analysis indicates that 24 (4.9%) students scored from 2.0 to 3.0 marks which is an average performance. Also analysis reveals that there were no students who scored higher marks than the average ones. The performance in this item is categorised as poor because 463 (95.1%) scored from 0 to 1.0 marks. This analysis is illustrated in figure 3.

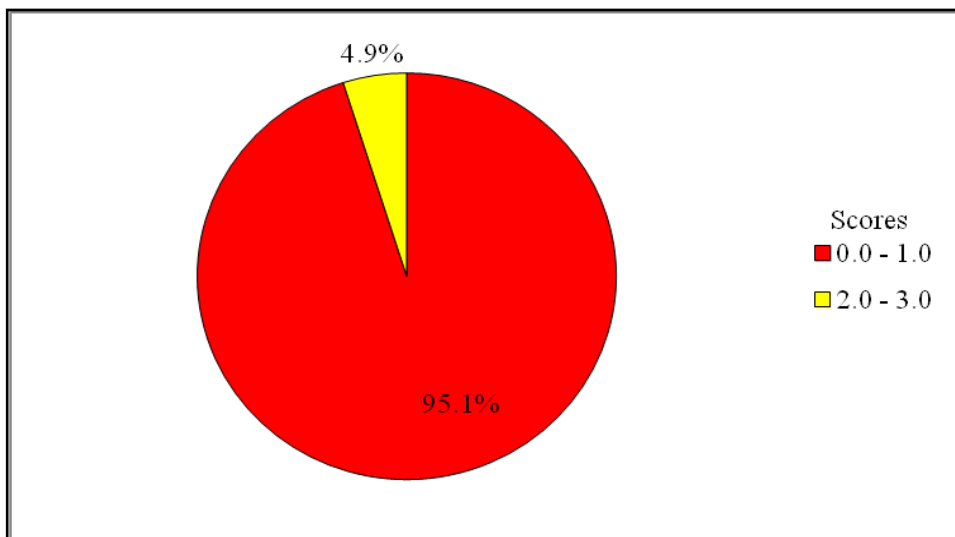


Figure 3: *Distribution of Students' Scores in Question 3*

In item (i), the students were required to mention the place where theatre arts were mostly done in Tanzania during colonialism. The correct answer was “Schools”. The students who wrote the correct answer had adequate knowledge about the history of theatre arts in Tanzania; they understood that during “colonialism” theatre arts was integrated in English subject and other language subjects. The students who failed to provide the correct answer lacked knowledge about the history of theatre arts during colonialism.

In item (ii), the students were required to name of the stage theatre designed to be viewed from the front. The correct answer was “Proscenium”. The students who wrote the correct answer realised that proscenium in theatre means the arch separating the stage from the auditorium, though which the action of a play is viewed. The students who failed to provide the correct answer lacked enough knowledge about the stage theatre.

In item (iii) the students were required to identify the form of drama which exists only when a written play is performed by actors. The correct answer was “Western theatre”. Students who provided correct response had sufficient knowledge about forms of drama. The students who failed to provide the correct answer lacked enough knowledge about Western theatre practices.

Item (iv), the students were required to identify the position of the audience in most African theatre performances. The correct answer was “Participatory”. Students who named it correctly were aware that the audience in most African theatre performances is participatory. Most of the students left the spaces unfilled. The students who failed to provide the correct answer lacked enough knowledge about African theatre practices.

In item (v), the students were required to indicate what are the forms of storytelling, recitation, dance, songs and rituals. The correct answer was “African theatre”. The students who wrote the correct answer were knowledgeable with the theatre practises in Africa. Furthermore, other students left the space unfilled while other students provided incorrect responses such as, “East African”, “storytelling and “Dance” Students who failed to answer this question had inadequate knowledge on the subject matter. Extract 3.1 shows a sample of poor response.

3. Complete the following statements by filling in the blanks.

(i) During colonialism theatre arts in Tanzania were mostly done in Rituals

(ii) The stage theatre designed to be viewed from the front is called forum stage

(iii) The form of drama which exists only when there is written play performed by actors is identified as Storytelling

(iv) The audience in most African theatre performances is yes

(v) Storytelling, recitation, dance, songs and rituals are the forms of Theatre

Extract 3.1: is a sample of student’s poor response in question 3

2.1.4 Question 4: True and False

The question consisted of five items (i-v). Each item carried one (1) mark, making a total of five (5) marks. The items were set from various topics such as *Theatre Arts*, *World Theatre Practices*, *Performing Technique in African Theatres*, *Theatre Arts Practices in Tanzania* and *Performing Techniques From Selected Non-African Theatres*. The students were required to write TRUE if the statement was correct or FALSE if the statement was not correct. A total of 487 (100%) opted for this question.

The analysis of students' performance shows that 30 (6.2%) students scored from 0 to 1.0 marks indicating poor performance. Further analysis indicates that 268 (55%) students scored from 3.0 to 6.0 marks which is an average performance and 189 (38.5%) students scored from 7.0 to 8.0 marks which is a good performance. The performance in this item can be categorised as good because 457 (93.5%) scored from 3.0 to 8.0 marks. This analysis is illustrated in figure 4.

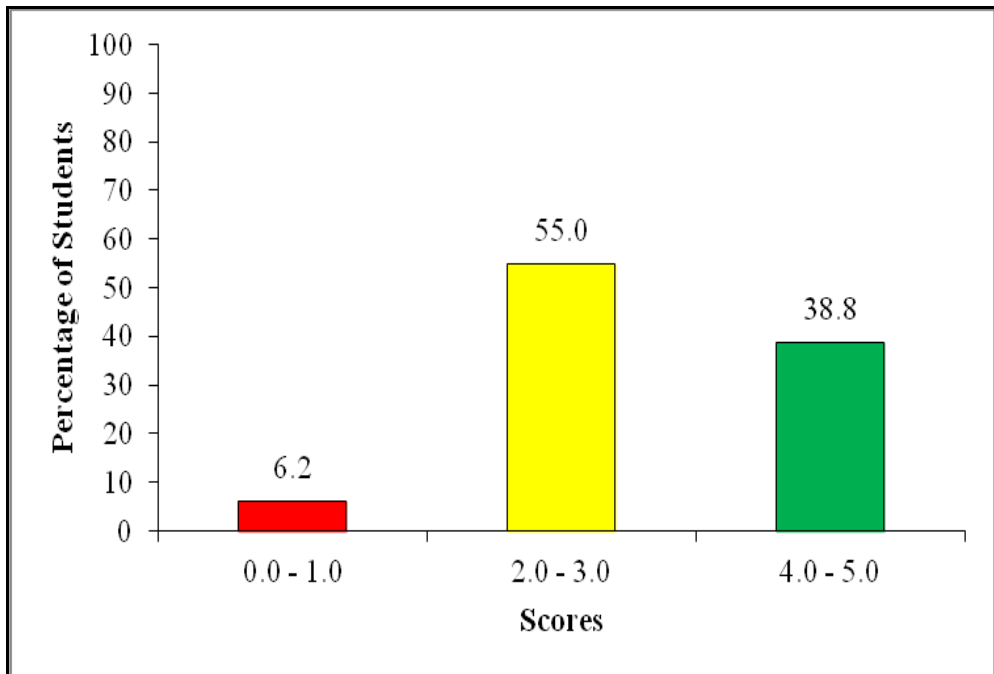


Figure 4: *Distribution of Students' Scores in Question 4*

Item (i) stated that costumes are used during theatre performances to enhance the actor's character. The students who had knowledge of the functions of costumes during theatre performances wrote the correct answer "TRUE". The students who wrote "FALSE" lacked knowledge of the costumes for the stage. They failed to recall that stage costumes communicate the information to the audience.

Item (ii) stated that The Chinese theatre (opera) is more than spoken. The students who wrote the correct answer "TRUE" were aware that Chinese theatre is among oriental theatres practiced in Asian countries which are

more visual and sensual than literary. The students who opted for “FALSE” lacked knowledge of the Western theatre practiced in the Asian countries.

Item (iii) stated that African theatre reflects the culture and traditions of African societies. The students who wrote the correct answer “TRUE” knew that African theatre is functional, hence it is part of social, political and economic life of the people. The students who opted for “FALSE” lacked knowledge of African theatre.

Item (iv) stated that Between the year 1949 and 1961 drama was very active in most Tanganyika. The correct answer chosen by the knowledgeable students was “FALSE”. Students understood that during the colonial era the drama theatre was active in Tanganyika. The students who chose “TRUE” had insufficient knowledge of historical evaluation of Theatre.

Item (v) stated that a dramatic monologue is a type of lyrical poem. The students who wrote “TRUE” were knowledgeable of the meaning of a dramatic monologue. Students realised that dramatic monologue is a speech presented by a single character, most often to express their mental thoughts aloud. The students who wrote “FALSE” indicated to have inadequate knowledge on the theatrical terms. Extract 4.1 shows a sample of good response.

<p>4. For each of the following statements, write True if the statement is correct or False if the statement is not correct in the space provided.</p> <p>(i) Costumes are used during theatre performances to enhance the actor's character<u>True</u>.....</p> <p>(ii) The Chinese theatre (opera) is more sung than spoken.....<u>True</u>.....</p> <p>(iii) African theatre reflects the culture and traditions of African societies.....<u>True</u>.....</p> <p>(iv) Between the year 1949 and 1961 drama was very active in most Tanganyika.....<u>false</u>.....</p> <p>(v) A dramatic monologue is a type of lyrical poem.....<u>True</u>.....</p>
--

Extract 4.1: Is the sample of student’s good performance in question 4

The Extract 4.1 represents a good response from a student who was able to answer correctly scoring 5 marks out of 5 marks.

Despite the good performance, poor performance was also observed as it is evidenced in Extra 4.2.

<p>4. For each of the following statements, write True if the statement is correct or False if the statement is not correct in the space provided.</p> <p>(i) Costumes are used during theatre performances to enhance the actor's characterFALSE</p> <p>(ii) The Chinese theatre (opera) is more sung than spoken.....FALSE</p> <p>(iii) African theatre reflects the culture and traditions of African societies.....TRUE</p> <p>(iv) Between the year 1949 and 1961 drama was very active in most Tanganyika.....TRUE</p> <p>(v) A dramatic monologue is a type of lyrical poem..FALSE</p>
--

Extract 4.2: a sample of students' poor performance in question 4

2.2 Section B: Short Answer Questions

2.2.1 Question 5: Performing Technique in African Theatre

The question required the students to explain four techniques used to perform the indigenous theatre forms in African societies. A total of 487 opted for this question.

The analysis of the students' performance shows that 310 (63.7%) scored from 0.0 to 2.5 marks which translate into poor performance. Further analysis indicates that 140 (28.75) students scored from 3.0 to 6.5 marks which is an average performance and 37(7.6%) scored from 7.0 to 10 marks which is a good performance. The performance in this item can be categorized as a poor because 63.7% of the students scored between 0.0 to 2.5 marks. This analysis is illustrated in figure 5.

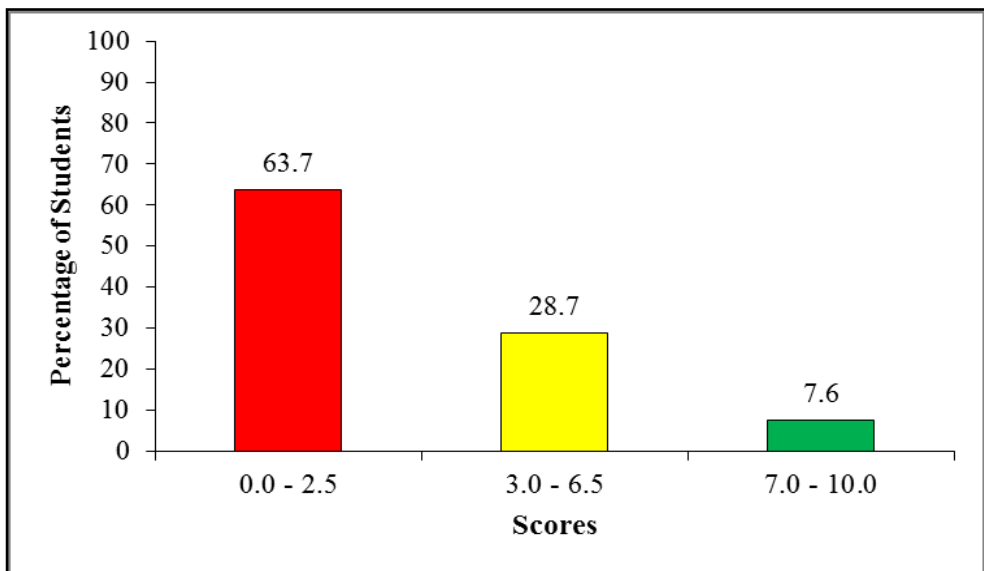


Figure 5: *Distribution of Students' Scores in Question 5*

A total of 63.7% scored 0 to 2.5 marks in this question could not supply correct answers to the question. For example, in response to the question some student wrote irrelevant answer: *"Storytelling, this is the theatre form which handed down by the word of mouth from one generation to another."* Other student respond as; *"Theatre in the Tanzania is more culture and of African in western theatre Arts."* Another student wrote; *"The audience in most african theatre performance which strong the paradie in the market to do that enjoyable which charange the period of storytelling that change the people."* These responses reflect the misinterpretation of the question. Furthermore, the students failed to explain the techniques used to perform the indigenous theatre forms as applied in African societies instead wrote irrelevant answers. For example, one of the students wrote; *"The form of drama which exist only when there is written play performed by action is identified."* Another student wrote: *"Dance - Refer to the rhythimical stepping with mation of the body which is adjusted to measure of turn."* Other students in this category were able to mention the form correctly but failed to provide a good explanation about techniques applied to perform the indigenous theatre form. For example, one student wrote: *"Recitation, in some area Tanzania there is recitation. For example when a woman need to married from one society to another the family or society of woman necessary there is recitation."* Another student wrote: *"Dancing: thus why people use dancing to create the performing of theatre arts in their daily life."* On the other

hand, some of the responses provided by the students were not related to the subject matter as one of the students wrote: “Basket is the forms of theatre in africa. Basket with the replay in past Africa in theatre arts in the country with the lower base with the effect of a country theatrical performar in country.” Another student in this question wrote: Massmedian this is also leaded to the indigenous of used to perform the theatrical communication.” Extract 5.1 presents a sample of a poor response.

5. Briefly explain four techniques used to perform the indigenous theatre forms in African societies.

(i) The audience is most african theatre performance which strong the periodic in the market to do that enjoyable which charang = the period or storytelling that change the people.

(ii) The form of drama which exists only when there is written play performed by actors is identified.

(iii) Telling a story without using words in which the story telling that a written description of an event which can be really or imaginary.

(iv) The theatre art of in which african societies we can be strong the story, drama and or dance in which the market to the perestantial standard in the very poor or or the enjoyable.

Extract 5.1 represents a poor response from a student who failed to explain four techniques used to perform the indigenous theatre forms as applied in African societies instead wrote irrelevant answers.

However, further analysis of the students’ responses indicates that the students who had an average scores from 3 to 6.5 marks managed to answer correctly only some parts of the question. Some students were able to

mention techniques which were used to perform the indigenous theatre forms in two or three points but provided wrong explanation. For example, one student mentioned only two correct response as: (i) *“Use of gestures, this is due to fact that for these people need to visiting theatre art so as to get education about theatre like weaving and pottery. (ii) Led to facial expression.”* Other student wrote: *“High volume; this is due to when you perform the majority it must to be high volume order to hearing well. Majority what you speak.”* Extract 5.2 presents a sample of responses from a student who was able to mention a correct technique but failed to elaborate clearly.

5. Briefly explain four techniques used to perform the indigenous theatre forms in African societies.

(i) ...Technique Used to perform the Indigenous in African theater...
by Using Musical Instrument set example drum guitar and etc

(ii) By Using Make up This is technique Used to perform...
the Indigenous Theater Form

(iii) By Using body movement This technique Used
to African Societies perform

(iv) By Using other Communication - This is technique Used
to perform the Indigenous African Societies

Extract 5.2: A sample of a student’s average response in question 5

Extract 5.2 represents an average response from a student who giving correct explanation into two points out of four points required.

On contrary, the students who scored from 7 to 10 marks depicted adequate understanding of the concepts as they were able to explain four techniques used to perform the indigenous theatre forms in African societies. For example, one student wrote: *“The use of figurative language. Theatre forms in Africa may also use figurative language in its performance especially recitation is very essential forms of theatre which use the figurative*

language.” Other student in this question wrote: “The use of gestures. The use of gestures in Africa is important because it help many people to understand for what you do on the film or play because there some people who cannot able to hear what you perform if you use a voice or other object.” Another student wrote: “They use gestures techniques due to the body movement that is used to in convey messages to the audience in theatre form that it used in are many theatre form. Other students wrote: “Use of facial expression”, “Use of songs”, “Use of body movements”. Extract 5.3 shows a good response from one of the student.

5. Briefly explain four techniques used to perform the indigenous theatre forms in African societies.

- (i) Use of Body movement - The techniques of using a body movement It Used in perform theatre forms in many form of theatre like drama music, recitation and others for in body movement It Used in order people learn one another in a drama or play.
- (ii) Use of gestures - The Use of gestures technique due to the body movement that It Used in convey message to the audience in theatre form that It Used in are many theatre form.
- (iii) Facial expression - The facial expression technique It Used in are many indigenous theatre art in Africa the society. The facial expression It Used as a main factor in are drama or song facial expression sound.
- (iv) Rise and fall of voice - The rise of voice or fall of voice It Used in many form of theatre as a technique that technique It Used in are theatrical work are rise and fall of voice It Used in order that audience to get are themes or ideas of your drama or music play.

Extract 5.3: A sample of a student good response in question 5

Extract 5.3 represents a good response from a student who was able to identify and elaborate four techniques used to perform the indigenous theatre forms in African societies.

2.2.2 Question 6: World Theatre Practices

The question required the students to describe five major components of Western drama. A total of 487 students opted for this question.

The analysis of the students' performance shows that 278 (57.1%) students scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 174 (35.7) students scored from 3.0 to 6.5 marks which is an average performance and 35(7.2%) scored from 7.0 to 9.0 marks which is a good performance. The performance in this item can be categorized as average because 42.9% of the students were able to score between 3.0 to 10.5 marks. This analysis is illustrated in figure 6.

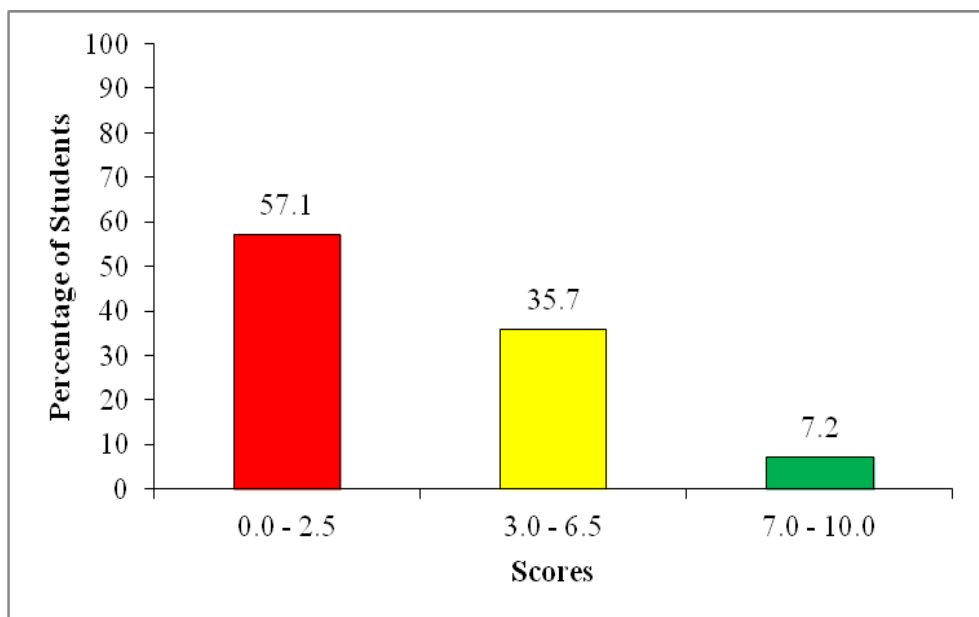


Figure 6: *Distribution of Students' performance in Question 6*

The analysis shows that, the students (7.2%) who performed well in this question were able to describe the major components of Western drama. For example, one of the students wrote; (i) "*Plot – is the sequence or arrangement of story events with beginning , middle and ends of play*",(ii)

“Diction- refers to the choice of language , words , phrase on a play”, (iii) “Spectacle – refers to the all the aspect in arts including costumes, props , scenery, sound of music and so on a play” , (iv) “Thought – refers to the idea or opinion that is producing on a play”, (v) “Characters – refers to the people who participate on a play”. Another student responded to the concept as; (i) *“Plot – is the sequence of events in a play,* (ii)*Thought is idea or opinion of a actor or actress in a play”, (iii) “Character is the person in a play can be actor or actress” , (iv) “Diction – is the choice and use of word and phrases in a speech or writing during performance” and “Spectacles – All action in a play it needs the use of high tone in the performance.* The responses reveal that students had adequate knowledge of the major components of Western drama. Extract 6.1 represents a good response.

6. Briefly describe five major components of Western drama.

- (i) Plot: It is a sequence of events in a play. Plot can not be only in a play but also can be in a story. A story plot, this helps the performers to do or to act. As now a sequence directs this helps to make a play more attractive because of the well sequence and arrangement of events in a certain work of art.
- (ii) Diction: It is the choice of words to be used in a play. Diction helps plot especially when different works of art are performed. Diction can help to manage well the kind of words which are to be used when doing performance. Diction controls and manages the discipline of words in a play, this words even the use of facial language or words.
- (iii) Thought: It is an idea which is given out in a play or drama. Thought can be given out by either a director, actor, actress or anyone who is involved in that play. This helps to increase more creativity to the work of art and makes a play to be more attractive since it can receive different thoughts which might change a play and make it more attractive.
- (iv) Characters: There are actors and actresses which perform different performances in a play. Characters can be men, women, children and others. For example a character of a story is called a storyteller, for recitation = recitor and for dance = dancer. Characters are more important especially in drama plays because they must occupy different positions to the drama.
- (v) Spectacle: There are all components and instruments which are needed in order to perform a drama. It includes costumes, high voice, music and others. This makes the drama to be attractive because it occupy a lot of creativity.

Extract 6.1: A sample of a student' good response in question 6

Extract 6.1 represents a good response from a student who was able to describe five major components of Western drama.

Moreover, the students (35.7%) who had average performance were knowledgeable to the subject matter and were able to describe major components of Western drama. For example, one of the students wrote: (i) *Plot – is the acient sequence in play*, (ii) *Character _ is the person in a play*

,(iii) *Thought – is the adea or opening producer by thinking*,(iv) *Music – is an art form of a cultture whose media* ,(v) *Diction – is the choice of use word pharases*. This student although had some spelling errors and grammatical errors showed that had partial knowledge about the components of Western theatre. Another students in this categories wrote: (i) *“Performer – This is a person that perform a drama*, (ii) *Audience these are those people that lissen for a performer”*, (iii) *“Performance – this is a work of a performer on the stage”*, (iv) *“Stage – this is a place where the performance of drama is taking place”*, (v) *“Properties – these are those materials that are needed to perform the drama”*. Other student mentioned the components only as extract 6.2 shows.

6. Briefly describe five major components of Western drama.

(i) Character.....
.....
.....

(ii) Through.....
.....
.....

(iii) plot.....
.....
.....

(iv) Music.....
.....
.....

(v) Lituration.....
.....
.....

Extract 6.2: A sample of a student average response in question 6

Extract 6.2 represents an average response from a student who was able to mention major components of Western drama without describing them.

The analysis shows that (75.1%), of the students who scored low marks were unable to describe the major components of Western drama. These students did not understand the requirement of the question as well as the subject matter, most of students presented irrelevant answers. For example, one student wrote: (i) *“Uses of marks- westen theatre were involving the use of marks when performance”*, (ii) *“Plot – the sequence of planning an area dramatic work”*. Another student wrote: (i) *“Actors or actress – these are*

the people who are performing a drama”, (ii) “Play – is the script that is used for the actors or actress before performing a drama”, ((iii) “Script – these is the thing that an actor or actress use it when performing a drama”. Furthermore, another student wrote: (i) Drama was very active in most Tanganyika (ii) Drama was used during theatre performance to enhance the actors (iii) Drama was the exist only when there is written play performed by actors (iv) Drama was the dramatic monologue is a types of lyrical. The analysis shows that the students had insufficient knowledge about the major components of Western drama and others ended up copying the question from other part of examination and write them as the answer in this question. For example, one student wrote that: (i) Audience (ii) Education (iii) tradition (iv) performance (v) performers, Extract 6.2 show a sample of a poor response.

6. Briefly describe five major components of Western drama.

(i) ...storytelling... used to the performance and audience and
...to receive the story...

(ii) ...Recitation - Used to the audience and the recitation
...in africa play to God in the time...

(iii) ...Ritual - Used to play in the audience and used
...to the madambiko...

(iv) ...Dance - Refer to the dance in the stage and
...perform in the audience...

(v) ...songs- Use to movement and play to the dance
...in the audien and performing...

Extract 6.2: shows a sample of a poor response from one of the students

2.2.3 Question 7: Performing Techniques in African Theatre

The students were required to explain how the storyteller uses different techniques to make a story enjoyable and interesting. A total of 487 (100%) students opted for this question.

The analysis of students' performance shows that 299(61.4%) students scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 166 (34.1%) students scored from 3.0 to 6.5 marks which is an average performance and 22 (4.5%) students scored from 7.0 to 9.0 marks which is a good performance. The performance in this quation can be categorised as average because (38.6%) scored from 0.3 to 10 marks. This analysis is illustrated in figure 7.

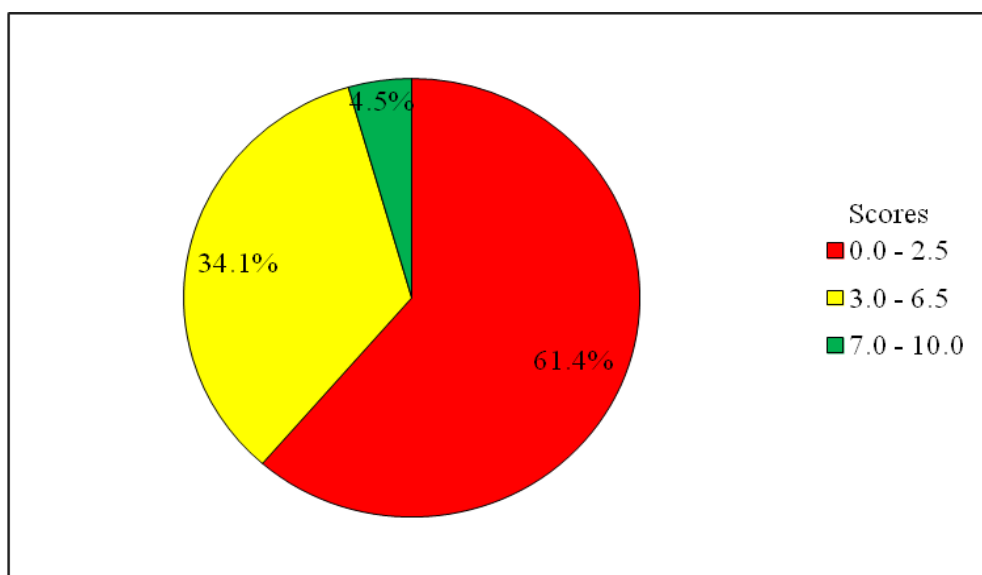


Figure 7: *Distribution of Students Scores in Question 7*

The analysis shows that, the candidates (4.5%) who performed well in this question were able to explain how the storyteller uses different techniques to make a story enjoyable and interesting. For example, one of the candidates wrote:

“(i) Movement – movement is the techniques uses by storyteller to make a story very enjoyable and interesting , for example movement can take place when story teller said one person was running very fast so a storyteller should run very fast in order to show the nature of story. (ii) Facial expression – is among of the techniques uses by storyteller, facial expression used as symbols to show a story / events ending with happy or unhappy. (iii) Voice projection – voice projection is among of the techniques uses by storyteller to make a story very enjoyable and interesting, voice projection make a story to be aware what is story about. For example the story is about lion and rabbit or grandmother

and grandfather (iv) Immitation – also were among of the techniques used by storyteller to make a story very enjoyable and interesting, imitation in a story also is importance for example in a story there is dog so the voice of dog should occur so storyteller must imitate the sound/ voice of dog when backing (wu, wu, wu, wu) (v) Gesture also were among of the techniques used by storyteller to make a story very enjoyable and interesting, storyteller should show action in a play for example crying, laughing , running and others.”

This response reveals that the student understood well the subject matter, since was able to explain clearly the techniques and how the storyteller makes the story more enjoyable and interesting. Another student also wrote: “(i) *Voice projection – uses of techniques to used the story where by the storytelling used the voice in the stage where by which voice in the very enjoyable and interesting* (ii) *Body movement – uses the body movement people where the used the move by one place to another stage used the make to story* (iii) *Confidence – the people used the confidence the performance used confidence in the used by the happy or sad* (iv) *Facial expression – the people where by facial expression the because performance used by the facial expression* (v) *Gestures – the people used by the gesture where about the Africa theatre used the performance gestures”*. The analysis shows that although this student had grammatical problem but was able to list correctly points related to the question though did not clearly explain the points. Extract 7.1 shows a sample of a good response.

How the storyteller uses different techniques to make a story very enjoyable and interesting?

Give five points.

- (i) ^{the} Movement, movement is the one of technique uses by storyteller to make a story very enjoyable and interesting, for example movement can take place when storyteller said one person was running very fast so a storyteller should run very fast in order to show the nature of story.
- (ii) Facial expression, facial expression is among of the technique ~~by~~ user by storyteller, facial expression used as symbol to show a story / event ~~is~~ ending with happy or unhappy.
- (iii) Voice projection, voice projection is among of the techniques uses by storyteller to make a story very enjoyable and ~~is~~ interesting. voice projection make a story to be aware what is story about, for example the story is about lion and rabbit or grandmother and grandfather.
- (iv) Immitation, Immitation also were among of the technique used by storyteller to make a story very enjoyable and interesting. Immitation in a story also is importance for example in a story there is dog so the voice of dog should occur so storyteller must immitate the sound / voice of dog when barking {wu, wu, wu, wu}
- (v) Gesture, gesture also were among of the technique used by storyteller to make a story very enjoyable and interesting. gesture ~~ch~~ storyteller should show action in a play for example crying, laughing, running and others.

Extract 7.1: A sample of a student' good response in question 7

Extract 7.1 represents a good response from a student who was able to explain how the storyteller uses different techniques to make a story enjoyable and interesting.

Moreover, students (34.1%) who had average performance were able to provide explanation about different techniques used by the storyteller to make a story enjoyable and interest. For example, one of the students' explain that: *“(i) Should be well planned – the techniques of storytelling that way very planned performance area on a stage, (ii) It is participatory , this was very importance for storyteller techniques during performance of the stage in a community history, (iii) It use of imitation , this it enable for imitate the people, (iv) It uses of gestures, this using Gesture that was very importance during the performance are of a stage on a specific perofmance and other dramatic are done on performing area, (v) It use of voice projection”*. This student provided the points that are not strong but related with the expected points and failed to elaborate how the points can be used by a storyteller to make the story interesting. Other students in this category wrote *“(i) Facial expression (ii) Immitation (iii) Comfidence (iv) Body movement (v) Gesture”*, likewise another students wrote that *“(i) Imitation of voice (ii) Gesture (iii) Facial expression (iv) Use of confidence (v) Chrolographical movements”*. These students reveal to have some knowledge about the techniques of storytelling. Extract 7.2 shows a sample of an average performed in this question.

7. How the storyteller uses different techniques to make a story very enjoyable and interesting? Give five points.

- (i) Body movement \Rightarrow When I narrate the story there is the movement of the body from one place to another place.
- (ii) Gesture \Rightarrow It involve the mood of the teller is sad or happy it depending with the story is about what when the place is happy the mood will be happy or the place is sad the mood will be sad.
- (iii) Voice \Rightarrow Is the need the high voice for every one to listen well.
- (iv) Must have the message \Rightarrow This for every story there is the message that it is taken by audience so it is need your message to be simple and clear to the audience.
- (v) Good arrangement \Rightarrow It need the good arrangement because when you tell the story it need to be with good arrangement so what will be start and follow what so this it need good arrangement.

Extract 7.2: A sample of a student average response in question 7

Furthermore, the students who failed to explain the techniques used by storyteller had poor knowledge about techniques used by storyteller to make the story interesting. Most of the student mentioned points instead of elaborating the techniques used to make story more interesting and enjoyable, one of the students mentioned “(i) Entertainment , (ii) Education , (iii) Pre colonial era and (iv) traditional. Other student wrote; “(i) Audience, (ii) performance, (iii) stage performance and (iv) story narrator. These answers were irrelevant because they did not relate to the requirements of the question. Extract 7.3 shows a sample of poor response.

7. How the storyteller uses different techniques to make a story very enjoyable and interesting?
Give five points.

(i) Audience

(ii) Performances

(iii) stage / plot

(iv) performer

(v) story narrator

Extract 7.3: A sample of a student' poor response in question 7

2.2.4 Question 8: Theatre Arts Practice in Tanzania

The students were required to explain five importance of learning theatre arts in schools after the Arusha declaration. A total of 487 (100%) student opted for this question.

The analysis of students' performance shows that 336 (69.0%) scored from 0 to 2.5 marks, 138 (28.3%) scored from 3.0 to 6.5 marks and 13 (2.7%) scored from 7.0 to 8.5 marks out of 10 marks. The students' performance in this question can be categorized as average because 31% of the students scored between 3.0 to 10 marks. . This analysis is illustrated in figure 8.

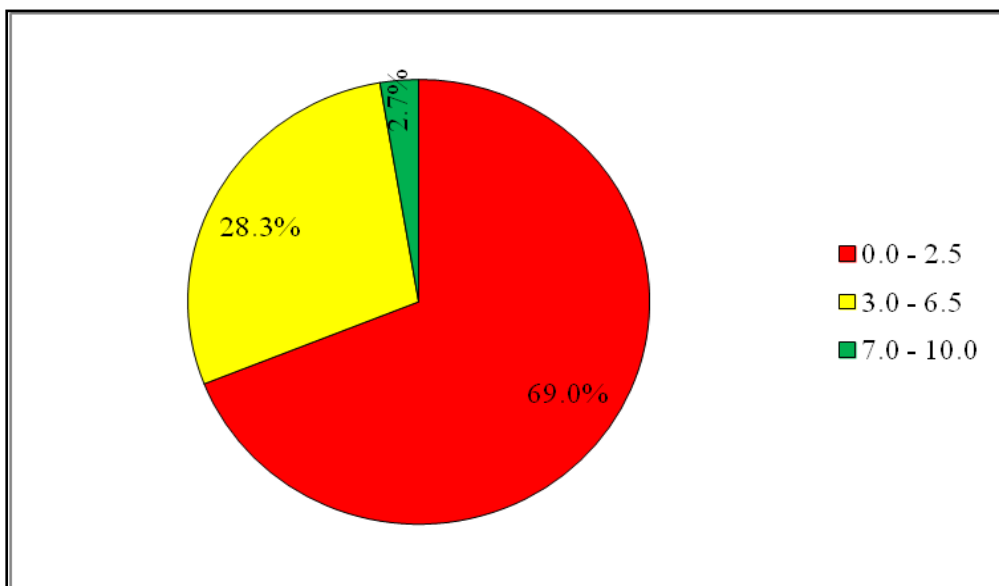


Figure 8: *Students' Performance in Question 8*

The analysis shows that the students 13 (2.7%) who performed well in this question explained the importance of learning theatre arts in schools after the Arusha declaration. For example, one of the students, wrote; (i) *"It help to create/generate income, some of the people learn theatre arts in school in order to generate income (money) for their life. So theatre arts in school help people to learn and understand well then people generate money through theatre arts eg. by singing or dancing people get money for different uses"* (ii) *"It help to promote and develop culture, theatre arts which learned in school help people to promote their culture also to develop their culture eg. to promote and develop their culture like singing of traditional songs and dancing traditional dance. When student learn theatre arts they learn about their culture so they should promote culture and then those students can develop their culture by giving education to the society about culture and by ear and singing traditional song"*. Another student wrote: (i) *"It help to spread the Swahili language; theatre arts forms help to spread Swahili language. Example through singing help people to know Swahili language if the actor sing by using Swahili language. Also through narrating story by Swahili people spread and know Swahili language"*, (ii) *" It help to educate and entertain the society; theatre arts help to educate also to entertain the society songs and story can send a massage of education to the society about something also recitation and some of story are entertain the people in the*

society". Other student wrote: (i) "It help to spread political propaganda and help to warn people in the society; theatre arts after Arusha declaration used for spread political propaganda especially songs used for spread this political propaganda. Also theatre arts in schools help people to get knowledge and then to warn people in the society about the dangerous things or habit/behaviour." The candidates' responses suggest that they had sufficient knowledge about importance of theatre in schools after the Arusha declaration. Extract 8.1 shows a sample of good responses.

8. Explain five importance of learning Theatre Arts in schools after the Arusha declaration.

- (i) It help to spread/generate income; some of the people learn theatre arts in school in order to generate income (money) for their life so theatre arts in school

help people to learn and understand well then people generate money through theatre arts e.g. by singing or dancing people get money for different uses.

- (ii) It help to promote and develop culture; theatre arts which learned in school help people to promote their culture also to develop their culture e.g. to promote and develop their culture like singing of traditional songs and doing traditional dance. When student learn theatre arts they learn about their culture so they should promote culture and then those student can develop their culture by giving education to the society about culture and by wear and singing traditional song.

- (iii) It help to spread the Swahili language; Theatre arts forms help to spread Swahili language. Example through singing help people to know Swahili language if the artist sing by using Swahili language. The story is narrating story by Swahili people spread and know Swahili language.

- (iv) It help to educate and entertain the society; Theatre arts help to educate also to entertain the society. Songs and story can send a message of education to the society about something also. Recitation and some of story are entertain the people in the society.

Extract 8.1: a sample of a good response in question

- (v) It help to spread political propaganda and help to warn people in the society; Theatre arts after Arusha declaration used for spread the political propaganda especially songs used for spread this political propaganda. Also theatre arts in school help people to get knowledge and then to warn people in society about

Moreover, 138 (28.3%) students had average performance. These students were able to provide two to three correct answers points while other points were irrelevant. For example, one of the students wrote: *(i) it help to educate people in the society – it give use knowledge and skill thay why , it help to educate people in the society because we et knowledge and we give education people in th society.(ii) it help to entertain people in the society – theatre arts use we use forms of theatre arts to entertain people in the society example of forms of theatre arts to enterin people in the society....(iii) it help to bring development in our society – first of all theatre art it develop our talents then we do it out of country or inside of country we get foreign currency or exchange.....(iv) source of income –in our government collect tax from economic sector , theatre art is among of economic sector so that theatre art is among of economic sector so that theatre art is source of income.* Other students in this group mentioned points without elaborating them hence scored average marks. For example, one student mentioned “*(i) it criticize people in society (ii) it moralize the society (iii) promote unit to the society (iv) Educate the people (v) to fore tell the people.* Such kind of points were correct but with no elaborations. Extract 8.2 shows a sample of student’s response.

8. Explain the importance of learning Theatre Arts in schools after the Arusha declaration.

- (i) It help to educate people in the Society :- It give use Knowledge and Skills that why. It help to educate people in the Society because we get Knowledge and we give education people in the Society like mining of theatre art :- is the performance which use live performance to present the message to the audience.
- (ii) It help to entertain people in the Society :- theatre arts we use we use forms of theatre arts to ~~perform~~ entertain people in the Society. Examples of forms of theatre arts is Storytelling, recitation, traditional dance, theatrical ritual, traditional songs to entertain people in the Society.
- (iii) It help to promote our Culture :- because we use forms of theatre art like Theatrical ritual, Story telling, Traditional songs, traditional dance, recitation this forms promote Cultural from different trouble in the Country and all trouble have dhier traditional, Culture, norms, that why it help to promote our Culture.
- (iv) It help to bring development in our Society :- first of all Theatre art. It develop our talent then we do it out of Country or inside of Country we get foreign Currency or exchange from different Country that foreign Currency of exchange develop our Soc. Society. Many people like to look watch traditional dance, song, or story telling.
- (v) Source of income :- In our government collect tax from economic Sector, theatre art is among of economic Sector. So that theatre art is Source of income. Theatre art is very important in our Country many people depend on it.

Extract 8.2: A sample of a students' response with an average scores in question 8

Extract 8.2 is a student response with an average marks. The student wrote a few correct points with some spelling errors and repetition of the points.

The students who scored low marks 336 (69.0%), had limited knowledge of the topic, they misinterpreted the question they gave irrelevant answers and skipped some parts of the question. For example, one student wrote: (i) *To store traditional and custom*, (ii) *Educate the people* (iii) *To entertainment the people or society*, (iv) *To tell fore future and* (v) *It promote culture in the society*". Another student responded as "(i) *To tell future*, (ii) *It help to understand our life*, (iii) *It help to understand our human rights*, (iv) *memorise the society*" Furthermore, other students wrote "(i) *It help know our life*, (ii) *It help know our ledge*, (iii) *It help know our espaciary*, and (iv) *It help know our unity...*". Extract 8.3 shows a sample of a poor response.

8. Explain five importance of learning Theatre Arts in schools after the Arusha declaration.

(i)
Ritual performance. The ~~rit~~ ritual performance are the Arusha declaration in school. After the performance

(ii)
poetic recitation. The poetic ~~reter~~ recitation in the Arusha declaration in the African theatre

(iii)
Story telling performance. It is the performance are the arusha declaration in Colonial era of theatre.

(iv)
Traditional performance are the arusha declaration in the Colonial in the african Community of the tradition performance.

(v)
The Arusha declaration in the Colonialist of Africa an society and Community of the during Colonial performance are the Community.

Extract 8.3: A sample of a student’s poorly written response in question 8

Extract 8.3 represents a response from a student who failed to provide the importance of learning theatre arts in schools after the Arusha declaration.

2.2.5 Question 9: Arts

The students were required to describe five functions of Arts in the African community. A total of 484 (99.4%) students opted for this question.

The analysis of students' performance shows that 253 (52.3%) students scored from 0 to 2.5 marks, 175 (36.1%) scored from 3.0 to 6.5 marks and 56 (11.6%) scored from 7.0 to 10 marks which is a good performance. The performance in this question can be categorized as good because 47.7% of the students scored between 3.0 to 10.0 marks. This analysis is illustrated in figure 9.

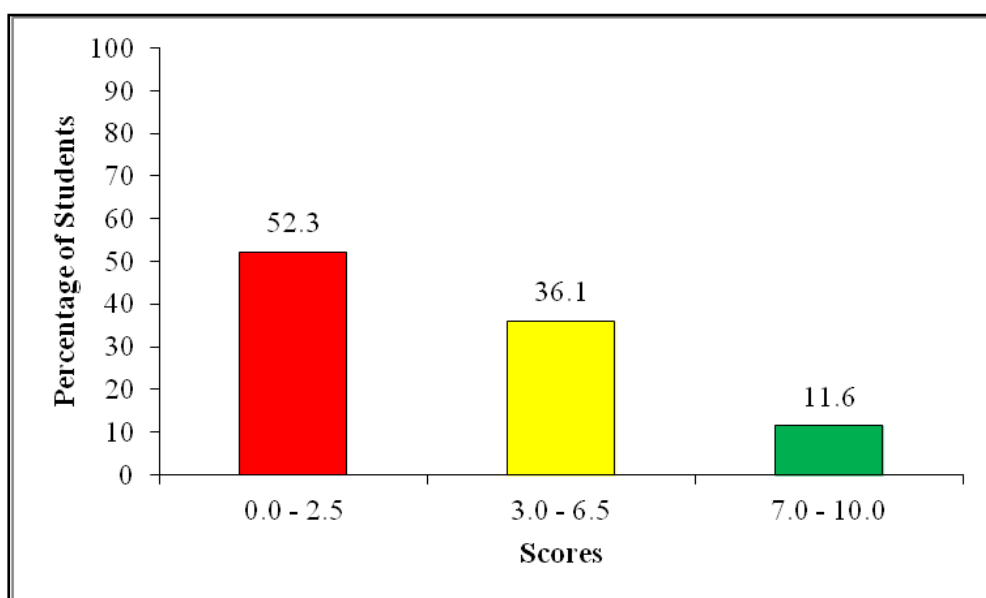


Figure 9: *Students' Performance in Question 9*

The analysis shows that (52.3%) of the students who performed poorly in this question lacked enough knowledge of the subject matter as the result, they failed to identify the demands of the question or were hindered by low language proficiency. Some of the students provided responses which were not related to the demands of question. For example, one student wrote:

(i) “People”, (ii) “Langauge”, (iii) “Teaching”, (iv) “Audience” and (v) “Perfoemance”. Other students failed to exhaust the required points and lack of clarity. For example, one student wrote; (i) “Art is defined as the skill of creative ideas and actions”, (ii) “Traditions”, (iii) “Basketry”, (iv) “Pottery and literature” and (v) “To give an sence of identify consolvent coloniallthmy of superioty”. Extract 9:1 shows a sample poor response.

9. Briefly describe five functions of Art in the African community.

(i) people

(ii) language

(iii) teaching

(iv) audience

(v) performances

Extract 9.1: A sample of a students’ poor response in question 9

Moreover, students who scored (36.1%) an average performance, were knowledgeable about the functions of Arts in the African community. Some of the students in this category outlined some points but could not clarify them. For example, one student wrote “(i) “It helps to promote culture”, (ii) “To bind people together”, (iii) “functions of Arts in the African community (iv) “To entertain society”. Other student wrote; (i) “Language”, (ii) Teaching”, (iii) “Audience and performance”, which is not the functions of Arts. Extract 9:2 shows a sample an average response.

9. Briefly describe five functions of Art in the African community.

- (i) To get employment on the society or increase national income on the community.
- (ii) It help to promote our culture
- (iii) It help to bind people together
- (iv) To educate society or community
- (v) To entertain society or community

Extract 9.2: A sample of a student's response with an average performance in question 9

Extract 9.2 represents an average response from a student who failed to describe five points but mentioned correct points without describing them.

Furthermore, a few students (11.6%) who performed well understood the requirements of the question and had a good knowledge of the content. For example, most of the students wrote: *Educating is the essential role of Arts because people acquire different knowledge and skills throughout the art, which may help to change the life of the people and understanding the people in the society". Mobilizing- Arts mobilize people in the society to perform different activities since Art work is perform as a result of people to improve their living standard in the society. Entertainment, also art entertain people in the community because work of art are enjoyable and interesting the audience in the society. It help to develop the skill and talents of youth in many African community the art help to develop talents of youth. It help to promote culture – Arts help to promote culture of the some community eg form of art which is carving promote the culture of makonde mian activites of*

makonde is carving so that art promote the culture of makonde. It help to create income now the art are used for create income in the Africa community in carving society now they curvy for selling their tools to get money also people now sing and dance for generate income". Extract 9:3 shows a sample of a good response.

9. Briefly describe five functions of Art in the African community.

- (i) ~~Education~~ **Educating** is the essential role of art because people acquire different knowledge and skills through out the art which may help to change the life of the people and understanding the people in the society.
- (ii) **Mobilizing** Art mobilize people in the society to perform different activities since art work is perform as a result of people to improve their living standard in the society.
- (iii) **Entertaining** Also art entertain people in the community because work of art are enjoyable and interesting the audience in the society.
- (iv) **Warning** Art also warn people in the society to go against their culture and also to protect themselves against diseases such as AIDS because Art provide messages to the audience.
- (v) **Demonst Physical training** Art may be used by peoples to make their body fitness and health as engaging in different art works such as Basketry and pottery.

Extract 9.3: A sample of a student's average response in question 9.

Extract 9.3 is a sample of an average performance in question 9 from a student who provided functions of Art in the African community.

2.3 Section C: Essay Questions

2.3.1 Question 10: Performing Techniques in Selected Non-African Theatre

The students were required to explain by giving six reasons, why Western theatre use costumes in the play. A total of 283 (58.1%) students opted for this question.

The analysis of students' performance shows that 273 (96.5%) students scored from 0 to 5.5 marks indicating poor performance. The analysis indicates that 10 (3.5%) scored from 6.0 to 13.0 marks. further analysis reveals that there were no students scored the marks above the average marks. The students' performance in this question can be categorized as poor because 96.5 of the students scored between 0.0 to 5.5 marks. This analysis is illustrated in figure 10.

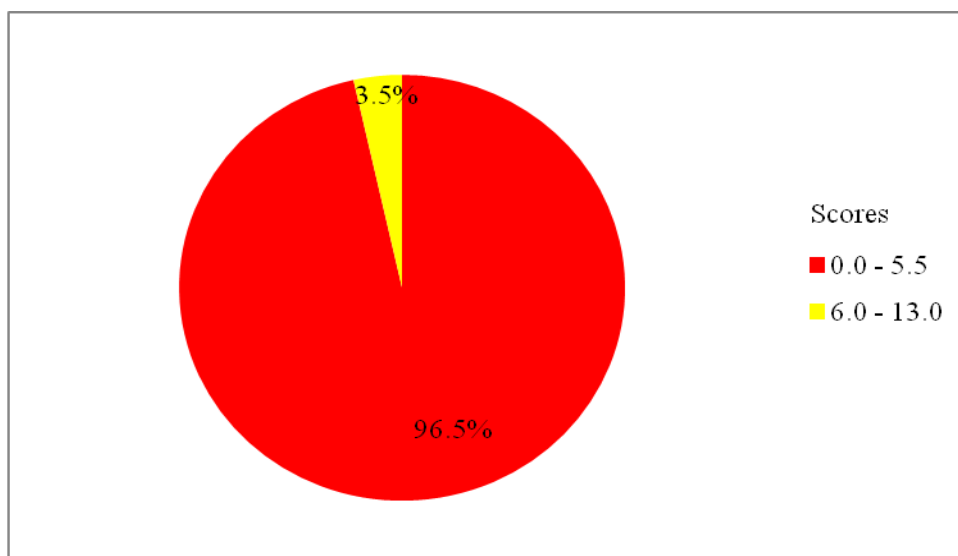


Figure 10: *students' Performance in Question 10*

The analysis reveals that 273 (96.5%) students who scored low marks failed to explain reasons to why Western theatre use costumes in the play. Most of the students provided irrelevant answers. For example one student wrote; (i) *“theatre refers to the tradition in demarcation of the practiced people”*, (ii) *“They theatre are in which of the Africa in society or tradition of the art*, (ii) *“they theatre when play people to the Tanzania in society of people take theatre*; Other student wrote; *“Western theatre; as the theatre practised in Asia country . Another students in this group wrote; “ Western theatre “ Is the rhthimical sleeping with motion of the body which creative adjust to*

turn", "Traditional – the tradition in western theatre is very motion of the body in the rhythmic sleeping of the motion ...", (ii) "Art to give an sense of identify with domination by performed theatre audience in art", (iii) "Beliefs – the person who playing in the dance this is used to playing in drama". Likewise, another students provided reasons; (i) "Youses of marks because , use of marks in western theatre aer easy because the performing are uses marks and costumes, (ii) " It your long time to present because at the western theatre are take the long to send the message to the audience ". Extract 10:1 shows a sample of a poor response.

10. western theatre

Is the rhythmic sleeping with motion of the body which creative adjusted to turn.

The following are the use of western theatre these are:-
Orientalism This is the creative ideas and narrations of western theatre performed in orientally creative and western theatre.

Tradition The tradition in western theatre is very motion of the body in the rhythmic sleeping of the motion.

Symbolism In this is used of people to wedding in the drama of the marriageable in western theatre of marriageable.

Art To give audience of identify with domination by performed theatre audiences in art.

Communication It is also use of people who are used communication from one place to another ignoring of the story telling.

To give once with the motion in nature are real traditions of the marriageable of western theatre in narrative of audibly.

Language It is used for communication system this is been use people who are the communication from one place to another.

Beliefs this is used to story telling in the person who are the audience performance in the stage of drama.

Symbolism the person who playing in the drama this is used to playing in drama.

Traditions is used to ~~technology~~ magnify object in the drama of western theatre.

Literature used in marriageable in the drama of western theatre this is like the literature is an instrument used to magnify object.

Extract 10.1: A sample of a student poor response in question 10

Extract 10.1 represents a poor response from a student who failed to provide the reasons why Western theatre uses costumes in the play.

Furthermore, a few students (3.5%) who performed averagely were able to answer the question by providing at least six reasons but could not explain them correctly. For example, one student wrote; (i) “ *To make people more entertained*”, (ii) “*Go react with the reality to bring sense of worthy and confidence*”. Another student explained that; (i) “*costumes imitate a real character in a play*”, (ii) “*costumes can entertain the audience*”, (iii) “*costumes help to shape the performer and give confidence*”, (iv) “*costumes help to identify a given societies culture*”. Likewise, another student wrote that (i) “*help to symbolise the intended message to the audience*”, (ii) “*costumes help to give performer more experience during play production..*”. Extract 10.2 shows a sample of average response.

Costumes refers to the set of clothes worn by the characters to make somebody to look with something else. Western theatre refers to the type of theatre or form that practiced in western areas. The following are the six reasons do why costumes mostly used in a play:

To make people more entertained: When the costumes are worn early according to the colour or even by resemble to or its similarity it will and must make the audience to feel more enjoyable.

To react with the reality: The big aim of using multi costumes is to make the people to realize what the show was about to or they can memorize it by remembering the part ordinary events.

To bring sense of worthy and confidence: Those who wear those costumes characters will have confidence to do whatever but it must resemble to the meaning of costume worn. Example animal costume it means doing actions seriously.

To transmit education on some beliefs: Also costumes transmit knowledge of some beliefs of a certain society. Thus example the chagga costume or Maasai costume it means differently that there will be cultural discrimination.

To not waste time in expressing their emotions and ideas to the audience: Costumes is the easiest way to do something in a hurry moment for example it may express emotions and ideas of a certain society according to the real environment living for example the custom, tradition, socialization, recreation and etc.

To increase attractiveness: The characters wear mostly costumes in order to increase more beauty and attractiveness which will make the audience to be more enjoyable and entertained.

Generally: There are the six reasons on why costumes are mostly used in the Western or foreign theatre. By addition also it make the drama to be more active since it need much reality on it.

Extract 10.2: A sample of a student average response in question 10

Extract 10.2 represents an average performance from a student who was able write the required points but did not explain them well.

2.3.2 Question 11: World Theatre Practices

The students were required to explain six types of Oriental (Eastern) theatre practiced in Asian countries. The question was optional and was opted for by 194 (39.8%) students.

The analysis of students' performance shows that 110 (56.7%) students scored from 0.0 to 5.5 marks indicating poor performance. Further analysis indicates that 78 (40.2%) students scored from 6 to 13 marks which is an average performance and 06 (3.1%) students scored from 13.5 to 15 marks which is a good performance. The performance in this question can be categorised as average because 85 (43.3%) scored from 6 to 15 marks. This analysis is illustrated in figure 11.

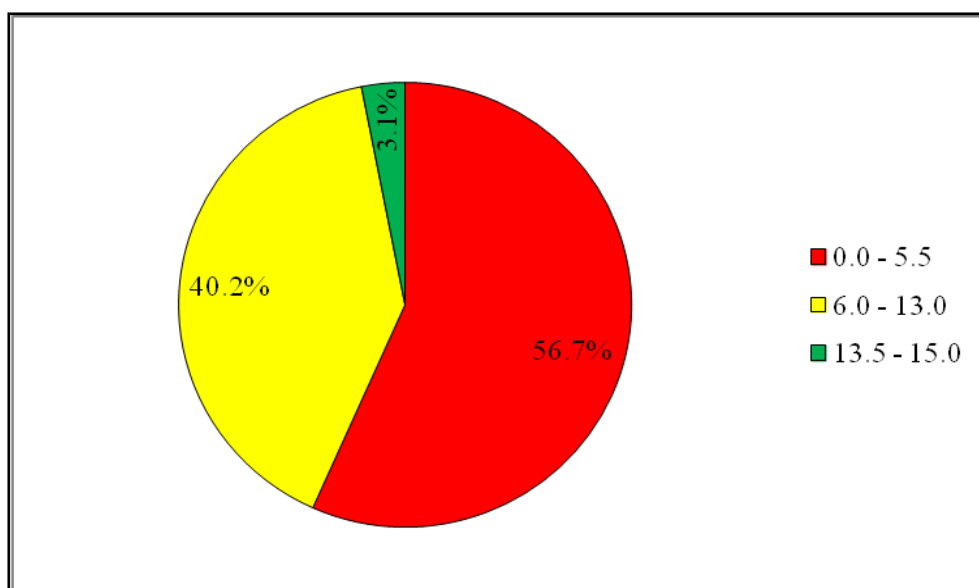


Figure 11: Students' Performance in Question 11

Most of the 56.7% students who opted for this question provided irrelevant responses. For instance, one student wrote *"Storytelling, this is due to fact that storytelling is an art form which its performance is fundamental based on an oral delivery."* Other student wrote: *"Recitation; is the type of Eastern theatre art practiced in Asian countries recitation is used during a day when there is the event which their practiced during those period..."* Another student responded: *"Arabic oriented, in most country one state of produced theatre in people that live those area is brings development in country and cause of growth of state on the Arabic, which practiced in Asia country world when people done work...."* The student wrote, *"Play is a story to be performed on*

the stage by the actor and the main character which are there are the stage and the directing another people what to do on this play or dancer.” Furthermore, the students had inadequate knowledge of the Eastern theatre hence wrote the African theatre instead of Eastern theatre. For example one of the students wrote: “Dance; when the aethatic communication through the sound, play or time to permod from the oral”, “drama, it art form which are performance to infront of people who are performed in a film or play the people who is performed from the part in the drama either male or female to perform good. Another student who scored one mark was able to provide one correct point, while others were incorrect. Another student explained about dances practised in Tanzania, instead of the types of theatre art practised in Asian countries, such as; “(i) Mdundiko, (ii) Mchiriku, (iii) Mdumange, (iv)Singeli, (v) Irangi.” Extract 11.1 is a sample of a poor response from one of the students’ script.

MUSIC This is the type of the eastern Africa and the movement is the rhythmic stepping in the movement of the body when the actual distance from the during the period of the which is the natural recitation of the body.

Story telling This is genre depends on oral delivery of memorized in both literary and theatrical. Then the theatre is the story telling in the society of the body after movement from the ritual to the action. This is the actual movement of the body like songs and others.

Dance This is the rhythmic stepping of the motion of the body which is adjusted to measure turn. Then the element of dance which is space, energy, line and time. Then the natural movement of the body when the motion of the body is entertainment and medium of communication of the art form. This is the turn of the motion in cultural activities that is the natural.

Drama This is the recitation of the movement of the body when is the countries. It produces in the countries which is the measure turn and the songs and music when it is entertainment and education. Then the medium of communication of communication and the move to the rhythmic stepping of the body in natural recitation and it is the action of movement and the theatrical of performance and audience.

Ritual is the movement of the body when the movement of human cultural of music and dance to the natural actual to the activities to measure of turn of movement when the people to the natural recitation of the generation in the body.

Generally When the types of the eastern African in the countries like music and dance. This is the rhythmic stepping of the motion of the body which is adjusted to measure turn.

Extract 11.1: A sample of a student's poor response in question 11

Extract 11.1 represents a poor response from a student who provided the answers which are not related to the requirements of the question.

The analysis of the students' responses indicates that 40.2% of the students with average scores were able to explain correctly some points and failed to explain others. There were students who correctly explained two to three points while others were not correctly explained. It was noted that many students in this category were able to write three points. These responses suggest that the students had partial knowledge of Oriental theatre. Extract 11.2 presents the case.

Kabuki: Are the types of oriental theatre that practised in Asian countries but also kabuki practised in Indian theatre so kabuki is the one of the types of oriental opera: Are the types of oriental theatre that practised in Asian countries but also practised in the Chinese content so also opera is the one of the types of oriental theatre. Peking: This also are the types of oriental theatre that practised on the Asian countries but also practised on the Chinese countries so Peking are one of the types of oriental theatre. No: This is the types of the oriental theatre that practised in Asian countries but also but practised on Chinese theatre. So No are one of the types which based on the Asian theatre. Kappuki: This the types also of the opera theatre that practised in Asian countries so Kappuki and also practised in the Chinese theatre so Kappuki are one of the types which based on the Asian theatre. Therefore types of oriental theatre that practised in Asian countries is like that mention above so oriental theatre practised in Asian countries is very well.

Extract 11.2: A sample of a student's response with an average performance in question 11

Extract 11.2 represents a sample of response from a student who managed to provide the correct types of Oriental theatre but failed to explain them correctly.

Furthermore, few students (3.1%) performed well in this question. They had good knowledge and understood the requirements of the question. They provided types of Oriental theatre practiced in Asian countries. For example, most of the students wrote: *“Kathakali; this is the types of Eastern theatre in which mostly practiced in Indian country and this mostly sung than spoken and this liked by many people because in their film.”* Most of the students who answered this question correctly explained four to six types of oriental theatre such as Kabuki, Opera, Noh, Kathakali, Sanskrit and Bunraku. Extract 11.3 is a sample of a good response by one of the students.

11. countries. Most oriental theatre practices were held on special building (theatre) and most based on story telling also the training to the performers start at early age. The following are the types of oriental theatre practiced in Asian countries.

Kathakali theatre: This is indigenous theatrical practice in India that come from Hindu province. In Kathakali theatre most of the performers are male. The work of female done by male because they use much make up.

Bunraku / puppet This is theatrical practice in Japan where involve use of toys in performance. The actor in Bunraku theatre undergo training and the training start at early age.

Sanscript This is the oldest theatre in India that led to the emergence of Kathakali theatre in India from the Hindu province.

Chinese opera This is theatre practiced in China and the Chinese opera take long time when performed. The actors in Chinese opera using body movement followed by special rhythm.

Kabuki it is theatre practiced in Japan where actors use very expensive and traditional costume. In kabuki theatre all performers are men also kabuki theatre based on story telling.

Noh theatre this is theatre practiced in Japan where actors use mask. The main character in Noh theatre is known as shite, supporting character known as Waki. The bridge in Noh theatre is called Hashi-gakari and stage attendant are known as koken.

Conclusively: Characteristics of Asian theatre are most of performers are male, the performances take place in long time also the performance based on story telling.

Extract 11.3: A sample of a good response of a student in question 11

Extract 11.3 represents a good response from a student who explained correctly six types of oriental such as Kabuki, Opera, Noh, Kathakali, Sanskrit and Bunraku hence scored high marks.

3.0 ANALYSIS OF STUDENT'S PERFORMANCE IN EACH TOPIC

The FTNA 2019 Theatre Arts assessment had eleven (11) question that were set from seven topics. All the topic were covered. The analysis of the performance shows that out of the seven topics tested, three topics had good performance. These topics are *Culture*, *Theatre Arts Practice in Tanzania* and *Performing Techniques in African Theatre*. However, four topics of *Arts*, *Theatre Arts*, *World Theatre Practices*, and *Performing Techniques in Selected Non African Theatre* had an average performance.

The analysis of the students' performance in each topic indicates that the students had good performance in the topics of *Culture*, *Performing Techniques in Africa Theatre* and *Theatre Arts Practices in Tanzania* whereby 83 percent of the students scored the average of 30% and above and 17 percent of the student scored below 30 %. The performance was poor in the topic of *Performing Techniques in Selected Non African Theatre* since the performance was below 30 percent. The analysis shows that the students scored higher marks in question number 1 and 4, scored averagely in question number 2, 5, 6, 7, 8, 9 and 10 and also scored poorly in question 3 and 11. The performance of student in different topics is summarized in the appendix.

4.0 CONCLUSION

The analysis of the students' performance has been done on the questions that were performed well, average and those which were poorly performed. The general performance of the students in Theatre Arts in FTNA was average because the majority of the students' marks are above 30. The students' performance was good in the topic of *Culture*, *Contemporary Theatre Practice in Tanzania* and *Performing Techniques in African Theatre*. The students performance was average in the topic of *Arts*, *Theatre Arts*, *World Theatre Practices*, and *Performing Techniques in Selected Non African*.

Most of the students who passed the National Assessment were able to provide comprehensive answers because they had enough knowledge and skills about the content tested in Theatre Arts. However, some of the students

failed because of insuffiicient knowledge of the topic that were tested in the assessment. misconception about the topics that were tested and poor language skills which prevented them from providing the correct answers. However, other students performed poorly because they failed to interpret the requirments of the question since they ended up providing irrelevant answers.

5.0 RECOMMENDATIONS

In order to improve the performance of prospective students, it is hereby recommended that:

- (a) Teachers should use small group to make short performances depicting different theoretical performances.
- (b) Teachers should guide students to conduct a library research in group to collect information on theatre Arts.
- (c) Teachers should use question and answer to demonstrate recitation and theoretical rituals.
- (d) Teachers should invite a local expert to demonstrate the theatrical forms to the students.
- (e) Students should brainstorm and demonstrate theatrical rituals carried out in the community.
- (f) Students through groups should demonstrate a short written plays.

Appendix

Summary of the Student's Performance per Topic

S/No.	Topic	Number of Questions	Percentage of candidates' who scored 30 percent or above.	Remarks
1.	Various Topics	1	69.2	Good
2.	Culture	1	69.2	Good
3.	Theatre Arts	3	55.7	Average
4.	Art	1	47.7	Average
5.	Performing Techniques in African Theatre	6	43.6	Average
6.	World Theatre Practice	5	38.8	Average
7.	Performing techniques from non selected African Theatre	2	36,1	Average
8.	Various Topics	2	33.5	Average
9.	Contemporary Theatre Practice in Tanzania	2	31.0	Average

