

Student's Assessment Number.....

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
FORM TWO NATIONAL ASSESSMENT

016

THEATRE ARTS

Time: 2:30 Hours

Wednesday, 21 November 2018 a.m

Instructions

1. This paper consists of Section **A, B** and **C**, with a total of **eleven (11)** questions.
2. Answer **all** questions in section A and B, and **one (1)** question from section **C**.
3. Section A carries **thirty (30)** marks, section B **fifty (50)** marks and section C **twenty (20)** marks.
4. **All** answers should be written in spaces provided.
5. Cellular phones and unauthorized materials are not allowed in the assessment room
6. Write your **Examination Number** at the top right-hand corner of every page.

FOR ASSESSOR'S USE ONLY		
QUESTION NUMBER	SCORE	ASSESSOR'S INITIALS
1		
2		
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4		
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11		
TOTAL		
CHECKER'S INITIALS		



SECTION A (30 Marks)

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

(i) Plot, characters, thought, diction, music and spectacles are major components of

- A. Northern Theatre
- B. African Theatre
- C. Eastern Theatre
- D. Western Theatre

Correct Answer: D

Reason: These components are Aristotle's six elements of drama, foundational to Western theatre traditions, as outlined in his Poetics.

(ii) Which one of the following is the correct order of rehearsal?

- A. Blocking rehearsal, dress rehearsal and technical
- B. Technical rehearsal, blocking rehearsal and dress rehearsal
- C. Blocking rehearsal, technical rehearsal and dress rehearsal
- D. Dress rehearsal, blocking rehearsal and technical rehearsal

Correct Answer: C

Reason: Blocking rehearsal establishes actor movements, followed by technical rehearsal for lighting and sound, and finally dress rehearsal as a full run-through.

(iii) What kind of reaction taken by Tanzania against colonial theatre immediately after independence?

- A. To encourage schools to teach Tanzanian theatre forms
- B. To encourage the use of local languages in all gatherings
- C. To motivate people to rely on their cultural beliefs
- D. To establish local chiefs who could encourage local theatre forms

Correct Answer: A

Reason: Post-independence, Tanzania promoted local theatre forms in schools to reclaim cultural identity and counter colonial influences.

(iv) What are the forms of western drama?

- A. Comedy, melodrama and Tragi-comedy
- B. Tragedy, comedy and melodrama
- C. Recitation, comedy and melodrama
- D. Tragedy, recitation and melodrama

Correct Answer: B

Reason: Western drama is traditionally categorized into tragedy, comedy, and melodrama, reflecting its historical and structural diversity.

- (v) Major forms of Japanese theater of which the roles of both sexes are performed by men in a highly theatrical are identified as

A. Banruk
B. No
C. Opera
D. Kabuki

Correct Answer: D

Reason: Kabuki is a vibrant Japanese theatre form where male actors (onnagata) play both male and female roles in highly stylized performances.

- (vi) Performing dance to the gods is known as

A. Ritual
B. Healing
C. Initiation
D. Feasting

Correct Answer: A

Reason: Dances performed to honor or communicate with deities are classified as rituals in many cultural contexts.

- (vii) What was the aim of theatre performance during colonial era?

A. To promote Tanzanians cultural activities
B. To entertain the chiefs in the societies
C. To influence Tanzanians to imitate the European way of life
D. To give colonialists a sense of identity and superiority

Correct Answer: C

Reason: Colonial theatre was used as a tool to promote European culture and values, encouraging local populations to adopt Western lifestyles.

- (viii) In most African theatre performances the audience remained as

A. Oral delivery
B. Live Performance
C. Participatory
D. Functional

Correct Answer: C

Reason: African theatre often involves active audience participation, blurring the line between performers and spectators in communal settings.

(ix) A common type of dance performed in Mtwara and Lindi is known as

- A. Bugobogobo
- B. Sindimba
- C. Mchiriku
- D. Sangura

Correct Answer: B

Reason: Sindimba is a traditional dance specific to the Mtwara and Lindi regions of Tanzania, often performed at social events.

(x) The basic characteristics of indigenous African theatre was

- A. Communal owned
- B. Commercial owner
- C. Personal owner
- D. Monoculture owner

Correct Answer: A

Reason: Indigenous African theatre was community-driven, with performances collectively created and owned by the group, not individuals or commercial entities.

2. Match the items in **List A** with the correct responses in **List B** by writing the letter of the correct response against the statement in **List A**.

List A	List B
(i) Puppet theatre from Japan in which its features are musician and a chanter.	A Kathakali theatre
(ii) Popular forms of theatres which combines music, dance and acrobatics.	B Greek theatre
(iii) The form of drama which exists only when there is a written play performed by actors on the stage.	C Asian theatre
(iv) The theatre which used more visual and sensual than literary or intellectual.	D Noh theatre
(v) The theatre form which combines the comic and the serious actions.	E Bunraku theatre
(vi) The theatre which is functional, part of social, political and economic life of the people.	F Western theatre
(vii) Indian theatre based on Hindus epics and their text presented through songs, drums and symbols.	G Eastern theatre
(viii) Traditional form of Japanese drama started in fourteenth century.	H Kabuki theatre
(ix) A folk drama and dance dramas based on epic materials from Indian myth.	I African theatre
(x) The theatre almost danced, chanted, mimed and very often sung.	J Beijing Opera
	K Romantic theatre
	L Chinese theatre
	M Sanskrit theatre
	N Medieval theatre
	O Hindus theatre

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
E	L	F	C	H	I	A	D	M	G

3. Complete the following statements by filling in the blanks.
- (a) During the colonial period in Tanzania all plays were written by...**European/Whites or Colonialists.**
 - (b) Theatre which is more visual and sensual than literary or intellectual is...**Eastern/Asian theatre.**
 - (c) Theatre arts refer to the use of gestures and body movement to convey message to the...**Audience.**
 - (d) African children learn tradition in a particular society through a process called..**enculturation.....**
 - (e) Storytelling is an art which its performance is fundamentally based on.....**oral delivery**
4. For each of the following statements write True if the statement is correct or False if the statement is not correct.
- (a) It is unreasonable to relate dance with any social group in Tanzania.....**FALSE.....**
 - (b) Some African stories use human and non human characters.....**TRUE.....**
 - (c) A plot of a play is defined as a summary of characters available in the play concerned.
FALSE
 - (d) Tragedy, comedy and melodrama are forms of African Theatre.....**FALSE.....**
 - (e) The tradition of the storytelling is unfamiliar in most Tanzanian culture....**FALSE.....**

SECTION B (50 Marks)

Answer **all** questions in this section

5. Briefly describe the following terms as used in theatre arts.
- (a) Dance **Is a body movement rhythmically accompanied with drum beats to convey the message to the audience. Dance has some elements which are energy, space, Body, Time. But there some types of dances in African theatre such as theatre dance, harvesting dance and religious dance.**
 - (b) Melodrama.
Is the major form of western theatre which involves melody music and sounds during its delivery.

(c) Directing.

Is the process of taking control over a certain play example advancing the characters and overseeing all activities taking place in the play. A person who directs movies is called a director.

(d) Recitation.

Is the poetic drama that comprises of narrative verse and high tune in its delivery. In this form of African theatre only men are required to recite.

(e) Culture.

Is the total way of people's life. Culture comprises traditions and customs, Norms and values, Arts and crafts and Beliefs.

6. Describe five elements which make a good story.

(i) Plot: The sequence of events that make up the story, including the introduction, rising action, climax, falling action, and resolution.

(ii) Characters: The individuals who take part in the action of the story. Well-developed characters help readers connect emotionally.

(iii) Setting: The time and place where the story occurs, providing context and background that influence the plot and characters.

(iv) Conflict: The central struggle or problem that drives the plot, creating tension and interest.

(v) Theme: The underlying message or main idea that the author intends to convey through the story.

7. Briefly explain five functions of scene designer in drama.

(i) Concept Development: Collaborating with the director to establish the visual concept and style of the production.

(ii) Set Design: Creating detailed plans and models for the physical scenery that supports the narrative and action.

(iii) Mood and Atmosphere: Using elements like color, texture, and space to evoke the desired emotional response from the audience.

(iv) Practical Implementation: Ensuring that the design is feasible within the production's budget and technical constraints.

Get into Theatre

(v) Coordination with Other Departments: Working closely with lighting, costume, and prop designers to maintain a cohesive visual presentation

8. State five important events in which National Anthem is sung.

(i) National Holidays: Such as Independence Day and Republic Day, to honor the nation's history and achievements.

(ii) Official Government Ceremonies: Including inaugurations, state functions, and diplomatic events.

(iii) Sporting Events: Before the start of major games and competitions to promote national pride.

(iv) School Assemblies: Regularly sung in educational institutions to instill patriotism among students.

(v) Military and Memorial Services: To pay respect to the armed forces and commemorate those who have served the nation

9. (a) Mention five African theatre forms which were performed during the Arusha declaration era.

(i) Ngonjera: A form of dramatic verse dialogue used to promote socialist ideals and community participation.

(ii) Traditional Dance Dramas: Incorporating indigenous music and dance to convey stories and moral lessons.

- (iii) Community Theatre: Performances created by and for local communities to address social and political issues.
 - (iv) Political Satire Plays: Dramas that critiqued societal norms and government policies through humor and irony.
 - (v) Educational Theatre: Plays designed to educate the public on health, agriculture, and civic responsibilities
- (b) Give five actions used to perform heroic recitation.
- (i) Elevated Language: Using formal and grandiose diction to match the noble subject matter.
 - (ii) Rhythmic Delivery: Employing a consistent meter or cadence to enhance memorability and impact.
 - (iii) Gestural Emphasis: Incorporating expressive body movements to convey emotion and action.
 - (iv) Vocal Modulation: Adjusting pitch and volume to highlight key moments and maintain audience engagement.
 - (v) Audience Interaction: Engaging listeners through direct address or call-and-response techniques to create a shared experience

SECTION C (20 Marks)

Answer only one question from this section

10. Write an essay explaining six reasons for African societies to use storytelling as a tool for teaching the children.

Story telling is the form of theatre which uses oral and mouth word to narrate a story to the audience. It's a performance also fundamentally based on story. Most of the African children learnt a lot of different things through story telling. There are many reasons of the story telling. Here are some:

Promote good manner in a given society or locality, community and a family. Story telling can be a source of promoting good manner to teenagers, effects of the bad manner to teachers so when they narrated it to the children it help them to behave well in the society.

It is the simplest way to warn the society. Most of the parents were tend marry occur to their children, so they decided to use story to make to correct the behaviour, warn the society, this helped to create love in a people at the same to respect him/her so for example Kibbo and Mawenzi warn the society about the danger of laziness.

It was a good way of educating the society, the story telling is a tool of teaching in the society because most of the story were narrated for the education to the society for example “the bus driver” it education about the danger.

It send a message to people for example when parents want to tell their children something they used as a storytelling method as message sending technique.

For entertainment. Most of the stories were for entertainment purpose example Kalu Ly Its in Hare and Greedy could entertain the community.

It helped in the maintaining of their culture. Some of the stories are very relevant in the progress of the society culture of a given society important since story telling has no negative effects and it can also be a source of tourist attraction for example oral tradition.

11. Write an essay describing with examples the six fundamental elements of culture.

Six Fundamental Elements of Culture

Culture is the collective expression of a society's beliefs, values, and behaviors, shaping how people live and interact. Anthropologists often identify six fundamental elements of culture: symbols, language, values, norms, beliefs, and material culture. These elements work together to define a society's identity and provide a framework for social interaction. Below, each element is described with relevant examples.

Symbols

Symbols are objects, gestures, or signs that carry specific meanings within a culture. They represent ideas or concepts that are understood by members of that culture. For instance, in Western culture, a white dove often symbolizes peace, frequently used in art or during peace movements. In contrast, in some Eastern cultures, the dragon symbolizes power and good fortune, often seen in festivals like the Chinese New Year. Symbols allow societies to communicate complex ideas quickly and effectively.

Language

Language is the primary system of communication within a culture, encompassing spoken, written, and non-verbal forms. It shapes how people think and share knowledge. For example, the Maasai people of East Africa use the Maa language to pass down oral traditions, such as stories of their pastoral lifestyle. Similarly, in France, the French language is not just a tool for communication but a cultural marker, with institutions like the Académie Française preserving its purity. Language binds communities together and distinguishes one culture from another.

Values

Values are the shared ideas about what is important or desirable in a society. They guide behavior and decision-making. In Japan, the value of collectivism emphasizes group harmony over individual desires, evident in practices like consensus-driven decision-making in businesses. In contrast, the United States often prioritizes individualism, as seen in the cultural celebration of entrepreneurship and personal achievement, such as the "American Dream." Values influence how societies define success and morality.

Norms

Norms are the rules and expectations that govern behavior within a culture. They can be formal (laws) or informal (customs). For example, in India, it is a norm to remove shoes before entering a home or temple as a sign of respect, reflecting the cultural emphasis on cleanliness and reverence. In Germany, punctuality is a strict norm, and being late to appointments is often seen as disrespectful. Norms ensure social order by providing guidelines for acceptable behavior.

Beliefs

Beliefs are the shared assumptions or convictions that members of a culture hold to be true. They often relate to spirituality, morality, or the nature of reality. For instance, among the Yoruba people of Nigeria, the belief in Orishas (deities) shapes their religious practices, such as offerings and festivals to honor these spirits. In Western societies, the belief in scientific rationalism drives advancements in technology and medicine, as seen in the widespread trust in vaccines. Beliefs provide a framework for understanding the world and making sense of life's uncertainties.

Material Culture

Material culture consists of the physical objects a society creates and uses, reflecting its values and lifestyle. For example, the Inuit people of the Arctic craft tools like harpoons and igloos, which are essential for survival in their harsh environment, showcasing their adaptation to nature. In modern South Korea, the widespread use of smartphones and advanced technology, such as Samsung devices, reflects a culture that values innovation and connectivity. Material culture not only serves practical purposes but also expresses a society's identity.