THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2023

MUSIC

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017 MUSIC

TABLE OF CONTENTS

FOREWORD

This report presents Students' Item Response Analysis (SIRA) for Music Subject on Form Two National Assessment (FTNA) for Music Subject which was conducted in November 2023. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Music.

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

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

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

The Council appreciates the contribution of all those who participated in preparing this report.

Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the students' performance in Music subject in the Form Two National Assessment (FTNA) which was conducted in November, 2023. The assessment covered the music syllabus of 2005 and adhered to the Assessment Format of 2019. The paper comprised ten (10) questions, distributed in three (3) sections: A, B and C. Section A had two questions with the total of 15 marks. Section B consisted of seven questions of 70 marks. Section C comprised one question with the total of 15 marks.

The report shows the students' performance in each question and identifies strengths and weaknesses in various areas of their responses. The students' performance in each question is categorized as *good, average* and *weak*. If the performance of the students ranges from 65 to 100 per cent, it is categorized as good, from 30 to 64 is average and from 0 to 29 it is categorised as a weak. Moreover, these three categories will be presented by colours, *green* for good, *yellow* for average and *red* for weak.

There were 273 students who sat for the FTNA in the Music subject in 2023, and 203 (74.30%) of them passed. In 2022 there were 411 students who sat for the FTNA in this subject and 141 (34.30%) of them passed. The data in Table 1 illustrates that, in comparison to 2022, the number and rate of students' performance in 2023 increased by 62 students 40.0 per cent: -

Table 1: Students' Performance in Comparison between Music FTNA for 2022 and 2023

Year	Sat	Number of Students and Percentage					
		Passed	Grades				
			A	B	C	D	F
2022	411	141	31	13	59	38	270
		34.3%	7.5%	3.1%	14.3%	9.2%	65.6%
2023	273	203	72	18	65	48	70
		74.3%	26.3%	6.5%	23.8%	17.5%	25.6%

Samples of students' responses have been inserted in appropriate sections to illustrate respective cases. The report finally provides a conclusion and recommendations based on the analysis.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Multiple Choice and Matching Items

2.1.1 Question 1: Multiple Choice (Rudiments of Music, Harmony and Applied Music

The question consisted of 10 multiple choice items, constructed from the topics: *Rudiments of Music, Harmony and Applied Music.* Students were required to choose the correct response from the given alternatives and write their letters in boxes provided. Students who chose the correct response scored 01 mark in each item. Question 1 had a total of 10 marks out of 100 marks.

The question intended to measure the students' knowledge on different topics. The subtopics tested included: intervals, note value and rhythms, time signature, tonic sol-fa, musical terms and signs and classification of traditional musical instruments.

All 273 (100%) students who sat for Music subject attempted the question. The analysis of students' performance shows that 31 (11.36%) students scored from 0 to 2 marks indicating weak performance.135 (49.45%) students scored from 3 to 6 marks which is an average performance and 107 (39.19%) of students scored from 7 to 10 marks which is considered as a good performance.

Thus, the general performance of this question is categorized as good because 242 (88.64%) of students scored 3.0 marks and above. Figure 1, illustrate this performance in summary.
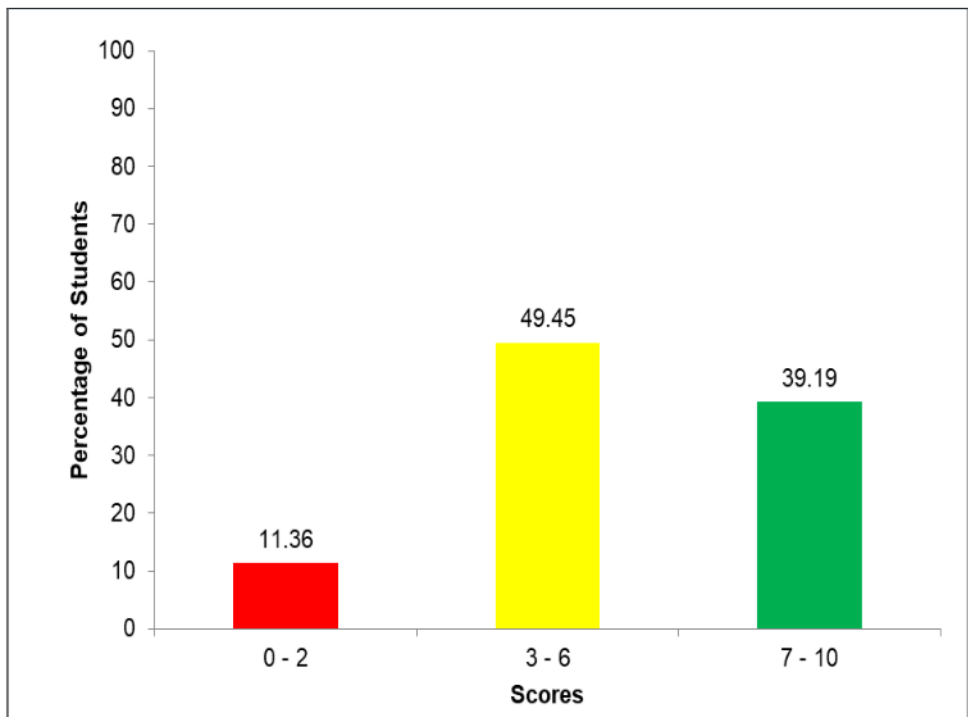
Figure 1: *The Students' performance in question 1*

Item (i) required the students to choose among the given sounds on a staff, the note named as F. This question tested the students' ability to differentiate the position of the musical notes on the musical staff. The correct answer was B.
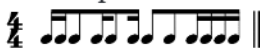
Students who opted for the correct response were well knowledgeable, with the name of lines and spaces on the treble staff. Those who opted for A failed to notice that, the sound presented was E. Those who opted for C did not recognise that the sound presented was G, and those who opted for D were not competent in naming lines and spaces on a treble staff and failed to recognise that the sound presented was of the sound A.

Item (ii) required the students to choose the correct way of grouping the rhythm

This item intended to test the student's ability to group different kinds of notes according to the given time signature.

The correct response was A 𝄆 [musical notation] 𝄂

Students who chose the correct response were adequately knowledgeable in grouping rhythm according to the given time signature. In $\frac{4}{4}$ time, notes are grouped in crotchets; therefore, it is expected to have four groups of crotchet notes values in a measure.

Those who opted for B [musical notation] ‖ C [musical notation] ‖ and D [musical notation] ‖ were not conversant with the proper grouping of rhythms according to the given time signature.

Item (iii) required the students to opt for a number of crotchets beats to be measured in a bar if one is clapping a rhythm in a duple time signature. The correct answer was D (2). Students who opted for D were aware of the kind of time signature in terms of duple (2), triple (3) and quadruple (4). In time signature, duple time includes all measures with a total count of two beats. Students who opted for "A (6)", "B (4)" and "C (3)", were not well knowledgeable with categories of time signature. Therefore, failed to recognize that, duple represents time signatures with a total of two beats.

Item (iv) required the students to choose what they considered necessary in writing the direction of the note stem on the staff. The correct response was C *Position of the note*. This means that, notes positioned above the middle line, would be written with their stems downwards. The notes positioned below the middle line of the staff, would be written with their stems upwards. Students who managed to choose the correct answer were competent with writing notes in different positions on the staff. Students who opted for A *Direction of the note*, B *Length of the note* and D *Number of the notes* were not competent in writing notes with stems in different position of the staff.

Item (v) required the students to identify proper expression of the total intervals between note G and A of C major scale. The correct option was C 2. This is about interval degree from a note to another. It includes notes which are associated among the first note and the last note. From G to A there are only two notes associated, therefore, G is the first degree and A is

the second degree. Students who opted for the correct response were conversant with interval degrees. Those who opted for other responses A 4, B 3 and D 1, lacked knowledge on counting intervals in major scales.

Item (vi) required students to identify the proper tonic expression for the tune

The correct answer among the given alternatives was A *s.m:d | r:d ||*. This was a translation of music from staff notation (system of writing music for musical instruments and vocal) to tonic sol-fa (system of writing music for vocal). Students who opted for the correct response were familiar with these two kinds of music writing systems. They managed to translate from one system to another. Students who opted for Bs. f: m | r: d ||, Cs. l: f | r: d || and Ds. S: l | r: d || were not aware on how music is translated from Staff system to tonic sol-fa.

Item (vii) required the students to respond for what a musical term '*Andante*' tells a musician to do. The correct response for this question was A *Play music at a medium speed.* Students who opted for the correct response were well knowledgeable in the topic of applied music under the subtopic of musical terms and signs. Students, who opted for B *Play music at the original speed*, C *Play music at the fast speed* and D *Play music at a slow tempo*, were not conversant in the same subtopic, especially signs which instruct the speed of the music.

Item (viii) required the students to choose among the given alternatives, the name of the sign that instructs the music performer to play gradually loud. The correct answer for this question was D *Crescendo*. Dynamics are musical instructions which affect loudness and softness (quietness) of music during performance. Students who chose the correct answer were familiar with the subtopic of dynamics in performing musical works. Students who opted for A *Largo*, B *Presto* and C *Rallentando* were unknowledgeable of the subtopic of musical dynamics, therefore, failed to recognize that options A, B and C contained musical terms that are related to tempo of the music instead of dynamics.

Item (ix) required the students to choose among the given alternatives a traditional musical instrument which only produces rhythms but not a tune. The correct choice was B *Njuga*. Traditional musical instruments are

categorized under so many groups but can either be melodic or non-melodic. Melodic musical instruments play tune while non-melodic instruments produce rhythms. Students who opted for the correct response had adequate knowledge of the traditional musical instrument and managed to distinguish between those which play rhythms and which play tunes. Students who opted for other responses A *Marimba ya mkono*, C *Xylophone* and D *Zeze* lacked knowledge of traditional musical instruments, therefore, failed to analyse that, option A, C and D contained traditional musical instruments which are pitched and could play a tune or melody.

Item (x) required the students to choose among the given alternatives the musical rest that require the musician to be silent for three crotchet beats. The correct response was B ━ · Students who chose the correct response were aware of musical rests. Therefore, they managed to opt for a correct response. Students who opted for A ━ ᛁ, C 𝄽 and D 𝄾ᛁ were not conversant with the subtopic of musical notes and rest, therefore, failed to recognize that, options A, C and D had rests which have more beats than three or less than three.

2.1.2   Question 2: Matching Items (Rudiments of Music)

This question consisted of five (5) matching items and required the students to match the musical statements in List A with the correct musical terms in List B by writing the letter of the correct response below the item number in the table provided. This question tested the students' ability to match varieties of musical terms with their meanings.

All 273 students who sat for Form Two National Assessment attempted this question. The students' scores in this question were as follows: 108 (39.56%), students scored from 0 to 1.5 mark out of 5 marks, 86 (31.50%), students scored from 2.0 to 3.5 marks out of 5 marks and 79 (28.94%), Students scored 4.0 to 5.0 marks out of 5.

The analysis shows that the general performance in this question was good since 165 (60.40%) of the students scored between 2.0 and 5.0. Figure 2, illustrates the performance in summary.
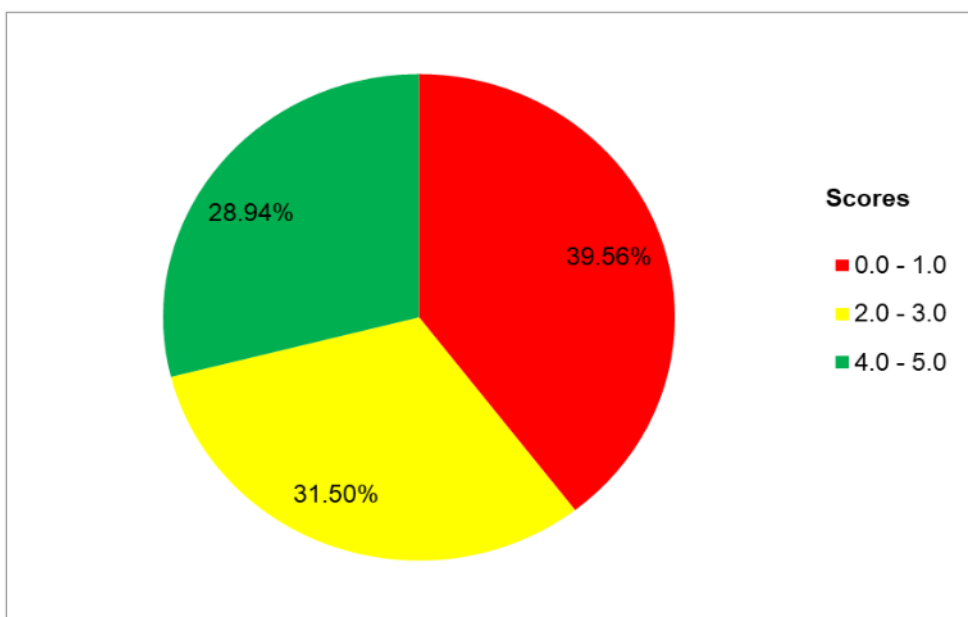
6

Figure 2: *The students' performance in question 2*

The analysis of the students' responses in each item indicates the strengths and weaknesses of the students' responses as follows:

Item (i) required the students to match a term for a directive to perform the indicated passage of a composition in a smooth graceful, connected style as opposed to staccato. The correct match for this item was D *legato.* Legato is one of the music expressions which instruct the music performer to sing or play smoothly while connecting the pitches in a melody. Students who matched the correct response were knowledgeable of musical terms and signs, which instruct a music performer. Students who opted for other responses were not conversant enough with musical terms and their meaning in performing music; therefore, they matched the incorrect response.

Item (ii) required the students to match the given musical terms, a directive to the performer to smoothly decrease the volume of the specific passage. The correct response to match this statement was F *Decrescendo.* This musical term is categorised under musical dynamics. Students, who chose the correct response, were aware of the musical dynamics, which deals with the loudness and softness of the sound. Students who opted for other responses had not adequate knowledge on musical terms.

Item (iii) required the students to match the musical terms in List B, a directive to the performer to smoothly increase the volume of a particular phrase or passage. The correct response to match this statement was B *Crescendo*. Unlike item (ii) this item instructs the music performer to increase the volume gradually. Students who chose the correct response were knowledgeable of musical dynamics and their meanings. Students who matched with other responses lacked knowledge in musical dynamics.

Item (iv) had the following musical statement for the students to match with the responses in List B: A style of playing notes in a detached, separated and distinct manner as opposed to legato. The correct answer was G. *Staccato*. Students who matched with A. *Presto* failed to recognize that presto is a musical term which deals with tempo of music and not dynamic. Those who chose B. *Crescendo* were not aware that crescendo is a gradual increase of volume. Therefore, students who opted for all other incorrect responses were not conversant enough in associating musical terms and signs with their meanings.

Generally, students who performed well in this question had adequate knowledge of applying musical terms and signs in interpreting music.

2.2   Section B: Short Responses

This section comprised seven (7) short answer questions. Each question weighed 10 marks. Students were required to answer all questions. The section weighed a total of 70 marks.

2.2.1   Question 3: Rudiments of Music

Question 3   had a $\frac{2}{4}$ tune in the key of C major beginning with a crotchet note on middle C position.
Students were required to re-write it on a bass staff given. The correct response was

All 273 (100%) students attempted the question. The analysis of the students' performance shows that 121 (44.30%) of students scored from 0 to 2.5 marks indicating a poor performance. 18 (6.60%) of students scored from 3 to 6 marks which is an average performance and 134 (49.10%) of students scored from 6.5 to 10 marks which is a good performance. The general performance in this question is considered as an average because

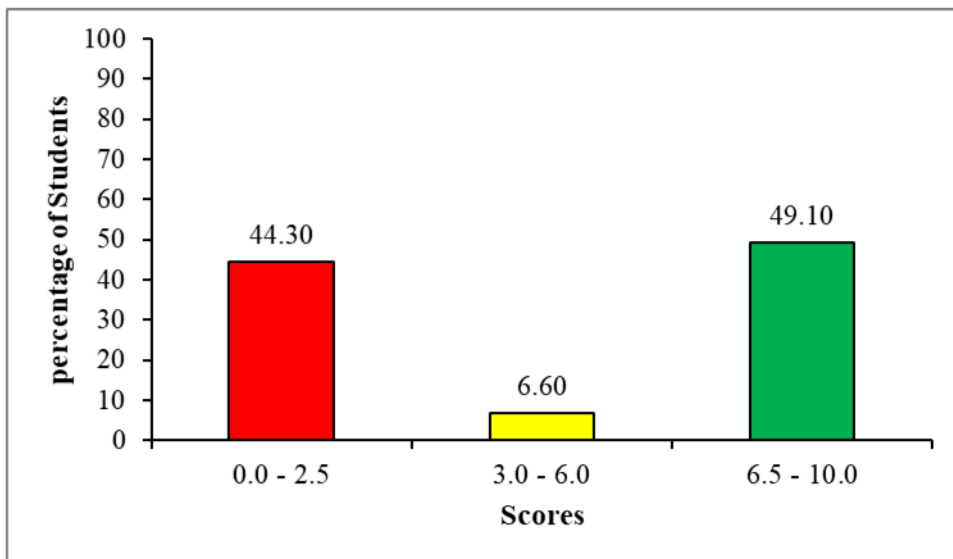152 (55.70%) of the students scored from 3 to 10 marks. Figure 3 illustrates this performance in summary.

Figure 3: *The students' performance in question 3*

Students who performed well in this question provided appropriate responses as required. This implies that they were familiar with re-writing music from treble staff to bass staff. Extract 3.1 is one of good responses given by the students.

Extract 3.1: A sample of the correct response from the students

Students who scored low marks were unable to re write the tune in bass staff. Their responses imply that they did not understand the subtopic well. One of the responses which do not meet the question demand is shown in Extract 3.2.

3. Read the following tune and then rewrite it on a bass staff given.
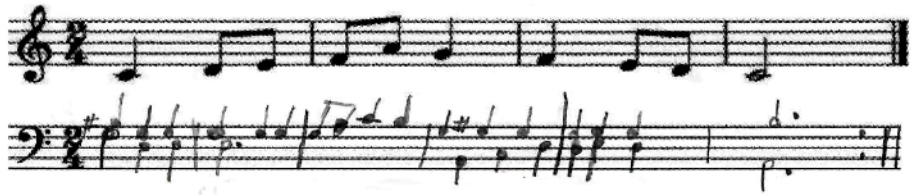
Extract 3.2: A sample of the incorrect response

2.2.2 Question 4: Rudiments of Music (Treble and Bass staves)

This question had five items and required the students to use the given staves, to write the correct pitches sung by the choir singers. The questions aimed at assessing students' familiarity with the course contents and check for the common understanding of musical staff.

All 273 (100%) students attempted the question. The analysis of the students' performance in this question shows that the performance was good because 201 (73.60%) students scored from 3 to 10 marks. The summary of the students' performance in this question is shown in Figure 4.
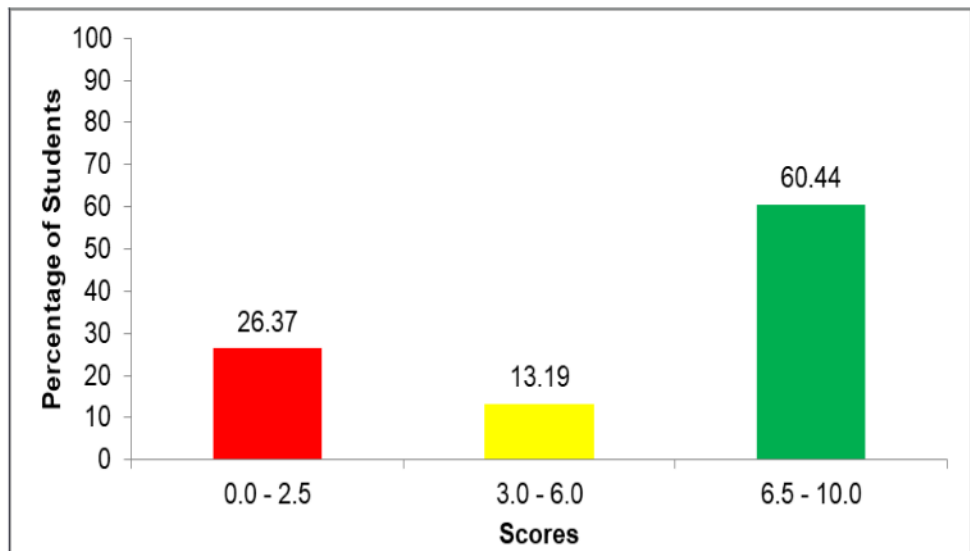

Figure 4: *The students' performance in question 4*

The data in Figure 4 show that, 72 (26.37%) students scored from 0.0 to 2.5 marks and 36 (13.19%) students scored from 3.0 to 6.0 marks. The remaining 165 (60.44%) students scored from 6.5 to 10 .0 marks. The

analysis of results in this question shows that 201(73.60%) students out of 273 students had good performance.

The analysis of the students' performance in each item is as follows:
Item (i) had a bass staff and letter D. Here students were required to add note D in its position on bass staff.
Item (ii) had a treble staff and letter C. Here students were required to add note C in its position on treble staff.
Item (iii) had a treble staff and letter A. Here students were required to add note A in its position on treble staff.
Item (iv) had a bass staff and letter G. Here students were required to add note G in its position on bass staff.
Item (v) had a treble staff and letter B. Here students were required to add note B in its position on treble staff.
Students, who performed well in this question, provided appropriate responses as was required. This implies that they were familiar with recognizing the position of pitch names on staff. One of the good responses is shown in Extract 4.1

Extract 4.1: A sample of the correct response from the student

Students who scored low marks were unable to position the required sounds in their positions. Their responses imply that they did not understand a subtopic well. Extract 4.2 shows one of the incorrect responses given by one of the students.

Extract 4.2: Incorrect responses from one of the students

11

2.2.3 Question 5: Harmony (Musical intervals)

This question consisted of 10 different kinds of intervals in the treble staff. The student was required to write the name of each interval on the spaces given.

The question was attempted by all 273 (100%) students. The analyses of the students' performance show that 98 (35.90%) students scored from 0.0 to 2.5 marks, indicating a weak performance, 41 (15.02%) students scored from 3.0 to 6.0 marks which is an average performance and 134 (49.08%) students scored from 6.5 to 10.0 marks which is a good performance. Hence, the general performance of the students in this question was an average of 175 (64.1%) of the students scored from 3 to 10 marks. Figure 5 presents these data.
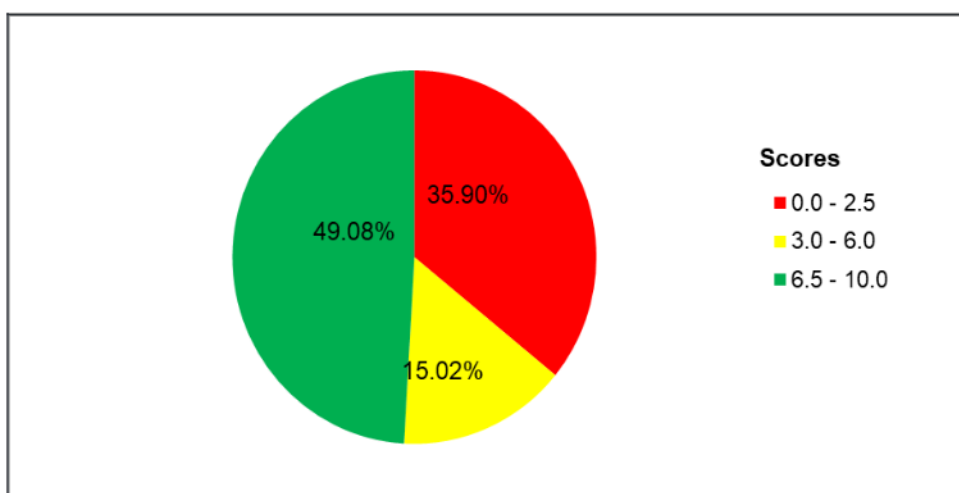
Figure 5: *Students' performance in question 5*

Students who performed well in this question had adequate knowledge as they managed to identify the requirement of the items. Thus, they managed to write the names of the intervals given, showing that they were well knowledgeable on interval and the quality of the interval as major, minor or perfect. Extract 5.1 shows one of the good answers from the students.

Extract 5.1: A sample of the correct response from a student's script

The analyses of the students' responses show that students who scored low marks were not knowledgeable about intervals, therefore, failed to provide correct answers. Some had misinterpreted the requirement of the question, hence, wrote the letter names instead of the interval names. Extract 5.2 indicates one of incorrect answers.

Extract 5.2: A sample of the incorrect response

2.2.4 Question 6: Applied Music (Identification of traditional musical instruments)

This question required the students to differentiate tuned idiophones from the un-tuned ones by giving an example from each group. Tuned idiophones are self-sounding musical instrument that can play melody, for example, *Marimba ya mkono* and *marimba ya vibao*. Un-tuned idiophone produces rhythms only but cannot play a melody, for example, *Njuga, manyanga, kayamba* and *shekere.*

The question was attempted by all 273 (100) students who sat for FTNA. Students who scored 0.0 to 2.5 marks were 100 (36.63%). Students with the average marks were 93 (34.07%) as they scored from 3.0 to 6.0 marks. Students with high performance were 105 (38.50%) they scored marks from 6.5 to 10.0. Thus, the general performance of the students in this question was, average given that 175 (63.4%) scored from 3 and above marks. These data are summarized in figure 6.
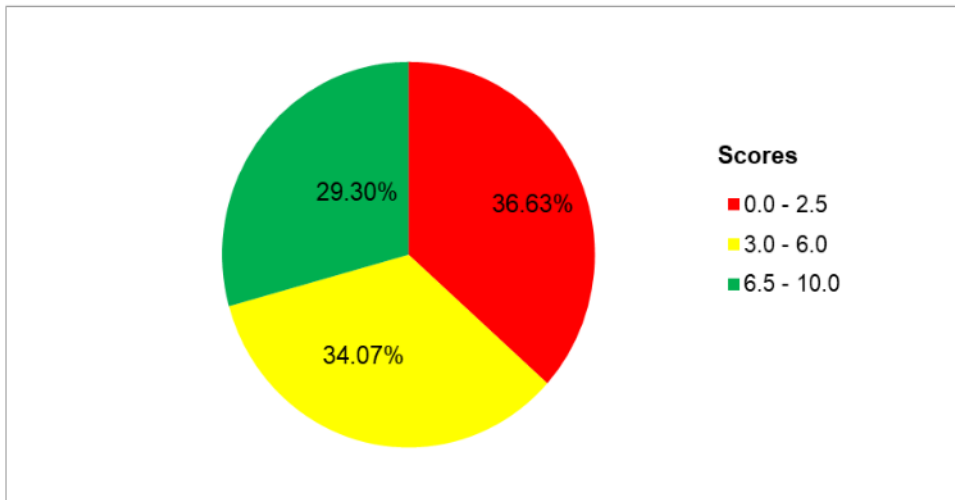
Figure 6: *Students' performance in question 6*

The students who scored high marks in this question were able to provide correct responses to tuned and un-tuned musical instruments with their examples. Their correct response implies that they understood the task of the question well. One of the good responses is shown in Extract 6.1.

6. Grouping things of the same characteristics can help someone to identify them. Differentiate tuned idiophones from the un-tuned ones by giving an example from each group.

Tuned Idiophones theye are musical Instruments which can produce Sound tt themselves and produce tune and example of tuned Idiophone is Marimba ya Vibao. While Un-tuned Idiophone are the musical instruments which produce Sound themselves but not produce tune. Such as Chupa, Chungu na Kiti and Kinu na mchi.

Extract 6:1: A sample of the correct responses to question 6

Students who performed poorly in this question had inadequate skills and knowledge of the differences between tuned and un tuned musical instruments. Some of them mentioned musical instruments which are chordophone or membranophone instead of tuned and un tuned instruments. Extract 6.2 indicate one of the incorrect responses.

6. Grouping things of the same characteristics can help someone to identify them. Differentiate tuned idiophones from the un-tuned ones by giving an example from each group.
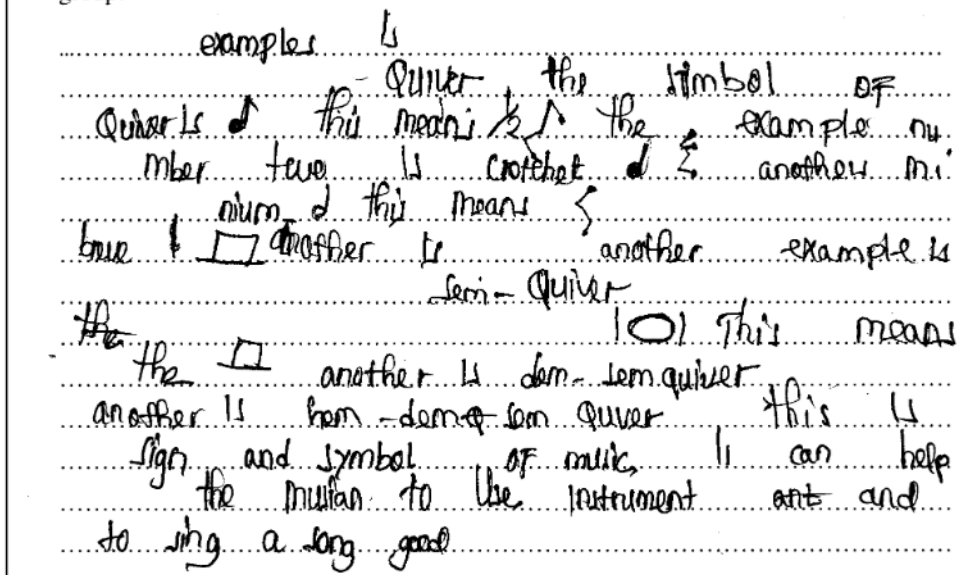
Extract 6.2: A sample of the incorrect responses in question 6

2.2.5   Question 7: Rudiments of Music (Musical scales)

The question required the students to complete the given scales by adding the missing notes to make the scale meaningful. The question had two items whereby the first item was a key of F major. In this item, a student was required to fill the first note in the position of F, the second in the position of G, the third in the position of A, the sixth note in the position of D and the last note in the position of F, higher octave from the first F.

The second item was a D major scale. Students were required to add the second note of the scale in the position of E, the third note in the position of F♯, the fifth note in the position of A, the sixth note in the position of B and the seventh note in the position of C♯

All 273 (100%) students attempted the question. The analysis of the students' performance shows that 61 (22.30%) of students scored from 0 to 2.5 marks indicating a poor performance. 34 (12.50%) of students scored from 3 to 6 marks which is an average performance and 178 (68.20%) of students scored from 6.5 to 10 marks which is a good performance. The general performance in this question is considered as an average because

15

152 (55.70%) of the students scored from 3 to 10 marks. Figure 7 illustrates this performance in summary.
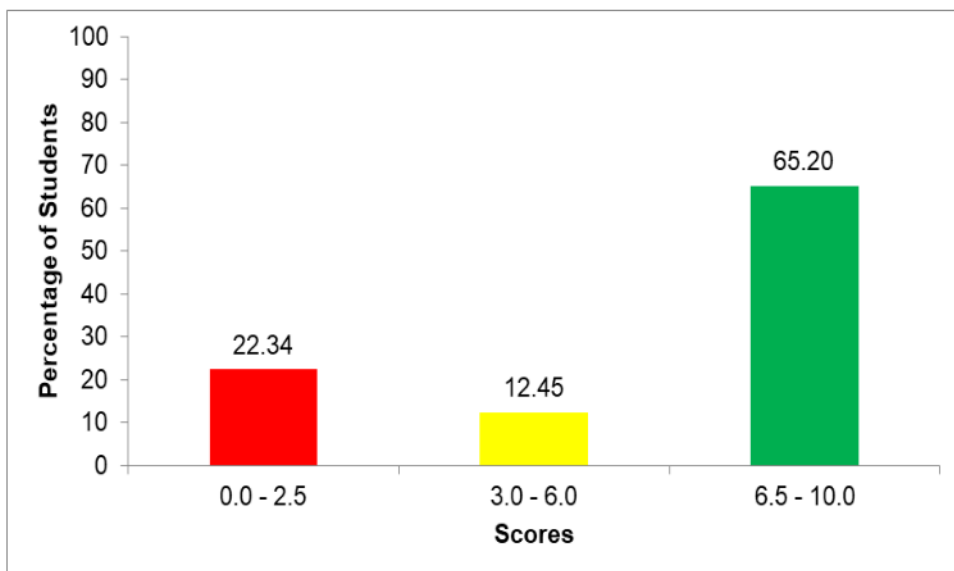
Figure 7: *Students' performance in question 7*

Students who performed well in this question provided appropriate responses as required. This implies that they were familiar with writing scales in a meaningful manner. Extract 7.1 is one of good responses given by the students.

Extract 7.1: A sample of the correct responses to question 7

Students who scored low marks were unable to a. Their responses imply that they did not add the missing notes to make a musical scale meaningful. Extract 7.2 shows one of the incorrect responses given by one of the students.

16

7. Complete the following scales by adding the missing notes to make the scale meaningful.

(i) F major scale ascending only.

(ii) D major scale ascending only.

Extract 7.2: A sample of the incorrect responses to question 7

Further analysis shows that, only 34 (12.45%) students had an average performance as they scored from 3.0 to 6.0 marks. Such students to some extent managed to insert the missing notes in the scale of D major without considering sharps which are found in the third and the seventh degrees of the D scale. However, the students who managed to score good marks from 6.5 to 10.0 were 178 (65.20%). These students were had knowledge of adding the missing notes in the scales with the required accidentals correctly.

2.2.6   Question 8: Rudiments of Music (Musical notes values and rests)

This question consisted of three items. The first item was a rhythm in $\frac{2}{4}$ with four missing notes marked * in bars one, two, four and five. Students were required to add the missing note in those spaces. The second item was $\frac{3}{4}$ with four missing notes marked with * in measure one, two, three and four. The third and last item was $\frac{4}{4}$ and had two missing notes marked with * in measure three and four.

This question was intended to measure the students' ability to comprehend the requirement of the time signature and to realize which notes are missing in order to complete the measure. It was attempted by all 273 (100%) of students who sat for Music in Form Two National Assessment 2023.

The analysis shows that, 72 (26.37%) of the students scored from 0.0 to 2.5 marks, indicating a weak performance. The data also shows that 38 (13.92%) students scored from 3.0 to 6.0 marks, indicating an average performance and

165 (59.71%) students scored from 6.5 to 10.0 marks indicating a good performance.

The general performance in this question was good. Figure 8 illustrates this performance
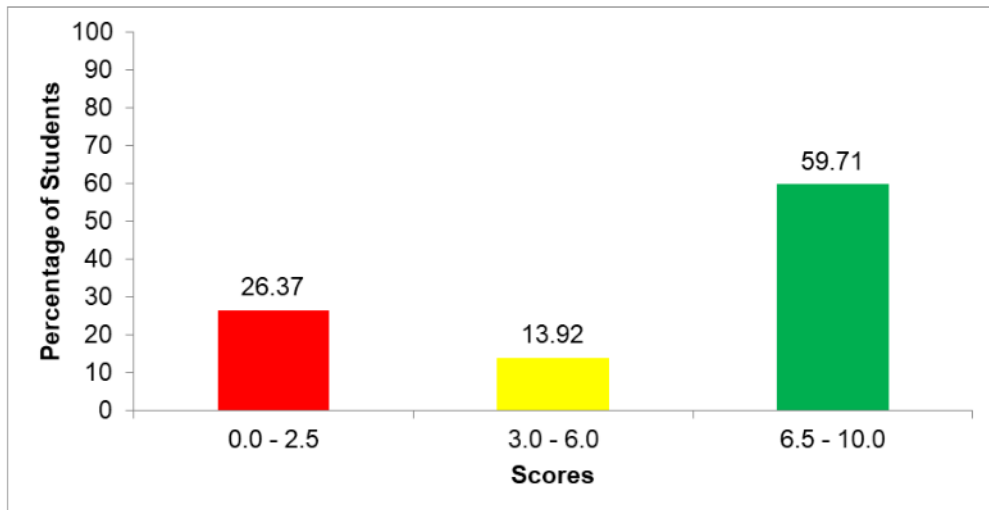

Figure 8: *Students' performance in question 8*

Students who performed well in this question, managed to add the missing notes in the spaces provided by considering the kind of time signature given and the value of the measure given. Their correct responses demonstrate that they were familiar with musical notes and their values, time signature and measures. Extract 8.1 is one of good responses given by the students.

Extract 8.1: A sample of the correct response

The analysis of students' responses shows that, some students who scored low marks misinterpreted the question, hence gave incorrect responses. For example, instead of adding the missing note, some added rests. Some students left the questions unanswered hence score zero. Extract 8.2 is one of incorrect response given by the students.

Extract 8:2 A sample of the incorrect responses

2.2.7 Question 9: Rudiments of Music (Dynamics)

In this question, there was given a music which was written with dynamics instructions from the first bar to the fifth. The students were required to identify the name of each sign and its meaning. The first bar was written with *ff*, the second bar with *mp*, the third bar with *pp*, the fourth bar with ———
and the fifth bar with *p*.

This question intended to measure the student's ability to interpret the musical dynamics when performing music. Dynamics instructs the music performer to affect his performance either by reducing or increasing the volume.

This question was attempted by 273 (100%) students who sat for FTNA. The analysis of the students' performances shows that 159 (58.24%) students scored from 0.0 to 2.5 marks, indicating a weak performance. 50 (18.32%) students scored from 3.0 to 6.0 marks which is an average performance and 64 (23.44%) students scored from 6.5 to 10.0 marks which is a good performance.

Figure 9: *Students' Performance in Question 9*

The general performance of the students in this question was average as 114(41.8%) students scored from 3 to 10 marks.

159 (58.24%) Students, whose performance was weak, had inadequate knowledge on the music dynamic signs and their meanings. They failed to provide the name of each sign as required and they could not provide the meanings of each dynamic. Extract 9.1 is one of incorrect response given by the students.

Extract 9.1: A sample of a weak response

50 (18.32%) students scored average marks. This is because they managed to answer correctly only one part of the question. Some managed to write only the names of dynamics and other managed to write the meanings.

Students whose performance was good, managed to provide names and the meaning of each dynamic as per requirement of the question. This signifies that they were conversant with the subtopic of dynamics. Extract 9.2 is one of correct response given by the students.

9. The following music is written with dynamic instructions from the first bar to the fifth. Identify the name of each sign and its meaning by writing your answers in the box provided.

Bar	Name of the Sign	Meaning of the Sign
(i)	Fortissimo	as louder as possible
(ii)	Mezzo Piano	Rather softer
(iii)	Pianotissimo	as softer as possible
(iv)	Crescendo	Getting gradual loud
(v)	Piano	softer

Extract 9.2: A sample of a correct response

2.3   Section C: Essay Question

2.3.1   Question 10: Rudiments of Music (Accidentals)

This question required the students to explain with examples the three main accidentals in music.

All 273 (100%) students attempted the question. The analysis of the students' performance shows that 147 (53.85%) students scored from 0.0 to 4.0 marks, indicating a weak performance. 31 (11.36%) students scored from 4.5 to 9.5 marks which is an average performance and 95 (34.79%) students scored from 10.0 to 15.0 marks, which is a good performance. The
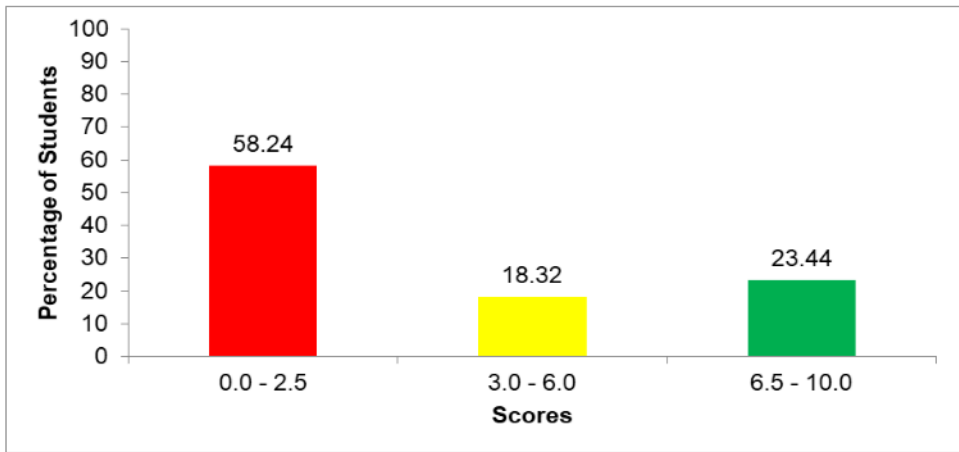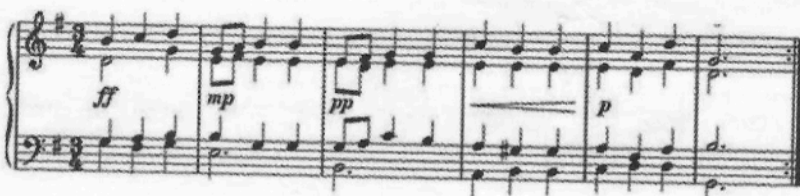
general performance in this question is considered as an average because 126 (46.2%) of the students scored from 4.5 to 15 marks.
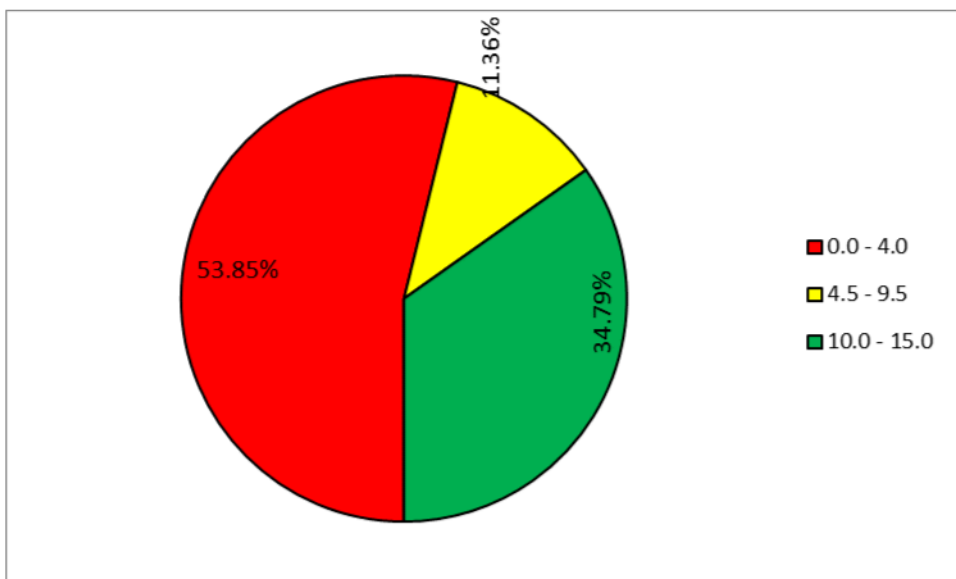
Figure 10: *Students' performance in question 10*

There are three types of music accidental, (i) Sharp (♯) which is used to raise a pitch of a sound by a half tone. (ii) Flat (♭) is used to lower a pitch of a sound by a half tone. (iii) Natural (♮) is a musical sound which return the sound affected by a sharp or flat to its original position.

Students whose performance was poor in this question were not knowledgeable with music accidentals. They provided irrelevant responses and some left blank spaces, without writing anything. Extract 10.1 is one of incorrect response given by the students.

10. Different symbols and signs are used when writing music. Signs such as accidentals are used to instruct about time, pitch, speed and mood. With examples, explain three main accidentals in music.

Ngoma Are the sign atre wd acidantal are the cnstruct about the country. Mziki wa dance, Are mosielad mutcal of people to remained of the africa Mziki wa injiri are Symolu of writing musici When writing A musiki of tille is a meeting of injiri. Zeze - Are instrument of African Musician

Extract 10.1: A sample of an incorrect response

Students who scored high marks, managed to describe music accidentals and explained what they do in music. They also managed to show an example, to each accidental and they demonstrated how they appear when written in music score. Extract 10.2 is one of good responses given by the students.

10. Different symbols and signs are used when writing music. Signs such as accidentals are used to instruct about time, pitch, speed and mood. With examples, explain three main accidentals in music.

ACCIDENTALS

Accidentals are the musical signs that lower the pitch or take it higher in the given scale or sound or piece of music. there are three main types of accidentals that we use in music these include the following

First, Natural sign or accidental. The symbol of natural accidental is ♮, this sign means that the pitch of the note of a given scales should not be lowered or rised <highered> but should remain the same as it was. It is written behind the note value example ♮♩, but, it is written infront of letters example G♮

Flat sign/accidental: The symbol represent flat in music is ♭. This sign in music means that the note or pitch of a note in a given scale should be lowered(lower) one semitone higher example if it was G it becomes G♭. It is also written infront of letter or behind when using note value (♭♩)

Last if not least, sharp sign or accidental. The symbol representing sharp in music is #. This sign means that pitch of the note should be raised one semitone higher in that piece of music. Example if it was B it becomes B#. It is written infront when written with letter(B#) and written behind when written with note (#♩)

Conclusion, we can't know the pitch to be used to sing a song if we don't use accidentals so they are very important in music though there are other signs in music example <, >, ⊙, : and many others that can be used as terms in music that are important.

Extract 10.2: A sample of a good response

24

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

Form Two National Assessment 2023 had ten (10) questions from three (3) topics: *Rudiments of Music, Harmony and Applied Music.* The topics are taught in Form One and Form Two classes. The analysis of students' performance in each topic indicates that the students had a good performance of 88.64 per cents in question one, which was set from the mentioned three topics (Rudiments of Music, Harmony and Applied Music). An average performance was in questions 3, 5, 6, 9 and 10. The performances of the students in the topics are summarized in Appendix A.

4.0 CONCLUSION

Generally, the performance of students in Music FTNA 2023 was good. The analysis shows that (74.36%) of the students scored 30 marks and above whereby the distributions was as follows: A (72), B (18), C (65) and D (48). The analysis shows that 70 students failed after obtaining F grade, as illustrated in Appendix B.

5.0 RECOMMENDATIONS

In order to improve students' knowledge and skills so as to achieve good performance in future assessments, the following should be considered:

(a) Enough books should be available and accessible to schools so as to empower the teaching and learning process to be inclusive for the teachers and students. This can also give students enough time to self-reading and exercising.

(b) Musical instruments such as keyboards, *Ngoma*, *kayamba* and marimba should be available to students so as to build a passion to music study and improvement of students' talents.

(c) Teachers should guide students on how to interpret the task /questions.

The Summary of Students' Performance in each Question

S/N	Topic(s)	Question Number	Percentage of the Students who Scored 30 Per-cents and Above (%)	Remarks
1.	Applied Music, Rudiments of Music and Harmony	1	88.64	Good
2.	Harmony	5	64.1	Average
3.	Applied Music	6	63.4	Average
4.	Rudiments of Music	2 & 3	53.55	Average
		4		
		7		
		8		
		9		
		10		

The Summary of Students' Performance by Grade in FTNA 2023