



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**

FINE ART



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016 FINE ART

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FOREWORD

This report presents Students' Item Response Analysis (SIRA) on Form Two National Assessment (FTNA) for Fine Art which was conducted in November 2023. The report aims to provide feedback to all educational stakeholders on the students' performance in Fine Art subject.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning in order to provide feedback to be used by teachers, students and other education stakeholders to improve teaching and learning. This analysis justifies the students' performance in the Fine Art Subject. The students who obtained high scores had adequate technical skills related to Fine Art and ability to interpret the requirements of the questions. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient skills in drawing, painting and designing.

This report will help students to identify their strengths and weakness in responding to questions for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will also help teachers to identify those challenging areas and take appropriate measures during the teaching and learning process.

The National Examination 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 Fine Art subject. Consequently, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in future assessment and examinations.

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



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses performance of students' in Form Two National Assessment (FTNA) for Fine Art Subject conducted in November 2023. The assessment tested the competences acquired by form two students as stated in the Fine Art Syllabus and in accordance with the assessment format issued in 2022.

The paper consisted of two (2) sections, A and B with a total of 4 (four) questions. Each section had two questions. The students were required to answer two (2) questions by choosing one (1) question from section A and one (1) from section B. Each question weighed 50 marks.

This report presents a detailed examination of the strengths and weakness of the students' responses in each assessment item by their percentages. It analyses scores and provides conclusion and some recommendations based on the analysis done. The analysis has been accompanied by extracts of students' responses to provide examples of good, average and poor responses for each question.

A total of 1,646 students were registered out of which 1,541(93.6%) sat for the assessment. Among of them, 1,225 (81.9%) students passed with grades: A – D. However, 271 (18.1%) students who sat for the assessment failed as it is illustrated in Table 1.

Table 1: Students' Performance in Fine Art Subject in the FTNA-2023

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	13	61	343	230	141	647	82.11
F	3	26	300	249	130	578	81.64
Total	16	87	643	479	271	1,225	81.89

In 2023, 1,541 students sat for the Fine Art Form Two National Assessment out of whom 1,225 (81.89%) students passed. These figures indicate that the performance in 2023 has decreased by 6.03 per cent compared to 2022 performance.

As indicated in Table 1, the standard grading system used in FTNA assessment is in five categories namely A, B, C, D and F.

Grade A is awarded to the students who score within the range marks of 75 to 100 signifying excellent performance, B (65- 74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) failed.

In this report, three categories of scores have been used to grade students' performance in each question. Scores ranging from 0-29 marks illustrate weak performance, 30-64 marks as average performance and 65-100 marks as good performance. Students' performance in each question is presented in coloured graphs and charts. The green colour indicates good performance; yellow colour denotes average performance and red colour signals weak performance. A summary of student's performance in each topic and question is shown in appendices I and II.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE FOR EACH QUESTION

The analysis of the students' performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weakness of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the students' scripts are presented to illustrate some of the cases.

2.1 Section A: Drawing

The section consisted of two (2) questions (1 and 2) that required students to demonstrate their technical ability in drawing.

2.1.1 Question 1: Still Life Drawing

This question required students to create a drawing composition portraying a school bag and watering can have placed on the floor. The composition was to appear on an A4 sized manila sheet.

The question was attempted by 433 (28.1%) out of 1,541 students who sat for the assessment. About 23 (5.3%) students scored from 0 to 14 marks, 175 (84.5%) scored from 15 to 32 marks and 44 (10.2 %) scored from 33 to

43 marks. None scored a full 50 marks in this question. The students' general performance in this question was good because 94.7 per cent scored from 15 to 48 marks. Figure 1 summarises the students' performance in question 1.

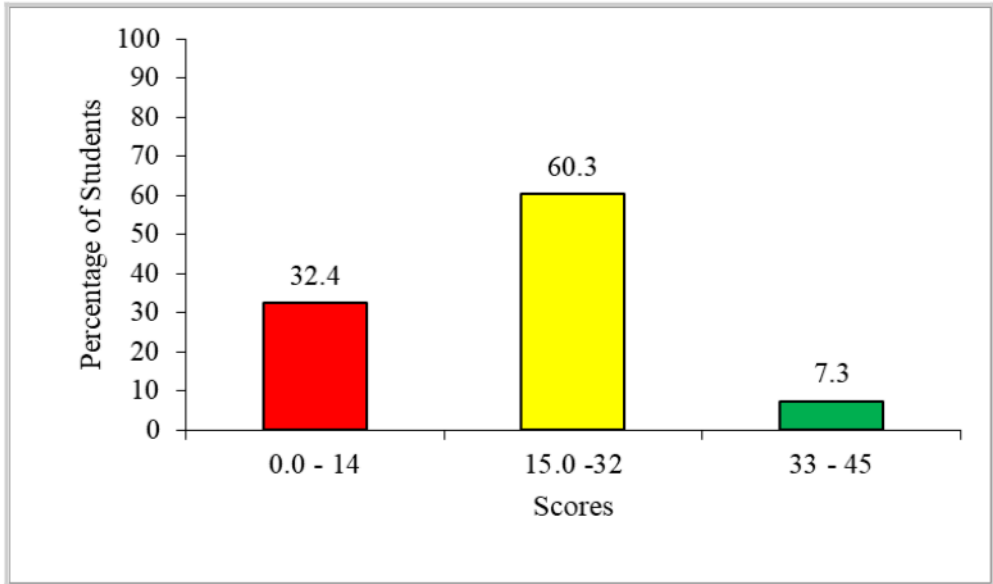


Figure 1: *The percentage of students' performance in question 1*

The analysis shows that, only 44 (10.2 %) students who scored 33 to 43 marks had good technical skills in drawing. These students captured well the image by showing effects of light reflection on the school bag and watering can placed on the floor. Such students had suitably applied light and shade treatment to demonstrate good pictures. In addition, the pictures drawn had good tonal values to the point that the texture of the bag and watering can could be well differentiated. Also, the pictures were well balanced with satisfactory utilization of space where $\frac{3}{4}$ of paper was used. Furthermore, they incorporated dark tones and shadows on the school bag, watering can and around the floor and properly developed a three-dimensional composition making their artworks well-ordered and beautiful.

Some of them applied proper shapes and forms with clear details which defined the foreground on the composition. They also showed good perspective, proportion and quality shading techniques which allowed them to develop proper shapes of the school bag and watering can. Although they performed well, they failed to score full marks because they created a shallow fore and background by showing stroke line especially on the edges of the school bag and watering can. Extract 1.1 is a sample of a good response from one of the students.



Extract 1.1: A sample of a correct response to question 1

Extract 1.1 displays a good drawing of a student who portrayed a well captured image with good arrangement (a school bag and watering can). The student was creative and captured the picture with adequate proportions of a school bag and watering can. The student also managed to depict quality shape and forms by showing tone variation from one object to another. However, the student failed to work on the background and therefore the picture appeared exceedingly brighter.

A total of 175 (84.5%) students who scored from 15 to 32 marks had skills in creating the composition as per question demand. They drew pictures that portrayed good objects showing relatively sufficient competences in still life drawing. Moreover, these students treated well the shapes, forms and backgrounds thus demonstrating good textures.

The pictures drawn by average performing students also possessed good perspective and revealed awareness of the direction of light and shade treatment. These students developed their composition through focused application of correct proportions and texture, lending a graphic and vivid view to the objects presented. They did well in space utilisation and shading techniques but failed to define the background which was left without

shading hence their works looked partially completed. Although they drew acceptable pictures, most of the students in this group failed to apply light and shade when presenting details in their works as per the given instructions. Some students drew disproportionate and amorphous forms of the required objects, hence, failed to score higher marks. Extract 1.2 is a sample of average responses.



Extract 1.2: A sample of an average response to question 1

Extract 1.2 shows a sample of average performance of students who applied good textures in their drawings by employing the smudging technique and clearly defined the foreground and background in the artworks. The student made a detailed drawing of the school bag and watering can by organizing the elements of art but failed to assign any source of light and shade treatment thus the work was incomplete.

On the other hand, 23 (5.3%) students who scored 0 to 14 marks did not possess adequate skills to give the light and shade treatment in still life drawing. These students did not fully employ their observational skills when making a representation of the objects. They presented poorly proportional and badly balanced collection of objects leading to unclear size, shape and forms. Moreover, some of the students demonstrated a poor understanding of perspective while others simply drew both objects in two dimensions. Although an indication of light was unnecessary as per the question demand, students in this group went to execute incorrect light and shade treatment by applying lines on their pictures.

Other students who drew incorrect responses presented their still life drawing with poor space utilization and perspective. The school bag appeared larger in size compared to the watering can because they failed to maintain correct proportions. On top of that, the dimensions and edges of the watering can did not form a proper shape. Thick lines were left around the school bag. These students drew undecorated background and foreground leading to a two dimensional like picture. Those responses show that the students had insufficient skills on the subject matter. The Extract 1.3 a sample of an incorrect response to question 1.



Extract 1.3: A sample of an incorrect response to question 1

Extract 1.3. Presents an incorrect response from a student with limited drawing abilities. The student was not creative thus failed to apply basic principles and element of art to capture images as the question demanded. The picture appears as an abstract art and its shape was not portrayed as the question demanded.

2.1.2 Question 2: Nature Drawing

The question required students to show their technical ability in capturing the exact features of a potted flower plant which was placed on a low table by showing the elements of drawing on A4 manila sheet.

The question was attempted by 1108 (90.5%) students. Among these, 85 (7.7%) scored from 5.0 to 14.0 marks, 868 (78.3%) scored from 15.0 to 32 marks and 155 (14.0%) scored from 33.0 to 45.0 marks. None scored all 50 marks in this question. Generally, the students' performance in this question was good since 1023 (92.3%) students scored from 15 to 45 marks. Figure 2 summarises the students' performance in question 2.

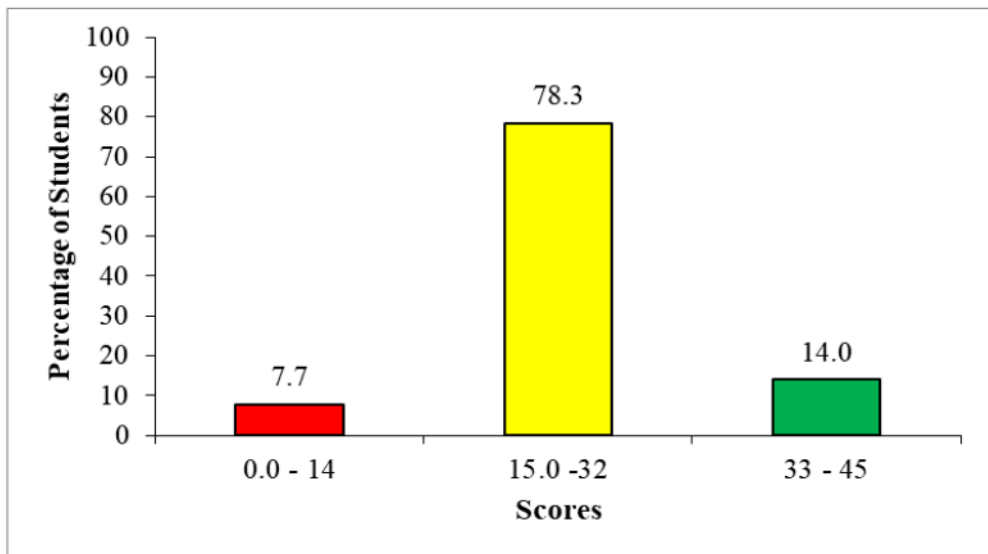
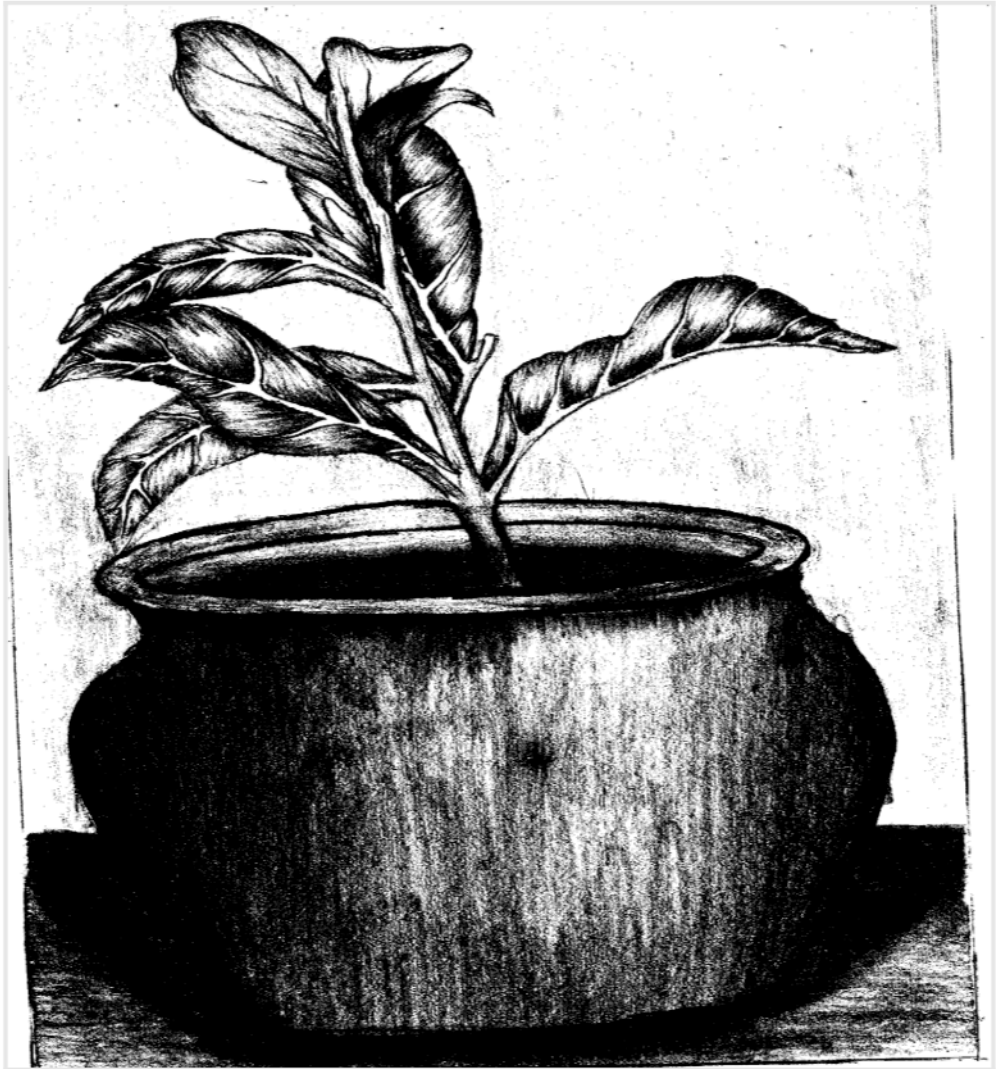


Figure 2: *The percentage of students' performance in question 2*

Analysis shows that, only 155 (14.0%) scored from 33.0 to 45.0 marks. Those students drew a potted flower plant placed on a low table. They full administered the light and shade treatment to the picture to bring up a good contrast of flower pot shape from its surrounding. They were able to portray the relative size of the flower pot and the flower leaves. The flower pot shape and form were artistically portrayed by playing around with light intensities and contrast, verifying their mastery of subject matter in drawing from nature as per question demand.

Other students had fantastic observational skills when making a representation of the objects. They displayed good technical skills in nature drawing as they portrayed well the natural features of the plant by dexterously developing the shapes of the leaves, veins and stalks. Also, the students applied the right visual proportions and perspective in their overall work and had well defined backgrounds and foregrounds.

A few of the students in this category had presented their drawing layout with smooth and dark textures in backgrounds and foregrounds. Emphasis was mostly enforced by shading in cast shadows at the base of their drawn objects. These students made use of light and shade techniques to present correct shape, texture and form. Therefore, these skills led to their good performance in this question. Extract 2.1 is an illustration of a good response.

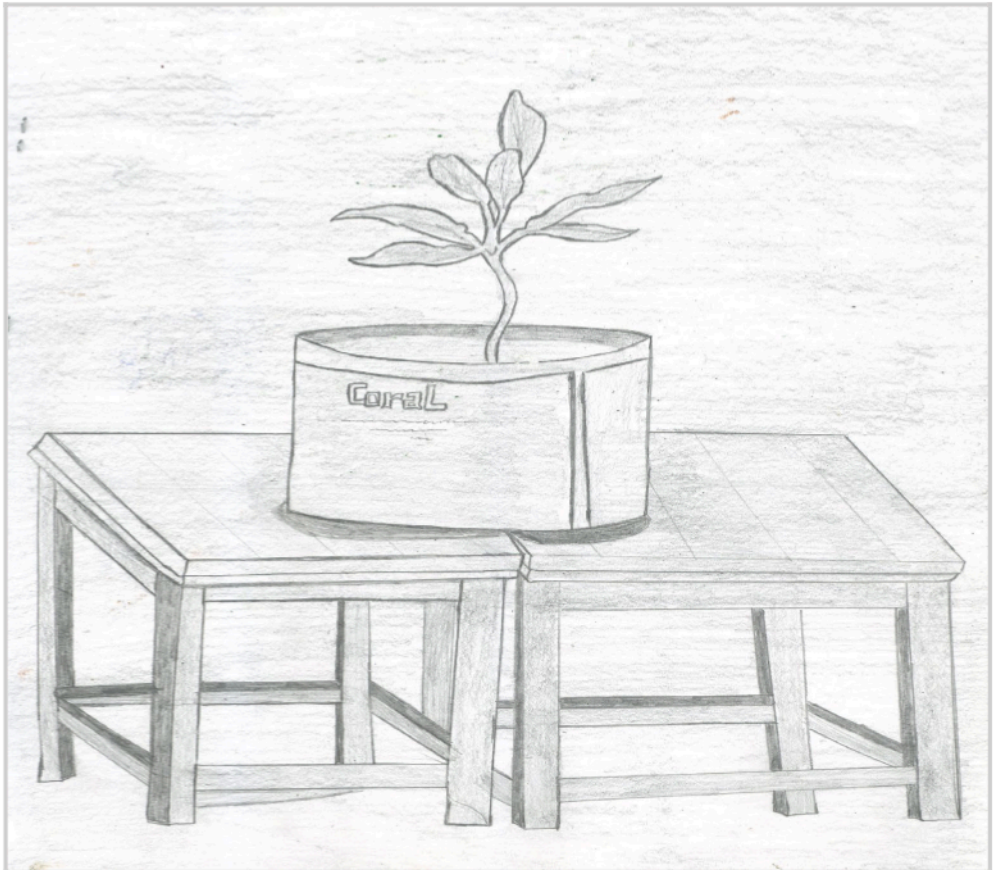


Extract 2.1: A sample of a correct response to question 2

Extract 2.1 shows a good response from a student who attempted the question as instructed. The student applied professional technique on light and shade treatment to the picture to bring about a good contrast of a potted flower. Also, the arrangement of flower leaves was well balanced. However, the student failed a bit on maintaining correct proportions as there is no clear variation size of one leaf to another.

Further analysis indicated that, the students who scored 15 to 32 marks were able to work in the textures of the flower pot. Also, they used range of values to clearly depict the shapes of the leaves, lamina and flower stalk using smudge technique.

The sketches of flower shapes and pot were properly developed and balance as a principle was properly observed. However, in drawing the background, some parts were left unshaded and others omitted the shadows cast around the bases and sides of their objects. Some students in this category displayed the textures of the different leaf forms. Some were better in proportion and perspective but their works utilized very little space compared to the space provided. Extract 2.2 is a sample of an average response to question 2.



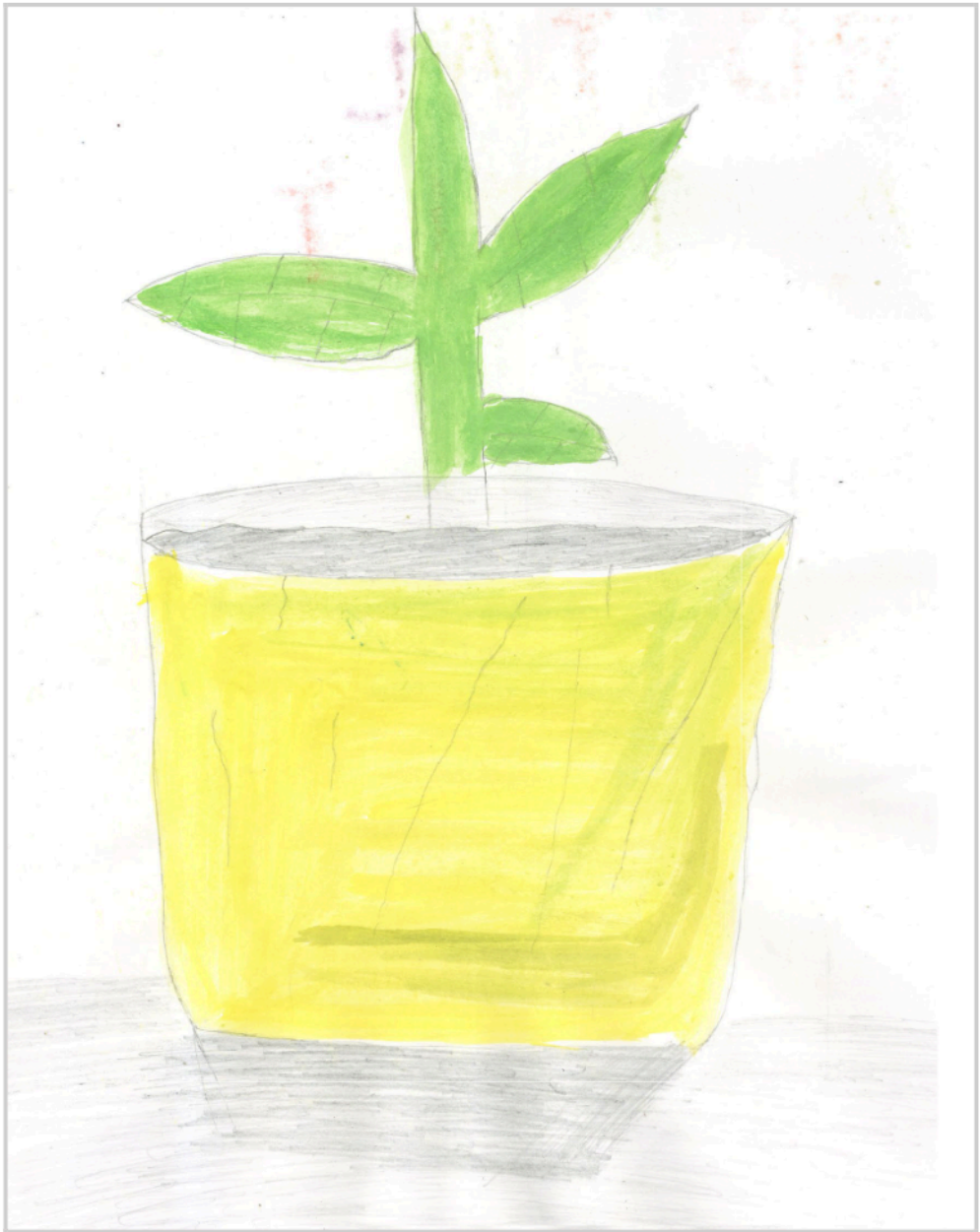
Extract 2.2: A sample of an average response to question 2

As it is seen in the sample work (extract 2.2), the student applied some elements and principles of drawing but failed to build correct tonal variations to achieve contrast thus the picture appeared flat. Shape and form were not well portrayed. Also, contour lines were observed around all the visible objects in the whole picture which led to the object being seen as two dimensional instead.

A total of 85 (7.7%) students who scored from 5 to 14 marks did not meet the demands of the question. Their drawing lacked artistic elements and principles such as shape, form, texture and proportion. These students failed to build contrast in their works. Also, they did not properly render shadows around the objects drawn.

Other students in this category failed to observe proportion and perspective principles in their drawings. They added other features which were not required. Extra features included many leaves, leaf branches and veins of flowers. Likewise, their images were too flat and lacked realistic form and shape. Moreover, they used a small part of the space provided for drawing, ignoring technical principles. Further analysis shows that, students who had poor response in nature drawing failed to address proportionality when drawing the leaves. The potted flower plants were drawn resembling a tree and the leaf stalks were viewed as tree trunk. The outlines of the leaf veins were randomly placed leaving some parts unshaded. Backgrounds and foregrounds could not be seen in their drawings.

Other students failed to accurately treat balance and proportion, presenting very small potted flowers which looked too flat. Collectively, these students' responses signified inadequate practice sessions to help improve their drawing skills. Extract 2.3 is a sample of an incorrect response.



Extract 2.3: A sample of an incorrect response to question 2

The work presented in extract 2.3 was not in line with the actual requirements of the question. As per the question, the focus was to be on drawing nature which required pencil work alone. The student was, therefore, technically out of sight.

2.2 Section B: Painting and Designing

In this section, students were required to demonstrate their designing and painting skills in pictorial composition by using water colours.

2.2.1 Question 3: Pictorial Composition in Painting

The question required students to paint a student who is mopping the classroom floor with a rag, a bucket on the left side. The composition was to appear on an A4 sized manila sheet.

This question was attempted by 95 (7.8%) students out of whom 54 (56.8%) scored 0 to 14 marks, 37 (39.0%) scored 15 to 32 marks and 4 (4.2%) students scored 33 to 39 marks. The general performance of students in this question was average as 41 (43.3%) students scored from 15 to 39 marks. However, none scored 50 marks. Figure 3 presents a summary of the students' performance in question 3.

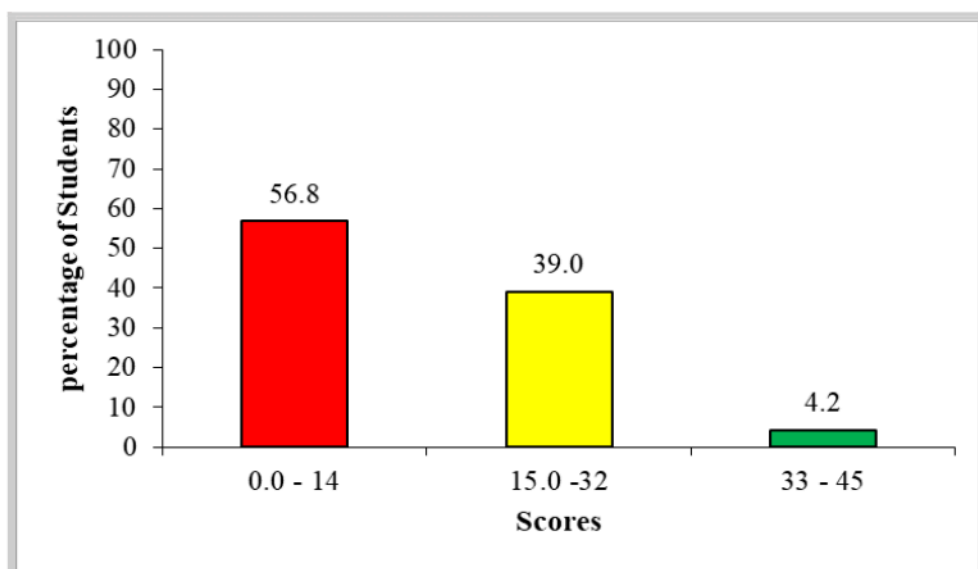


Figure 3: *Percentage of students' performance in question 3*

A total of 4 (4.2%) students who scored 33 to 39 marks skilfully painted a student who is mopping the classroom floor with a rag, a bucket on the left side behind him and his school bag on top of the desks inside the classroom. Some students selected appropriate colour schemes to adeptly paint their subjects and clearly observed the elements and principles of pictorial composition such as lines, movements, texture, tones, colour, contrast, and emphasis adding aesthetic value to the final picture.

In addition, other students observed the principle of space utilization on creating light intensities in the backgrounds and foregrounds. They show the reflection of shadows on objects and on the class floor. Furthermore, the students used a combination of colour values to show moisture, conveying the state and mood of a mopped classroom floor. Extract 3.1 shows a correct response to question 3 from one of the students.



Extract 3.1: A sample of a correct response to question 3

Extract 3.1 presents a somewhat accurate painting in which a student creatively portrayed the subject and environment. The student managed to fully utilise the space provided. The colour scheme was well applied on

some objects displayed in the picture. The mopping action portrayed by the subject in the composition created a point of emphasis. The student however, failed to employ colour values causing the work to miss an illusion of depth.

Moreover, the data analysis shows that 37 (39.0%) students who scored 15 to 32 marks created pictorial compositions from imagination as the question demanded. However, these students lacked the pictorial painting skills. These students failed to employ elements and principles of pictorial composition in their layout. Colour schemes in their pictorial elements were wrongly applied and misallocated hence, poor quality painting. Moreover, the depicted pictures lacked creativeness as some parts of the pictures were left unpainted. Other parts of the work were left highlighted with pencil work contrary to instruction.

Some students in this category used crayons and colouring pencils which was against the demand of the question. Others concentrated on extra details, diverting attention from the subject as the centre of interest of the composition. Furthermore, they failed to bring focus to their subject matter by not sufficiently expressing the colour in the background and foreground which clearly verified their poor painting abilities in pictorial composition. Extract 3.2 samples students' average response in question 3.



Extract 3.2: A sample of an average response to question 3

In extract 3.2 the student was able to apply colour harmony but failed to draw the correct proportions of the human figure, bucket and school bag resulting in an abstract appearance far from the intended realistic composition. The point of emphasis was not considered as the subject was placed in the middle ground of the picture.

Moreover, 54 (56.8%) students who scored from 0 to 14 marks failed to interpret the demand of the question. They lacked pictorial painting skills, failing to apply elements and principles of pictorial composition in their layout. Colour schemes were not properly applied in their pictorial elements. Some areas of their pictures were left unpainted while other parts of their works were simply left highlighted in pencil contrary to instruction.

Again, some students in this category used crayons and colouring pencils which was against the needs of the question in which water colour was the only painting medium to be used. Others concentrated on adding extra details on other objects instead of the subject and the activity being carried out. Colours in the background and foreground were unfortunately poorly communicated leading to absence of illusion of depth. Objects and subjects appeared like cut out card board figures (flat). Extract 3.3 illustrates a student with incorrect response in this question.



Extract 3.3: A sample of an incorrect response to question 3

Extract 3.3 depicts a response of a student who was not able to properly present the intended theme. The student failed to show a point of emphasis as object and the subjects were not clustered in the middle ground of the picture. Colour was not applied as expected and images were left hanging in space as the ground floor of the classroom was non-existent. Also, contrast, proportion, balance and perspective as principles of art were completely ignored, making the final composition unrealistic.

2.2.2 Question 4: Designing

The question required the students to design a school motto with the message “NOT ALL THAT GLITTERS IS GOLD” on an A4 manila sheet. The square to be used was 0.5cm and only two colours were to be applied.

This question was attempted by 1446 (93.8%) students who sat for this assessment. The analysis shows that 469 (32.4%) scored from 0 to 14 marks, 872 (60.3%) scored from 15.0 to 32 marks and 105 (07.3%) scored from 33 to 47 marks. Generally, the performance of the students in this question was good since 977 (67.6%) students scored from 15 to 47 marks, though none of them scored 50 marks. Figure 4 summarises the performance in question 4.

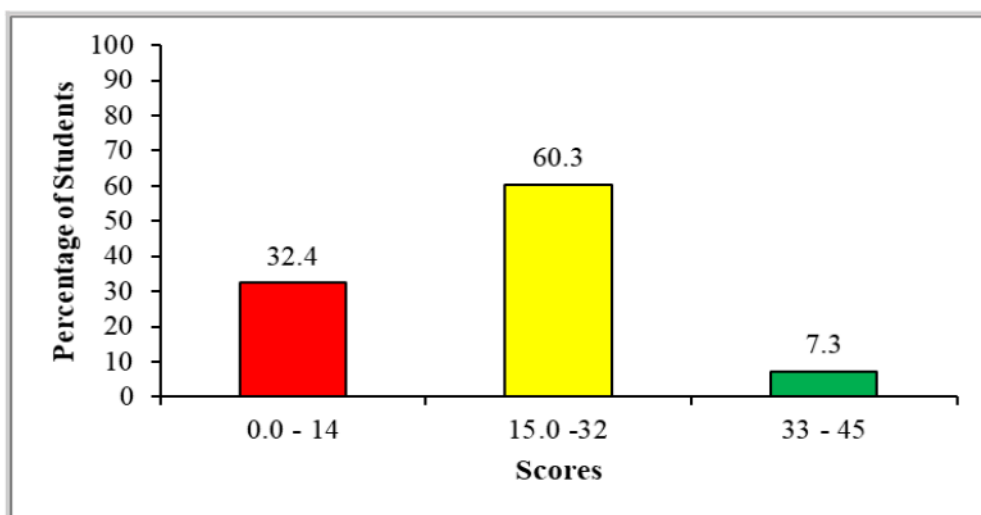


Figure 4: *Percentage of students' performance in question 4*

Data analysis shows that 105 (07.3%) students who scored from 33 to 47 marks designed the ideal school motto. These students created well-constructed and good looking block letters with flawless balance, form and proportion. Additionally, these students demonstrated abilities to control the visibility of the design. The letter shapes and forms were perfect and the balancing of the letter and message was created by applying the principles of art and design. Consistency when using the square method letters design was carefully observed hence bringing unity in their design layout. They demonstrated prime abilities in colour scheme selection that required them to use two colours in letter formation and background of the design. Students in this category demonstrated adequate skills in design. Possession

of such skills made their finished work original and professional. Extract 4.1 is a sample of good a school motto design.



Extract 4.1: A sample of a correct response to question 4

Extract 4.1 shows a sample of a correct answer from a student who created the perfect school motto. The letters had perfectly balanced shapes and the final message could be clearly seen. Even so, the student failed a little bit on form as he/she had used pencils to show depth in letters which was against question directions.

On the other hand, students who performed averagely (15 to 32 marks) demonstrated the following weakness. Some students in this category used wrong measurement on some squares making some letters look bigger in size compared to others. Background colours were also roughly applied. Other students left their letters uncoloured indicating unfamiliarity with some colour skills. Furthermore, some students did not apply the principles of design in their letter construction which led to their work appearing flat. Others presented larger fonts against the required instruction of 0.5cm per square. On the other hand, the student in this category failed to maintain the space between letters which was supposed to be one square. They also failed to maintain space between words which was to be 3 squares and space between lines which was supposed to be 2 squares. Extract 4.2 is a sample, of an average score response.

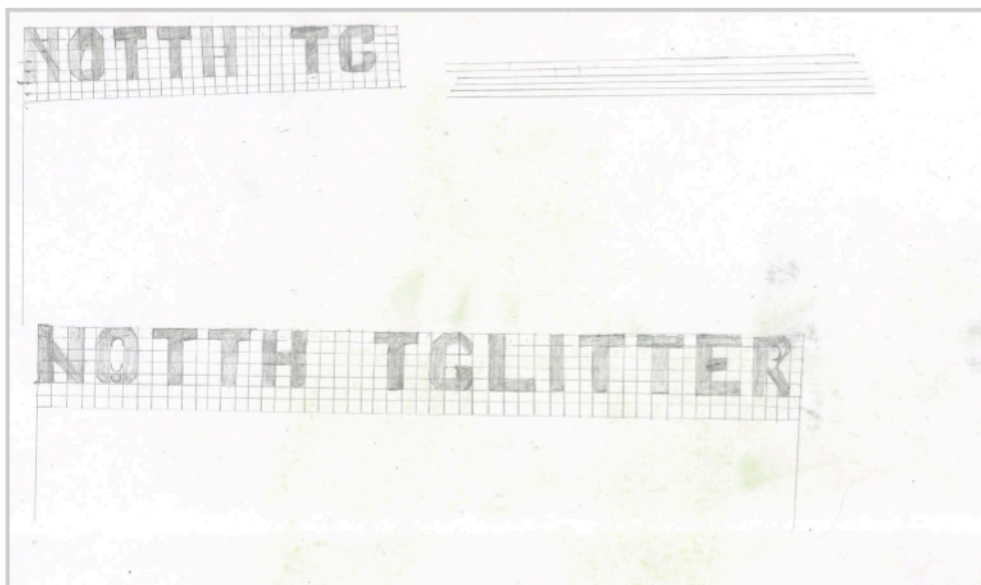


Extract 4.2: A sample of average response to question 4

Extract 4.2 is a sample work of a student who managed to observe text layout but he/she failed to apply colour skills. Space utilization, proportion and balance were moderately maintained. Colour scheme on the centre of interest was moderately applied; however, the student left the background uncoloured.

Moreover, a total of 469 (32.4%) students who scored 0 to 14 marks omitted the right measurement in squares and some letter sizes were larger than others and the background colours were haphazardly applied and the design appeared flat. Others left some of their letters uncoloured. In addition, bigger fonts were presented against the instruction which required 0.5cm per square. Either, students in this category failed to maintain the

space between letters which was supposed to be one square. They also failed to maintain space between words which was to be 3 squares and space between lines which was to be 2 squares.



Extract 4.3: A sample of an incorrect response to question 4

Extract 4.3 is a sample of students who failed to present the message stated by the question. The lettering layout was not well constructed hence the shape and forms of letters were not balanced rendering the work incomplete. The student also failed to use the square method in letter construction and could not successfully employ the principles of design to craft a comprehensive design.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

Three (3) topics were evaluated in the Form Two National Assessment (FTNA) 2023. The analysis of the students' performance in these topics revealed that, students performed well in three (03) out of four (4) topics assessed. These topics were: *Still life Drawing*, *Nature Drawing* and *Designing*. On the other hand, students performed averagely in one (1) topic which was *Painting* (pictorial composition in painting).

The general performance in this assessment was good as 81.89 per cent of students passed the assessment. The *Still life* topic that was tested in question 1 had a good performance (94.7 per cent). *Drawing from Nature*

tested in question 2 had a good performance (92.3 per cent). *Painting* (pictorial composition in colour) tested in question 3 had an average performance (43.2 per cent) and *Designing* tested in question 4 had good performance (67.6 per cent). Figure 5 summarises the general performance across the topics in 2023 assessment.

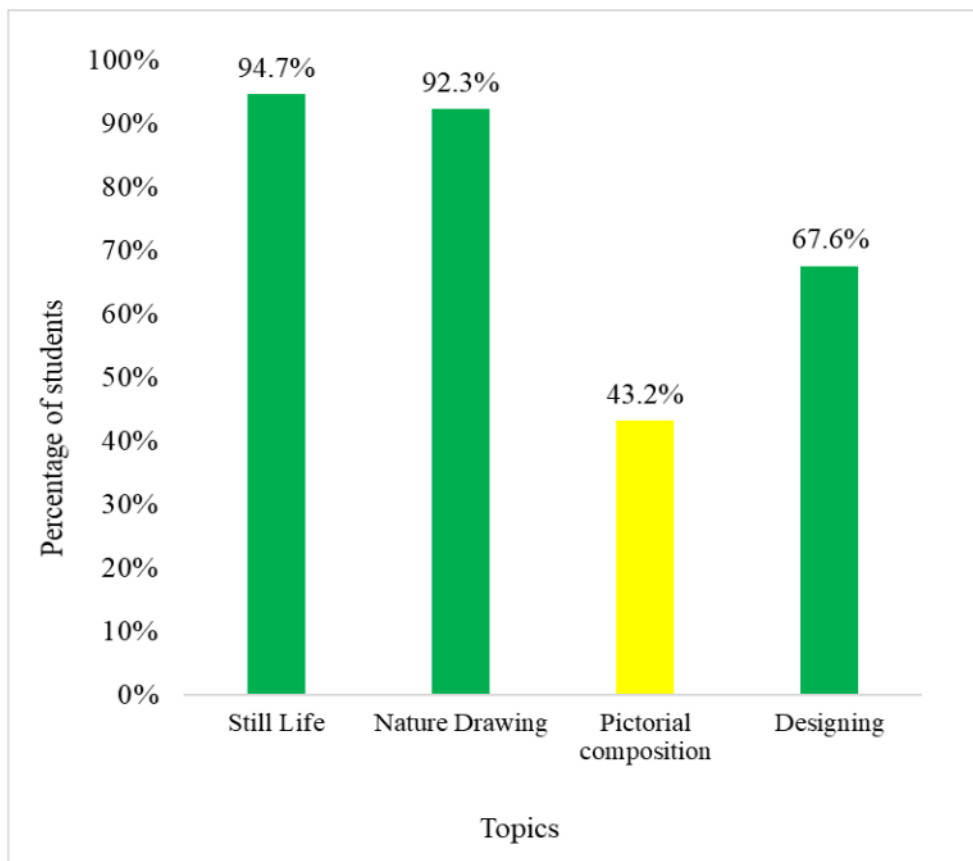


Figure 5: *Percentage of students' performance in each topic*

When you compare with 2022 performance, the students' performance in each topic in Fine Art subject in 2023 showed that in *Still Life*, the performance increased by 1.70 per cent from 93.0 per cent in 2022 to 94.7 per cent in 2023. The performance in *Drawing from Nature* increased by 6.3 per cent from 86.0 per cent in 2022 to 92.3 per cent in 2023. Moreover, the performance in *Painting* (Pictorial Composition) decreased by 8.8 per cent when compared to 2022. In 2022 the performance was 52.0 per cent compared to 43.2 per cent in 2023. However, in *Designing*, the performance decreased by 4.4 per cent from 72.0 per cent in 2022 to 67.60 per cent in 2023. A comparison of students' performance per topic between FTNA 2022 and FTNA 2023 in Fine Art is summarised in Figure 6.

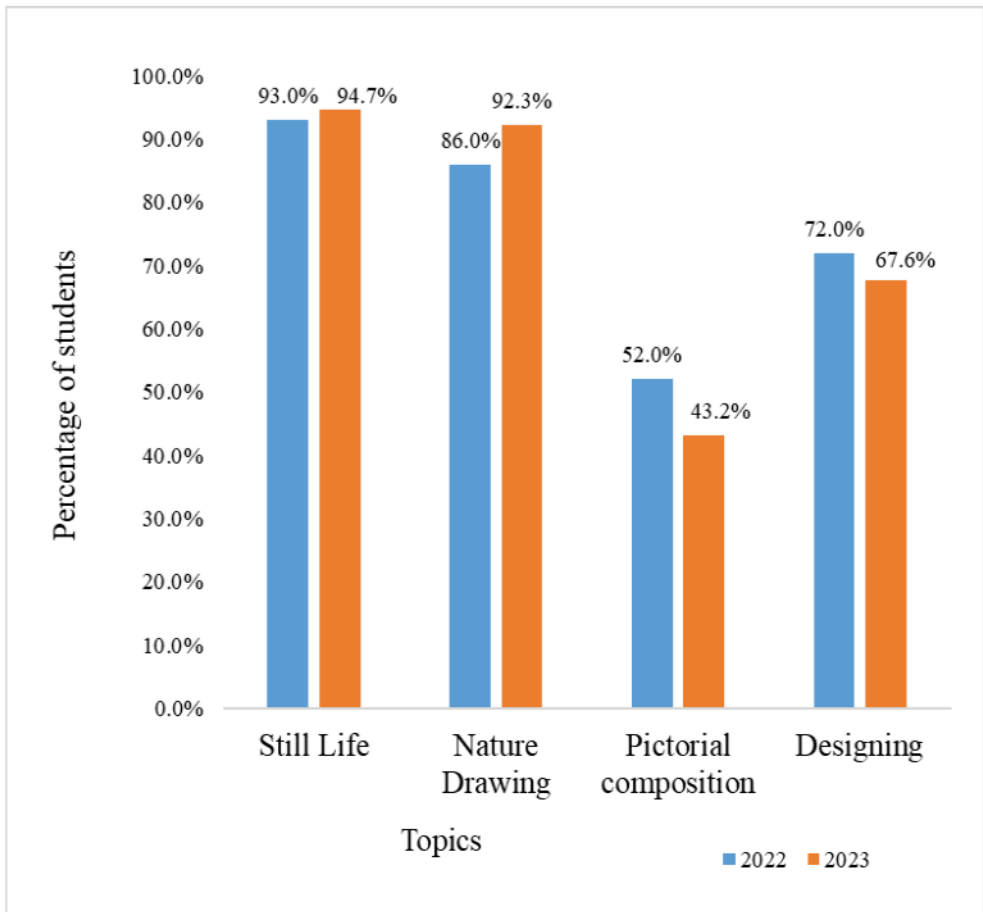


Figure 6: Comparison of students' performance in each topic between 2022 and 2023

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The general performance of the students in 016 Fine Art for the Form Two National Assessment (FTNA) 2023 was good. A total of 1,225 (81.89%) out of 1,541 students passed the Assessment. Most of them were able to use their technical abilities when attempting the questions. They demonstrated the necessary knowledge and skills to respond to the assessment. Moreover, 271 (18.11%) students whose performance was weak, failed to practically apply the principles and elements of art. They failed to comprehend the requirements of the questions which tested Drawing ability in *Still life* and *Drawing from Nature*, painting ability in *Pictorial composition* and designing ability in *Designing*.

4.2 Recommendations

The students' Item Response Analysis done for this assessment and the general performance in Fine Art subject necessitated the following recommendation for improvement:

- (a) Students face difficulties to execute precise and detailed drawings or maintain consistent lines and shapes. Therefore, during training they are highly encouraged to seek assistance from art experts who can guide them on the basic principles and elements of art so as to be fully competent in pictorial composition, drawing, painting, designing and other visual related forms of art.
- (b) Students should get sufficient training that will assist them to be fully competent and efficient when answering question during their assessments. It has been evident from this assessment that a number of students misperceived the objects and were unable to make good representation.
- (c) Field trips, exhibitions and study tours should be conducted for Fine Art students to enable them to interact with practicing artists, acquire experience and skills. Students could, for instance, visit various art galleries to learn how different artworks have aesthetically been created.
- (d) Students are advised to have their own materials and equipment that will help them to perform their own practice sessions in their extra time. It is expected that an increase in individual practice hours could enhance students' personal skills in Fine Art.
- (e) Since the excellent responses in this assessment indicate that talented students with more practice hours had better art works than those students with fewer practice hours, students are dully encouraged to develop a self-improvement culture in developing personal artworks, especially on the topic of *painting* (pictorial composition) and *designing*.
- (f) Students are strictly advised to follow the assessment instructions, rules and regulations to avoid the problem of attempting questions out of rubric. This item response analysis has brought to light that some students, despite producing good art work, did not follow set instructions and were penalised with reduced scores in the end.

Appendix I: The Summary of Analysis of the Students' Performance in Each Topic for FTNA2023

S/N	Topics	Question Number	Total Number of Question per Topic	Percentage of Students who scored 30% or above	Remarks
1	Still life	1	1	94.7	Good
2	Drawing from Nature	2	1	92.3	Good
3	Designing	4	1	67.6	Good
4	Pictorial Composition	3	1	43.2	Average

Appendix II: The Comparison Summary of Students' Performance per Topics for FTNA 2022-2023

		2022			2023		
S/N	Topics	Number of Questions	Percentage of Students who scored 30% or above	Remarks	Number of Questions	Percentage of Students who scored 30% or above	Remarks
1	Still life	1	93	Good	1	94.7	Good
2	Drawing from Nature	2	86	Good	1	92.3	Good
3	Craft and Design	4	72	Good	1	67.6	Good
4	Pictorial Composition	3	52	Average	1	42.2	Average

