



**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) 2021**

FINE ART



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016 FINE ART

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FOREWORD

The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school. The assessment intends to evaluate students' progress in mastering of various topics and competences acquired in accordance with the Form I and II Fine Art Syllabus. The National Examination Council of Tanzania (NECTA) is pleased to give out the report on the Students Item Response Analysis (SIRA) for FTNA 2021. Basically, the students' responses to the assessment questions is a strong indicator of what the education system was able or unable to offer to the students' in their two years of secondary education.

This report is intended to give an understanding of the reasons for the students' performance in Fine Art subject. The report highlights the factors for students' good performance in the assessment. Such factors include students' ability to interpret the requirements of the questions and create pictorial arts with communicative and aesthetic values related to Fine Art. The report also highlights the factors for poor performance of some of the students. Such factors include the students' inability to make drawings, painting and designing and failure to interpret the requirements of the questions.

It is expectation of the council that this feedback will enable students, teachers and other education stakeholders to take necessary measures to improve students' performance in future assessments.

Finally, the Council would like to express gratitude to all those who, in one way or the other, contributed to the preparation of this report.



Dr. Charles E Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 016 Fine Art subject report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in November 2021. The assessment tested the competences acquired by the Form II students as stated in the Fine Art syllabus and according to the assessment format issued in 2019.

The paper consisted of four (4) sections; A, B, C and D with a total of 08 (eight) questions. Each section had two questions. The students were required to select any two sections and answer one question from each section. Each question carried 50 marks.

The report shows how the students performed in each question by presenting the strengths and weaknesses in various areas of their answers. The report also presents the Percentage of scores and finally provides the conclusion and recommendations. The extracts of students' answers have been attached in appropriate questions to illustrate the respective responses.

A total of 1,129 students were registered for Fine Art FTNA 2021, of which 1,029 (91.14%) sat for the assessment and 911 (88.53%) students passed with the following grades: A - 16 (1.55%), B - 49 (4.76%), C - 501 (48.69%) and D - 345 (33.52%). However, 118 (11.47%) failed. The analysis of students' results shows that the performance of this paper was good.

In 2020, students who sat for Fine Art in FTNA were 837, out which 734 (87.69%) students passed. This indicates that the performance in 2021 has increased by 0.84 per cent compared to 2020 performance. The student's performance in FTNA 2021 is illustrated in Table.1.

Table 1: Students' Performance in Fine Art Subject in the FTNA-2021

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	14	41	323	162	47	540	91.99
F	2	8	178	183	71	371	83.94
Total	16	49	501	345	118	911	88.53

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 is average performance and 65-100 marks show good performance. Students' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, yellow colour shows average performance and red colour shows weak performance. A summary of student's performance in each topic and question is shown in the Appendix. However, there will be only green colour because the performance was good for all topics.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE FOR EACH QUESTION

2.1 Section A: Drawing

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

2.1.1 Question 1: Still Life Drawing

The question required students to make a detailed drawing of a half cut pawpaw and a knife inserted into it while pawpaw is placed in a tray.

The question was attempted by 577 (56.07%) out of 1,029 students who sat for the assessment. About 18 (3.12%) students scored from 1 to 14 marks which is weak performance. The remaining, 519 (89.95%) Students scored from 15 to 32 marks which is average performance and 40 (6.93 %) students scored from 33 to 43 marks which is a good performance. None scored all 50 marks. The students' general performance in this question was good because majority of the students (96.88%) were able to score from 15 to 43 marks. Figure 1 summarises the students' performance in question 1.

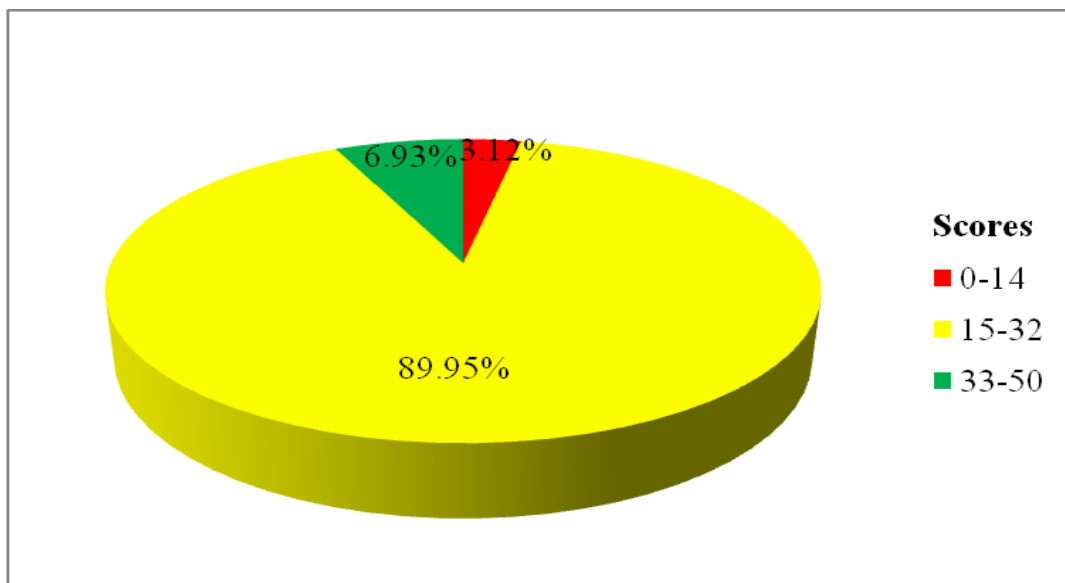
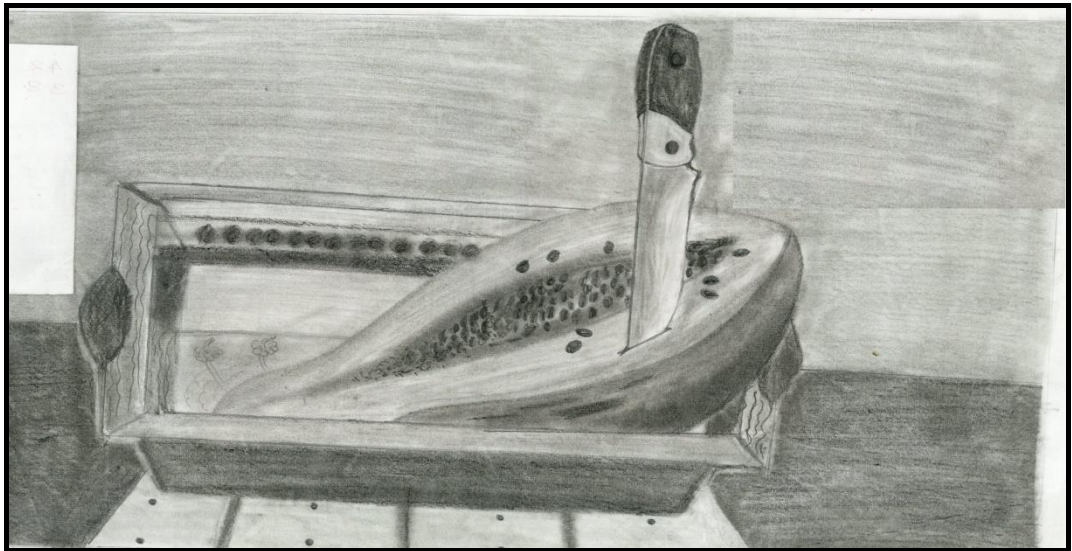


Figure 1: *The Percentage of Students' Performance in Question 1*

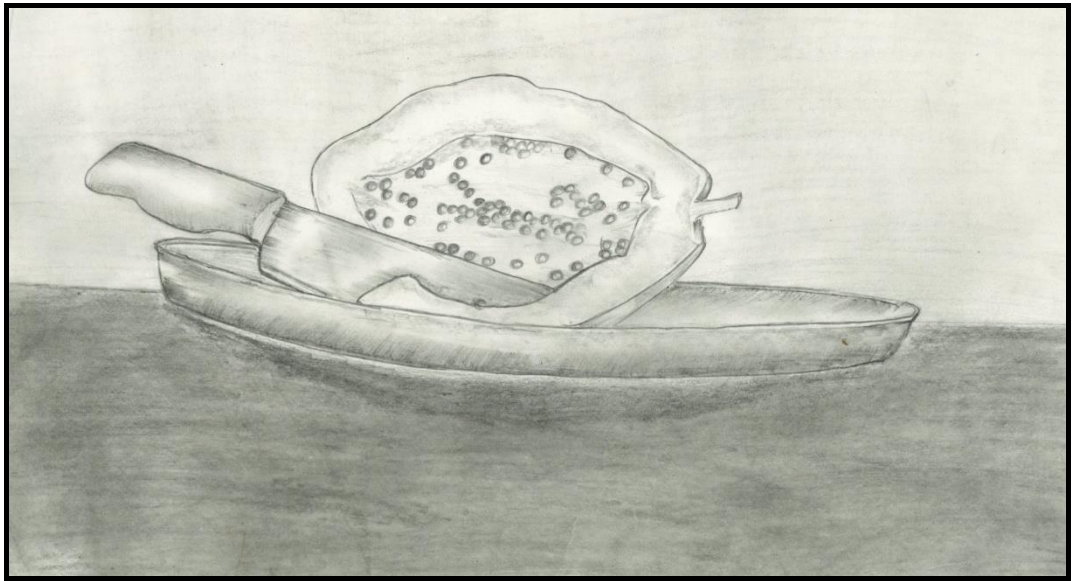
The few students who scored 33 to 43 marks (6.93%) were able to capture the composition which contained a half cut pawpaw with the knife inserted in it and the pawpaw is placed in a tray on the table. Moreover, they were able to draw a picture with a good texture and a surface with quality details was observed on a pawpaw, tray and knife. In addition, students were able to portray light and shade by showing contrast on pawpaw, knife and tray. The composition was treated well, to show good utilisation of space, foreground and background where $\frac{3}{4}$ of the paper was used as instructed. Furthermore, students were able to draw a picture with right proportion where the shape and size of pawpaw, knife and tray had good balance. They were also able to portray perspectives by presenting depth of pawpaw, tray and knife hence good utilisation of space which resulted into an attractive picture. Although they performed well, they failed to score full marks because some emphasised on principles of art such as perspective which shows that the size of tray had poor proportion from the viewer. Others emphasised on elements and neglected principles of arts. Extract 1.1 is a sample of a good response from one of the students.



Extract 1.1: A sample of correct responses in question 1

Extract 1.1 shows a good drawing of the student who portrayed a picture with good arrangement of a pawpaw, knife in a tray (subject matter) as instructed in the examination. Also, the student was able to show light and shade treatment through a smudging shading technique on the pawpaw by indicating the source of light.

Moreover, 89.95 per cent of the students, who scored 15 to 32 marks. These were also able to draw a half cut pawpaw with a knife inserted in it and the pawpaw arranged in a tray on a table. They were able to capture detail light and shade technique by applying pencils to show source of light on the tray. Others utilised the space fully where the picture became stable. However, they failed to show a realistic shape and surface on pawpaw and knife, therefore, they failed to score full marks. Extract 1.2 is a sample of average responses.



Extract 1.2: A sample of average responses in question 1

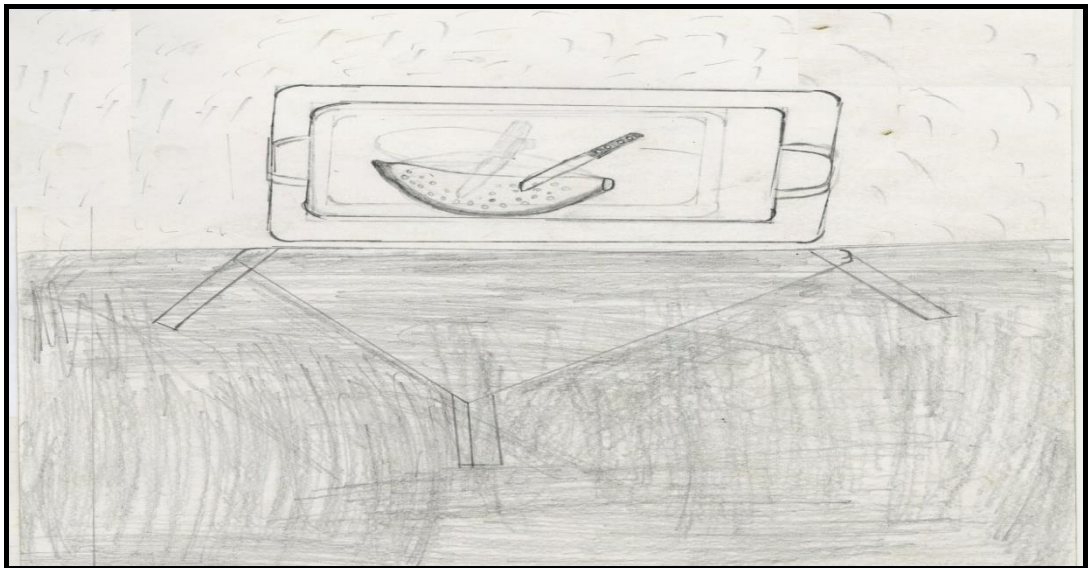
Extract 1.2 Shows a sample of average performance of students who managed to capture the subject matter with details, foreground and background but failed to express value in the composition, especially on the tray with the cast shadow.

On the other hand, 18 (3.12%) students who scored 1 to 14 marks failed to organise the light and shade technique in still life drawing. They failed to present the shape of pawpaw, knife, and tray as a subject matter. Other showed poor balance on the composition where proportion the shape was not clear and the picture appeared flat.

Some students drew from memory while others included the table as part of the subject matter, where the shape of pawpaw was not realistic. Moreover, some students showed poor utilisation of space, lack of details and poor organization on the composition. Also, students showed poor perspective where the object which is near appears enlarged and the distant one appeared to be small but the shape of the tray appeared enlarged. Moreover, table legs do not have clear shape, knife and pawpaw were not clear. In still life composition, the light source is controlled in the studio, but the students failed to apply light and shade treatment, hence they scored half marks on the area of concentration.

Other students drew pictures with poor perspective where there is no relationship between pawpaw, tray and knife on the table. These responses show that the

students had inadequate knowledge about applying elements and principles of art. Extract 1.3 is an illustration from one of students whose responses were irrelevant.



Extract 1.3: Sample of week responses in question 1

Extract 1.3. Presents a poor response of a student with inability in drawing. He /she drew a pawpaw, tray and knife as abstract and its shape was not real. Furthermore, the student showed poor shading skills technique. The student also drew a table which was not a part of the composition.

2.1.2 Question 2: Still Life Drawing

The question required students to make a drawing of the composition of one avocado, two ripe tomatoes, four bananas and one potato arranged on a table.

The question was attempted by 361 (35.08%) students. Among these 27 (7.48%) students scored 1 to 14 marks indicating weak performance, and 271 (75.07%) students scored 15 to 32 marks indicate average performance. The remaining 63 (17.45%) students scored 33 to 45 marks regarded as good performance. Generally, the students' performance in this question was good since 334 (92.52%) students were able to score from 15 to 45 marks. Figure 2 summarises the students' performance in question 2.

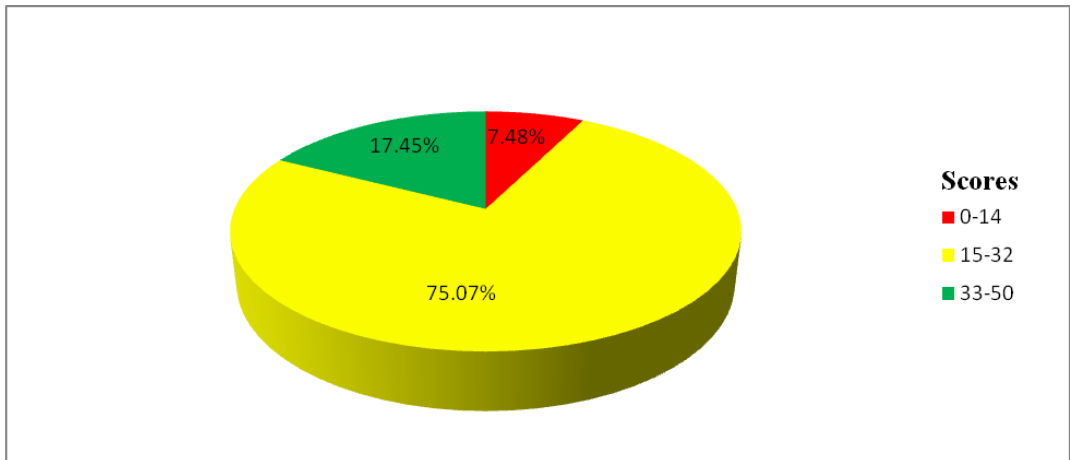


Figure 2: *The Percentage of Students' Performance in Question 2*

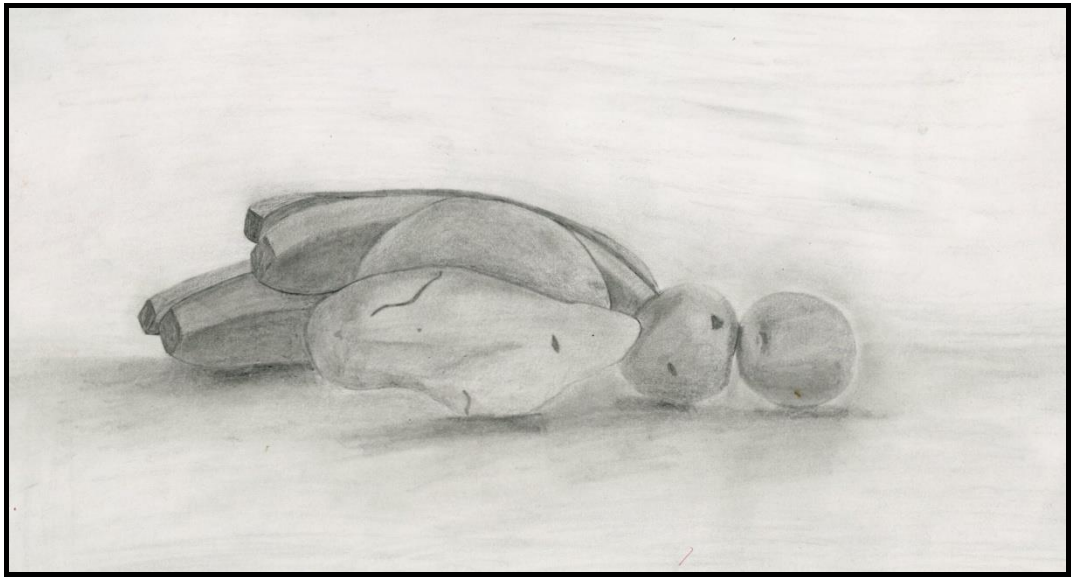
Analysis shows that 17.45% per cent of the students who scored 33 to 45 marks because they were able to make a drawing of the composition as arranged on the table. The subject matter was observed and their composition was well balanced. They applied a professional technique of light and shade to the picture to bring about a good contrast of avocado, bananas, tomato and potatoes as the question required. This shows that the students had skills on the subject matter. The elements were clearly demonstrated including, proportion, where the avocado, banana, tomatoes and potatoes show the size from the observation point. In addition, some students were able to portray foreground and background of potatoes as arranged in front of the banana. Furthermore, some of them portrayed the texture showing roughness and smoothness of surface of the banana, avocado, tomato, and potato, which support realistic details on the composition. Generally, the overall quality of their work was good, basing on technical ability in drawing. Extract 2.1 is an illustration of a good response.



Extract 2.1: A sample of correct responses in question 2

Extract 2.1 shows a good response of a student among those who attempted the question as required. The student applied professional technique on light and shade to the picture to bring about a good contrast of avocado, bananas, tomato and potatoes as the question required. Also, the arrangement of avocado, bananas tomatoes and potato were balanced. The student failed a little bit on texture, proportion on avocado and details which could differentiate with other objects.

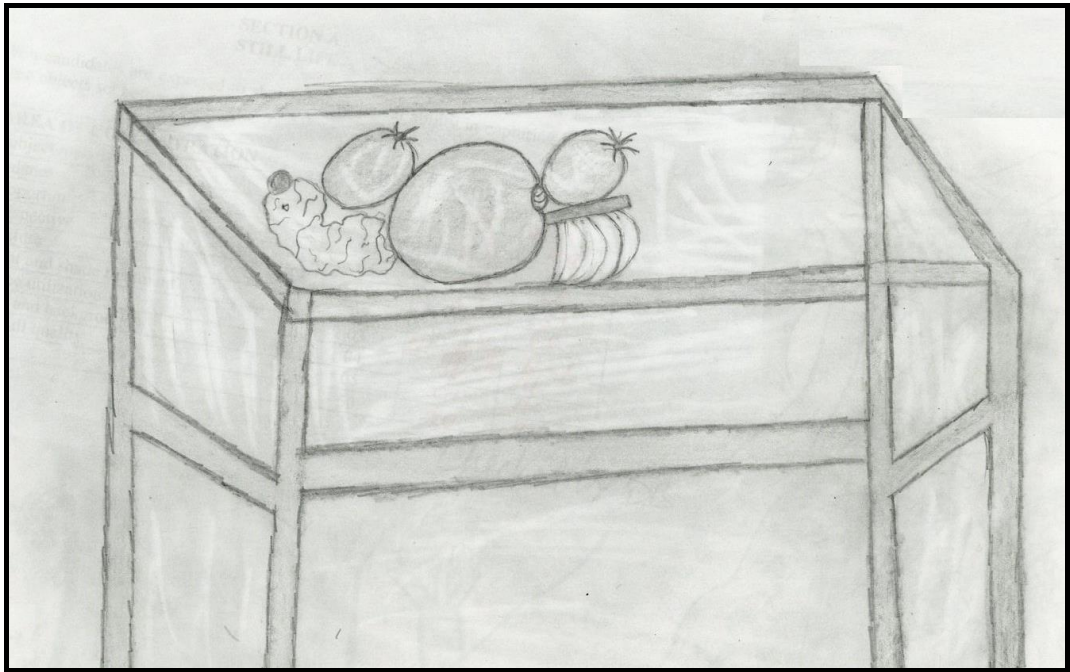
Further analysis showed that 271 (75.07%) students who opted for this question scored 15 to 32 marks which is an average performance. They performed well on the subject matter where they showed banana, avocado, tomato, and potato proportionality as the question demanded. In addition, the students showed the balance and perspective. They also showed the relationship but failed to meet the demands of the question because they failed to show fore and background in spite of good placement of banana, avocado, tomatoes and potato on a low table. Some students 'showed texture in different forms to the banana. Some students were better in proportion and perspective but their works utilized very little space in reality to the space provided. Extract 2.2 is a sample of average responses to the question.



Extract 2.2: A sample of average responses in question 2

As it is seen in the sample work (extract 2.2) the texture is hidden on the surface of the student's show texture in different forms to the banana. Some students were better in proportion and perspective but their works utilized very little space.

There were 27 (7.48%) students who scored from 1 to 14 marks. They scored low marks because they did not fulfil the demand of the question. Some students' work had to be under graded because they used colours instead of pencil. Most of them failed to follow the instructions. Other students failed completely to draw the forms of the potato, banana, and tomato and avocado, even the relationship in shapes of the composition were unbalanced, the perspective and proposition of the work turned out to be very poor. Extract 2.3 is a sample of a weak response.



Extract 2.3: A sample of weak responses in question 2

As seen on the displayed sample, it is really hard to identify the potato, banana, tomato and avocado, on the subject matter. The work is also condensed because the student drew the whole table and made the area of interest too small. The student also failed to apply light and shade treatment. Moreover, the fore and background and perspective were poor. Also there was no proportion on the object since its shape is not clear.

2.2 Section B: Drawing

The questions required the students to demonstrate the abilities to draw through observation or imagination.

2.2.1 Question 3: Drawing from Nature

This question required the student to make a detailed drawing of a landscape with grass, some trees and sky.

The question was opted for by 267 (25.94%) students whereby 11 (4.12%) scored 4 to 14 marks that indicated weak performance; about 245 (91.76%) scored 15 to

32 marks which is average performance and 11 (4.12%) scored 33 to 43 marks which was good performance.

The general performance of students was good as 256 (95.88%) scored between 15 to 43 marks. None scored full 50 marks. Figure 3 shows the summary of the students' performance in question 3.

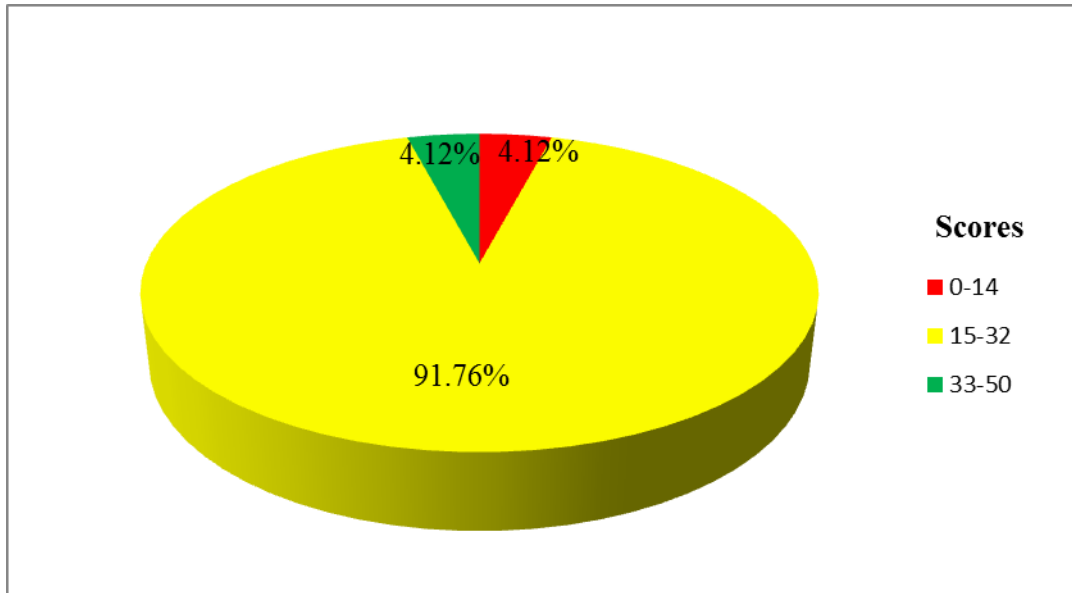


Figure 3: *Percentage of Students' Performance in Question 3*

About 11 (4.12%) students managed to make a detailed drawing of a landscape containing grass, trees and sky from either imagination or observation. Students with high score understood the question's demand in terms of the parts of landscapes (Background, middle ground and foreground). They were able to portray details on the trees and technical ability by showing roughness of the barks as required. Furthermore, students showed perspectives, proportion by differentiating size and distance from one tree to another in a composition. However, some students failed to balance their work. Others could not show clear middle ground and background and texture of trees. Hence they failed to score all marks (50 marks) allocated for the question. Extract 3.1 shows a good response from one of the students who sat for the assessment.



Extract 3.1: A sample of correct responses in questions 3

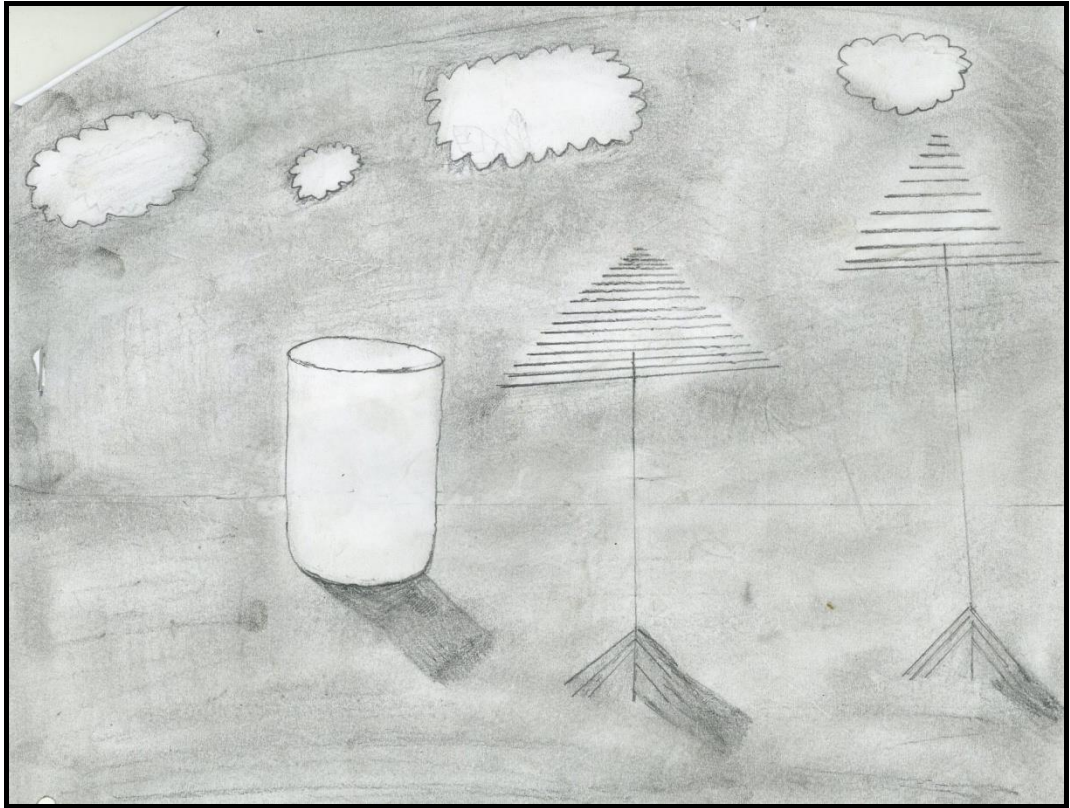
Extract 3.1 shows the response of a student who managed to draw a landscape from imagination. The student utilized the paper (space) fully and applied light and shade treatment. He/she showed nature on landscape by applying the right medium, which is a pencil, to portray trees, grass and sky on the background.

Students who scored 15 to 32 marks (91.76%) were able to draw a landscape with grass, some trees and sky. They used the space well covering $\frac{3}{4}$ of the answer the sheet as demanded in the question. On the other hand, they failed to portray proportion and perspective by differentiating the size of trees, hut, animals and mountain at the fore and background, where some of the features are seen as exaggerated. Moreover, some failed to apply light and shade treatment, where shading technique was poor. They failed to show contrast on landscape appearing in the same tone value. Hence, they scored average marks. Extract 3.2 is a sample of a drawing from students who performed averagely.



Extract 3.2: A sample of average responses in question 3

Furthermore, 11 (4.12%) students who scored 4 to 14 marks, failed to understand the question as some drew sticky objects with no ground. Others failed to separate the sky and the ground. Hence their work appeared more as cartoon rather than real work. Moreover, some students applied painting instead of pencil, hence, they fitted in this category of performance. Extract 3.3 shows a sample of a poor drawing.



Extract 3.3: A sample of weak responses in question 3

Extract 3.3 shows a response from a student who failed to draw a landscape by showing trees, grass and sky realistically. The student lacked technical ability and drew sticky trees and failed to show light and shade treatment, texture, perspective, balance, details and proportion.

2.2.2 Question 4: Drawing from Nature

The questions required students to draw a tree with the bark on its surface. Students were required to demonstrate their abilities by drawing through observation or imagination to show the different features and effects of various shades related to the environment

The question was attempted by 213 (20.69%) students who sat for the assessment. The results show that 40 (18.78%) students scored 2 to 14 marks which is weak, 153 (71.83%) scored 15 to 32 marks which is an average performance and 20

(9.38%) scored 33 to 45 marks which is a high performance. Generally, students' performance in this question was good since 173 (81.22%) scored 15 to 45 marks. None of them scored all the allocated 50 marks. Figure 4 summarises the students' performance in question 4.

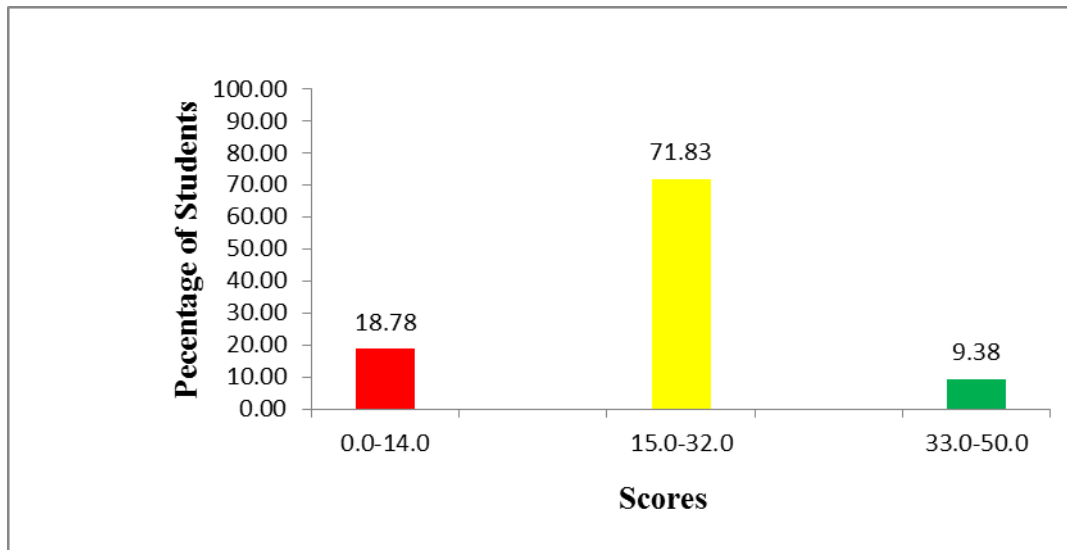
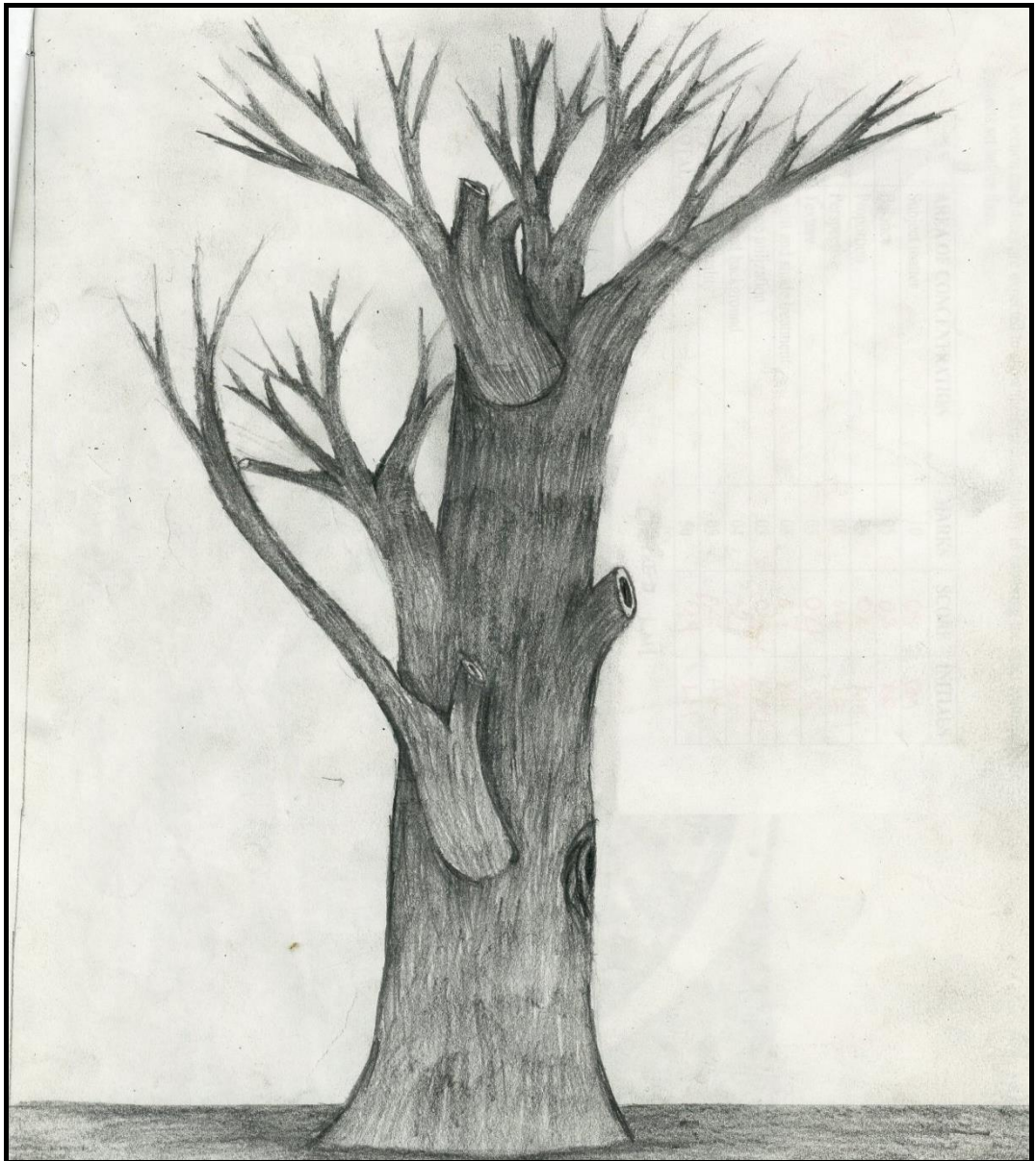


Figure 4: *Percentage of Students' Performance in Question 4*

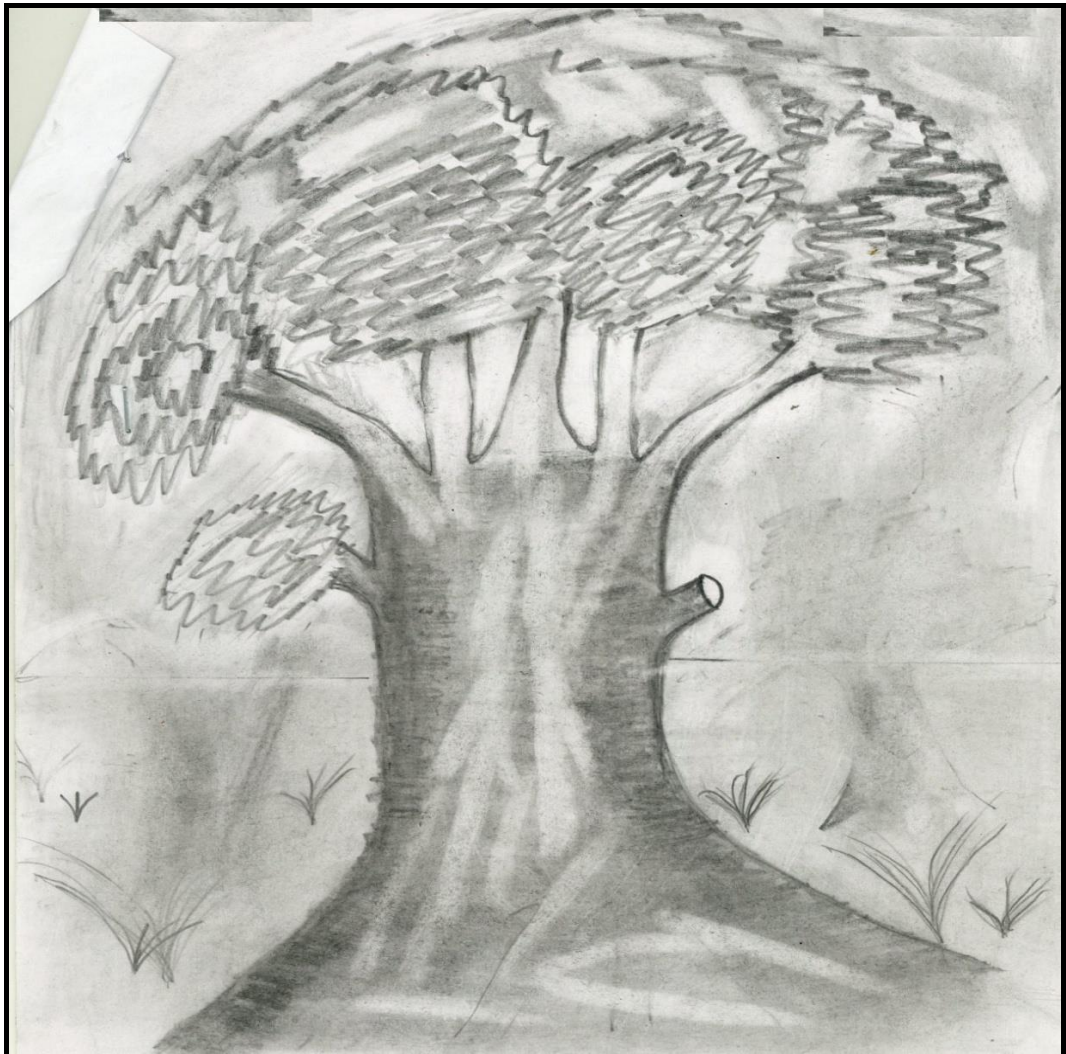
Analysis shows that, 20 students who scored 33 to 45 marks (9.38%) were able to make a detailed drawing of a tree with its surface barks. These students had mastered the use of light and shade in 3 dimensions' formation, balancing of the tree at the centre. Moreover, texture was observed since they were able to define the barks of the tree as instructed by using a Hb pencil, hence they had competence in Nature Drawing. Other students were able to portray proportion and perspective of the tree observed though its shape where the stalk size differed with the branch. Therefore, the picture was good, enabling them to score high marks. None of them scored all the allocated 50 marks. Extract 4.1 is a sample to demonstrate the high score.



Extract 4.1: A sample of correct responses in question 4

Extract 4.1 is a sample that explains the good response of a student who used elements (Texture, shape, form, space, value) and principles (balance, proportion, perspective) of art to create the work of art. The student had adequate knowledge to portray texture on the surface of the tree from imagination/observation especially on the barks of tree.

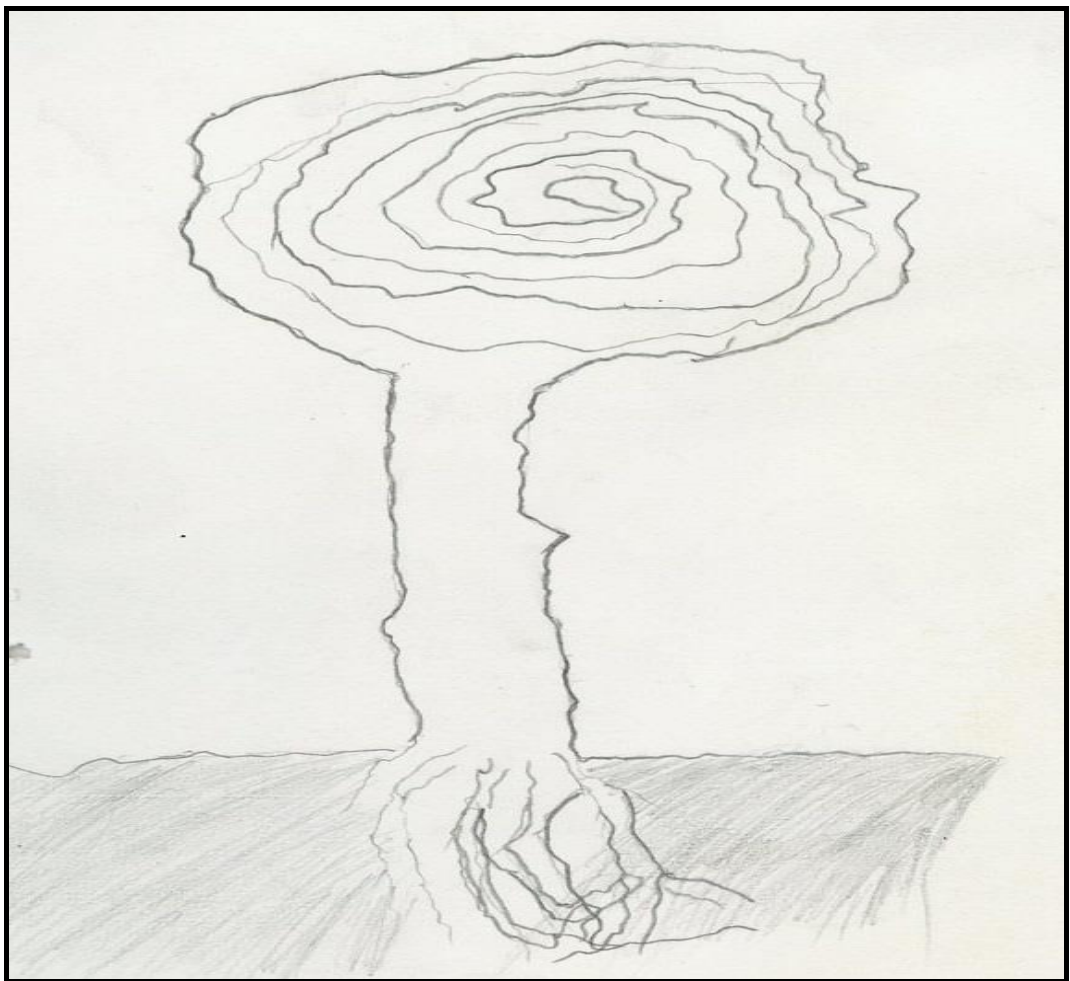
The analysis of data showed that 153 students (71.83%) scored 15 to 32 marks averagely. These students were able to draw the features of the tree and few details to suggest the barks. They scored average because some features were fewer and not perfectly shown such as proportion of a tree on steam and stuck perspective, foreground and background. These students lacked realism which could have been created by the use of light and shades to create strong texture, using scribbling or small interesting carried lines to create the illusion of tree leaves. Extract 4.2 is an illustration of an average performance in this question.



Extract 4.2: A sample of average response in question 4

Extract 4.2 shows the average performance. When observed, it becomes clear that the elements are half way treated such as Texture, light and shade treatment, foreground and back ground.

Further analysis showed that 40 (18.78%) of the students who attempted this question scored poorly. Their scores were 2 to 14 marks. These students did not follow the principle and element of art in drawing their works. Some students' works are not identifiable in the sense that you can't tell if what you are looking at is a tree a mushroom. Their work lacked originality. They failed to apply 3 dimensions' quality to create the depth in the tree by drawing from observation. Extract 4.3 is an illustration of poor responses in this question.



Extract 4.3: A sample of weak response in question 4

2.3 Section C: Painting

In this section, students were required to show their painting abilities in pictorial composition.

2.3.1 Question 5: Pictorial Composition

Students were asked to make a painting of a straight tarmac road with electric poles on the right side.

This question was attempted by 145 (14.09%) students of which 68 (46.89%) scored 4 to 14 marks 61 (42.07%) students scored 15 to 32 marks and 16 (11.03%) students scored 33 to 44 marks. This question was performed averagely as only 77 (53.10%) students performed well. This can be seen in figure 5.

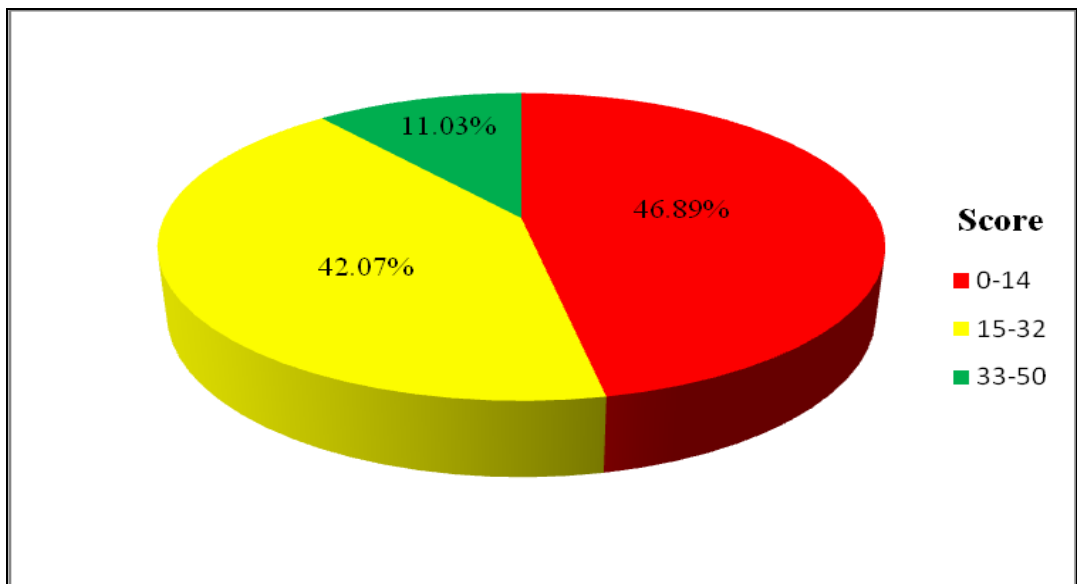


Figure 5: *Percentage of Students' Performance in Question 5*

A total of 16 (11.07%) students scored 33 to 44 marks. They were able to paint a pictorial composition in colour. They chose colour appropriately and showed a good perspective where the tarmac road appeared enlarged as observed closer, but as the road went farther it looked smaller because of the distance from observation (focal point), hence creating the illusion of depth on the picture. In addition, the size of electric poles varied from one point to another where the electric poles which were drawn in front of others appeared large from the point of view in the

picture painted. Also, students were able to fully utilize the space provided by applying colour effectively. Other students demonstrated competences in proposition as well as balance. However, they could not score all marks as they failed to express colour application and texture in their works. Extract 5.1 shows an example of a work of a student who scored high marks.



Extract 5.1: A sample of correct responses in question 5

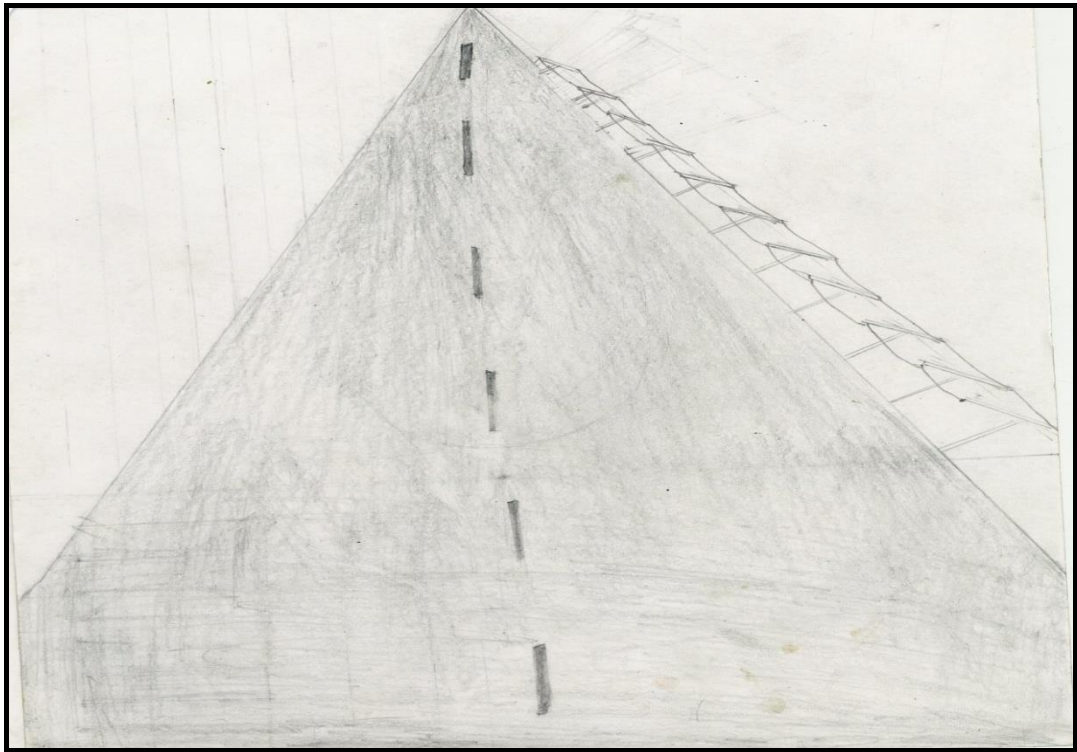
Furthermore, data showed that 61 (42.07%) of the students who scored 15 to 32 marks performed averagely. These students were able to apply colours and texture to show a tarmac road in good perspective view in their work. Other students failed to show unity because they did not finish their works and they were not capable of applying colour. Furthermore, students failed to show proportion from one electric pole to another through painting. Some trees and grass are not seen clearly. Therefore, the pictorial composition created by some students lacked details, especially on the grass, trees, and electric pole shape. Extract 5.2 is an illustration of average performance in this question.



Extract 5.2: A sample of average responses in question 5

Extract 5.2, shows an average performer who managed to draw a tarmac road but failed to apply effectively colour perspective, harmony and scheme. The student failed to portray proportion as the relationship between grass, trees, electric poles and land.

About 68 (46.89%) students scored 4 to 15 marks. Students who scored low marks could not meet the question's demand because, instead of drawing electric poles on the right side, they drew on the left side. Others drew on both sides. Others showed the horizon line but they did not paint their works hence poor painting ability. Moreover, some students failed to use proportion on the poles and other features on the composition. Furthermore, they failed to work with colour perspective, harmony and scheme because they lacked skills on colour application and texture on the tarmac road, grass and electric poles hence the work lacked quality and became poor. Extract 5.3 shows a sample of weak responses.



Extract 5.3: A sample of student's weak response in question 5

In Extract 5.3, the student used pencil instead of colour. So he/she failed to organize the work properly. In addition to that, the shape of electric poles and tarmac road were poor.

2.3.2 Question 6: Pictorial Composition

The question required students to paint an imaginative composition about a local fruit seller seated by the road.

The question was attempted by 13 (1.26%) students, of which 3 (23.08%) students scored 7 to 14 marks and 4 (30.77%) students scored 15 to 32 marks. The last group which scored high marks (33 to 43 marks) was made of 6 (46.15%) students. The general performance was good as 10 (76.92%) scored from 15 to 43 marks. However, none of the students scored full (50%) marks. Figure 6 summarizes the student's performance in question 6.

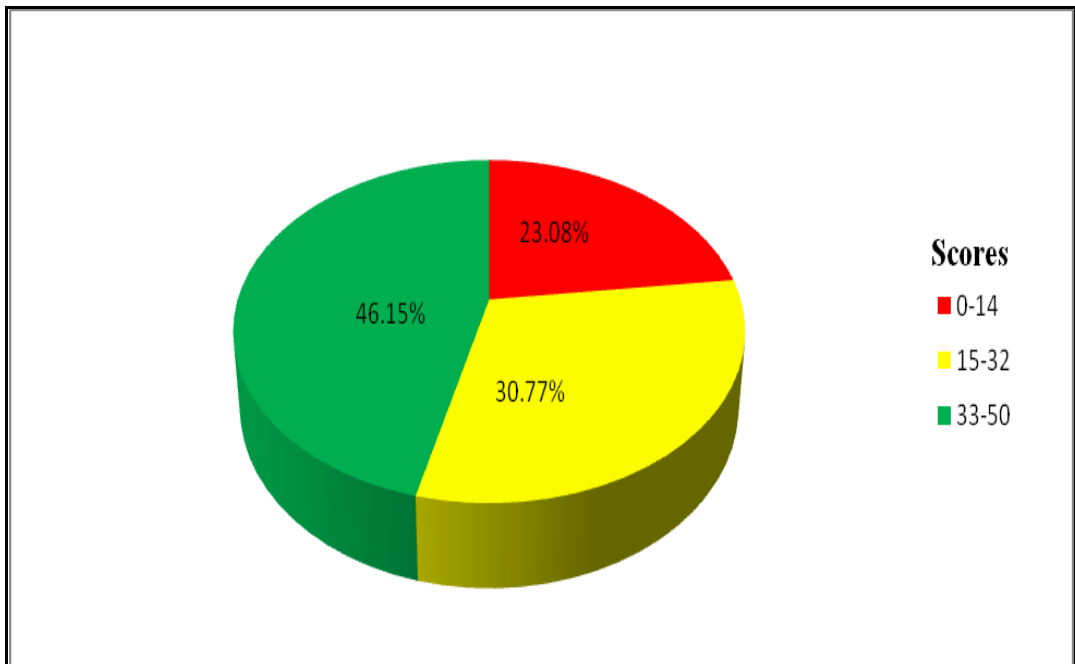


Figure 6: *Percentage of Students' Performance in Question 6*

Most of the students showed competence in painting an imaginative composition. They were able to make a composition of a local fruit seller seated along the road whereby colour, perspective, proportion, and balance was highly observed. Not only that but also they were able to display roughness/smoothness and details on the skin of fruit seller, fruits, road, sky and land though colour application and harmony. Even though they applied both elements and principles effectively, they could not achieve the required feat on tint and shade effectively. Hence they failed to score all the marks. Extract 6.1 shows a good response to question 6 from one of the students.



Extract 6.1: A sample of correct responses in question 6

Extract 6.1 presents a good painting of the student who portrayed picture with high personal painting abilities in imagination. The student showed good use of space utilization by showing the items such as variety of fruits as the question demanded. Furthermore, the student showed perspective and good choice of colour but failed to show light and shade treatment.

Moreover, the analysis of data shows that 4 (30.77%) students who scored 15 to 32 marks with performed averagely. They were able to identify the subject matter by imagining a fruit seller. They also applied water colour as the right medium, but most of them failed to finish the work. The picture lacked unity, the objects appeared flat as the result of poor use of light and shade technique; especially on ground, fruit seller, and road. Others drew small objects due to the failure to apply perspective. Also, some left a large area as they failed to use space for their picture. Some students expressed poor painting ability as the stalks of three were not uniform, leaving the entire work dirty since they lacked skills on colour

perspective, harmony and scheme. Extract 6.2 illustrates a sample of student's average response in question 6.



Extract 6.2: A sample of average responses in question 6

Extract 6.2 is a sample of a student with average score who managed to imagine a fruit seller and apply paints. Although the student understood the question's demand, there were some details missing, poor painting skills and the work lacked unity (oneness), perspective, proportion and colour perspective and harmony.

About 3 (23.08%) students who scored from 7 to 14 marks had poor organization skills, poor in colour use, as they smeared paints on their picture. Some of students work lacked proportion on the shape of a human body portrayed and did not finish their works. Furthermore, students with poor performance failed to had balance on their picture. Hence, they failed to express their subject matter due to incompetence in colour painting ability. Extract 6.3 illustrates a student with poor performance.



Extract 6.3: A sample of weak responses in question 6

Extract 6.3 displays the response of a student who scored low marks because of failure to apply well the colour on the picture. As well, the student failed to show the shape, size and other details through painting on the fruit seller. Therefore, the work lacked proportion.

2.4 Section D: Craft and Design

In this section, the students were expected to design and paint by using water colours or poster colours.

2.4.1 Question 7: Poster Design

The question required students to design poster with the message” TAKE CARE OF AIDS”. The width of the letter (basically the squares) should measure 0.5 cm. The students were supposed to use only one colour.

This question was attempted by 424 (41.21%) students who sat for this assessment. The analysis shows that 134 (31.60%) scored from 0 to 14 marks, 238 (56.13%) scored from 15 to 32 marks and 52 (12.26%) scored from 33 to 47 marks. Generally, the performance of the students in this question was good since

290 (68.40%) students scored from 15 to 47 marks, though none of them scored 50 marks. Figure 7 summarises the performance in question 7.

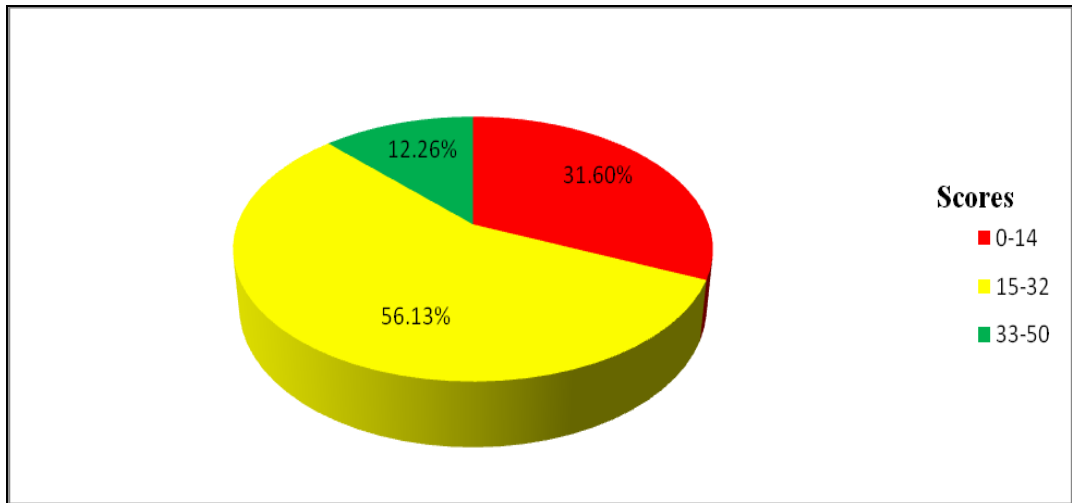


Figure 7: *Percentage of Students' Performance in Question 7*

The data show that 52 (12.26%) students who scored from 33 to 47 marks in this question created the perfect poster design. The letters layout and forms were perfect; the balancing of the letter and message was created by following the principles.

Students who performed well displayed proportion, and balance in Roman letter writing to create a poster. They also knew that for the design to be a poster, it should contain an image that supports the message. These students also showed orientation skills to manage visibility of each and every item of the paper. In general, students were able to use the brushes and water colour to produce a very neat and attractive poster. This demonstrated students' technical ability on subject (creative) treatment and creativity in designing of the poster. Extract 7.1 is a sample of a good poster design.

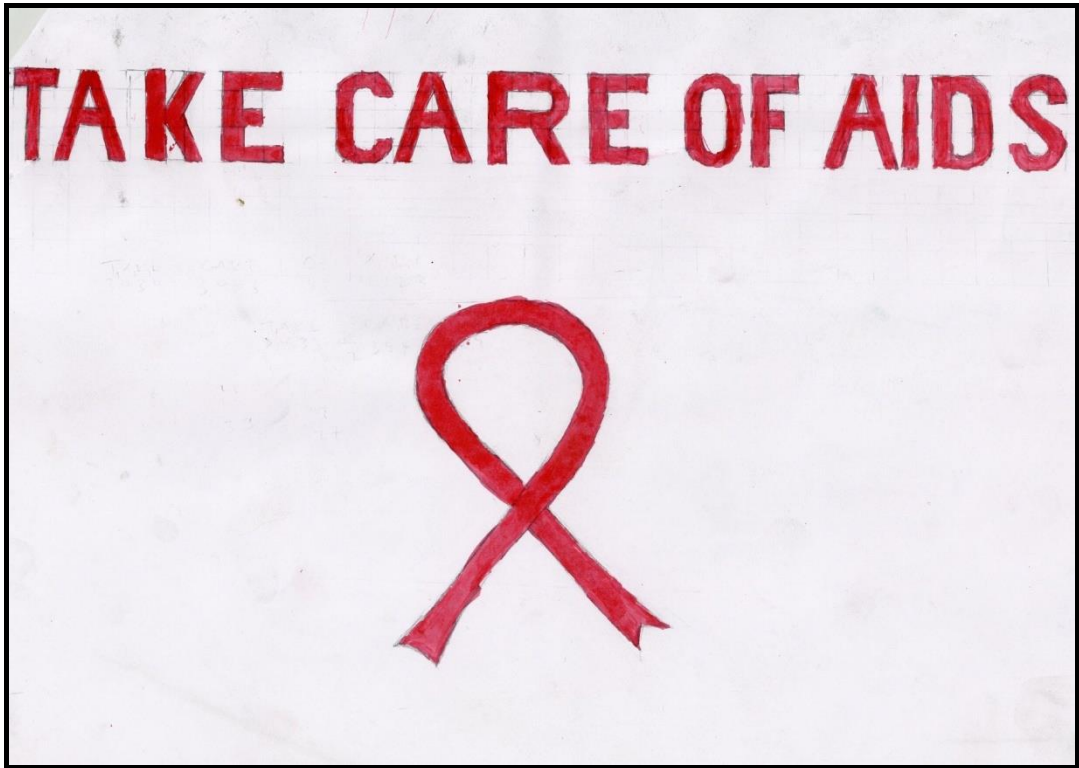


Extract 7.1: A sample of correct responses in question 7

Extract 7.1 shows the student's ability to create the perfect poster design. The shape and forms were perfect. As well, balancing and message was created well.

A total of 238 (56.13%) students had average performance as they scored from 15 to 32 marks. Students in this group were able to make perfect forms and shapes of the letters such as later A, C, and S. However, some students had problems in choice of colour, which is colour application and texture. For example, those who

chose yellow failed because the yellow colour is not seen well at distant because it has high contrast. Furthermore, some students failed to utilise a space. These students did not maintain neatness, shape and form compared to the standard roman letter. Extract 7.2 is a sample, presenting the students with average performance.

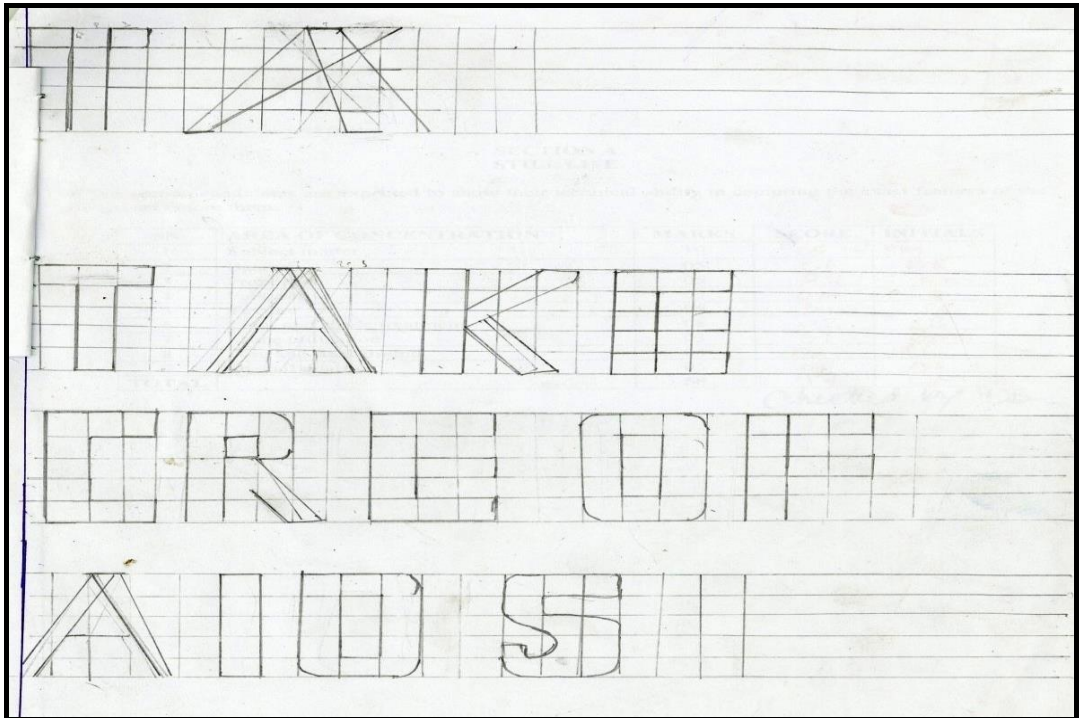


Extract 7.2: A sample of average responses in question 7

Extract 7.2 shows the average performance of the student who designed a poster using appropriate colour selection and originality on the whole work. However, the student failed to maintain neatness, shape, form, colour application and texture there was poor balance on the poster design where some of the letters were not stable due its creative on the shape.

In addition, 134 (31.60%) students attempted the question and scored 0 to 15 marks which is poor performance. These students work lacked a lot of principles and elements. They lacked the principle of balance of the message, balancing of colour contrast between the fore and background, the form of words or letters basing on roman letters with its principle. Most of these students did not have the

skills of painting as the result their works were dirty. Some of the students sketched the wrong posting. As a result, their works turned out dirty and shapes of letters were incorrect. Other students used coloured pencils on their works while the instruction needed them to use poster colour to the design. The works from such students were disqualified as they used the restricted media. Generally, their works lacked creativity as needed. Extract 7.3 is a sample of a poor response from a student.



Extract 7.3: A sample of incorrect responses in question 7

Extract 7.3 is a good example of the response of a student who failed to accomplish the question's demand due to inadequate knowledge on poster designing.

2.4.2 Question 8: Lettering

The question was as follows: "Make a design by using roman capital letters carrying a message "NATIONAL ELECTION "30TH OCTOBER 2020". The squares should measure 0.5 cm use one colour".

This question was attempted by 48 (4.66%) students out of 1,029 students who sat for the assessment. The result show that 7 (14.58%) of students scored 5 to 14 marks 33 (68.75%) students scored 15 to 32 marks which and 8 (16.67%) scored 33 to 38 marks. Generally, the performance in this question was good since 41 (85.42%) students scored between 15 to 38 marks. There was none who scored 50 marks. Figure 8 summarises the students' performance in question 8.

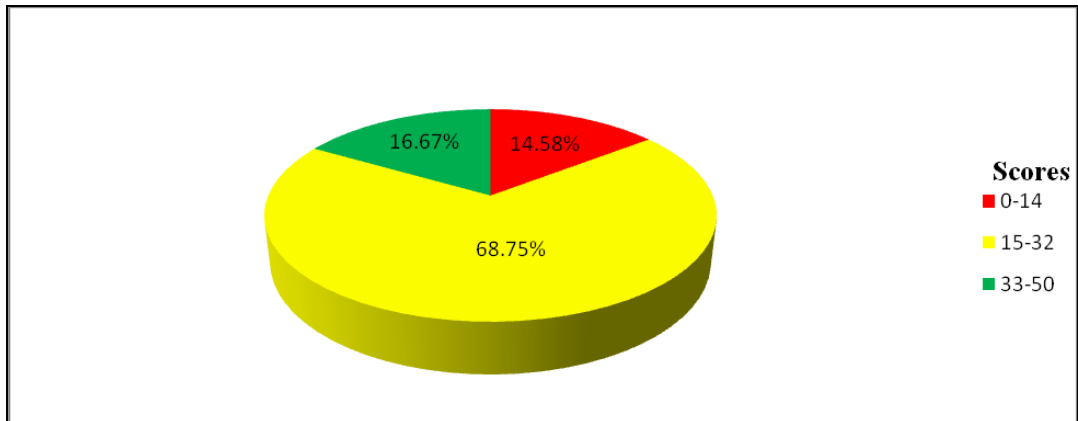
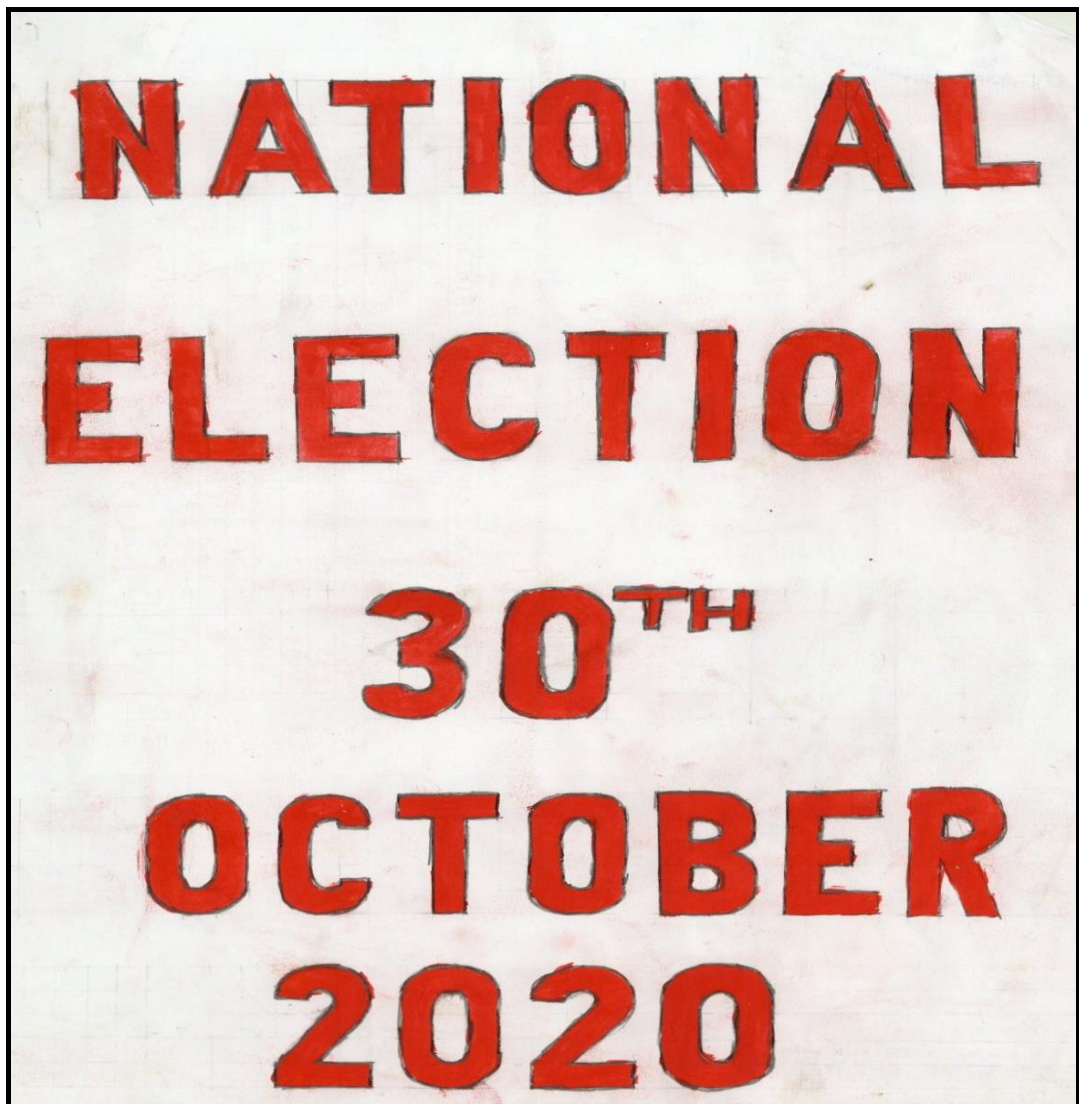


Figure 8: *Percentage of Students Performance in Question 8*

About 8 (16.67%) students who scored 33 to 38 marks had adequate knowledge about letter designing rules. They maintained space between one letter and another (with one square), space between one word and another (with three squares) and between sentence with two squares. Moreover, they were able to create forms on design letters with five squares in height and three squares in width for all letters except I, R and A. They were able to apply colour to achieve texture. Furthermore, they were able to balance their letters and achieved unity. Also, their works were neat and visible with good presentable layouts. Most of the students in this category chose appropriate colour and the measurement of 0.5 cm was maintained. However, they could not score all marks because some of them lacked creativity and others had poor painting ability which led the colour to overlap. Hence they created dirtiness on their designs. Extract 8.1 is a sample of a student with a good response.



Extract 8.1: A sample of good responses in question 8

Extract 8.1 shows a response of a student who managed to design letters considering the rules of designing letters. The students were able to show proportion and originality. Furthermore, the student balanced the letters properly.

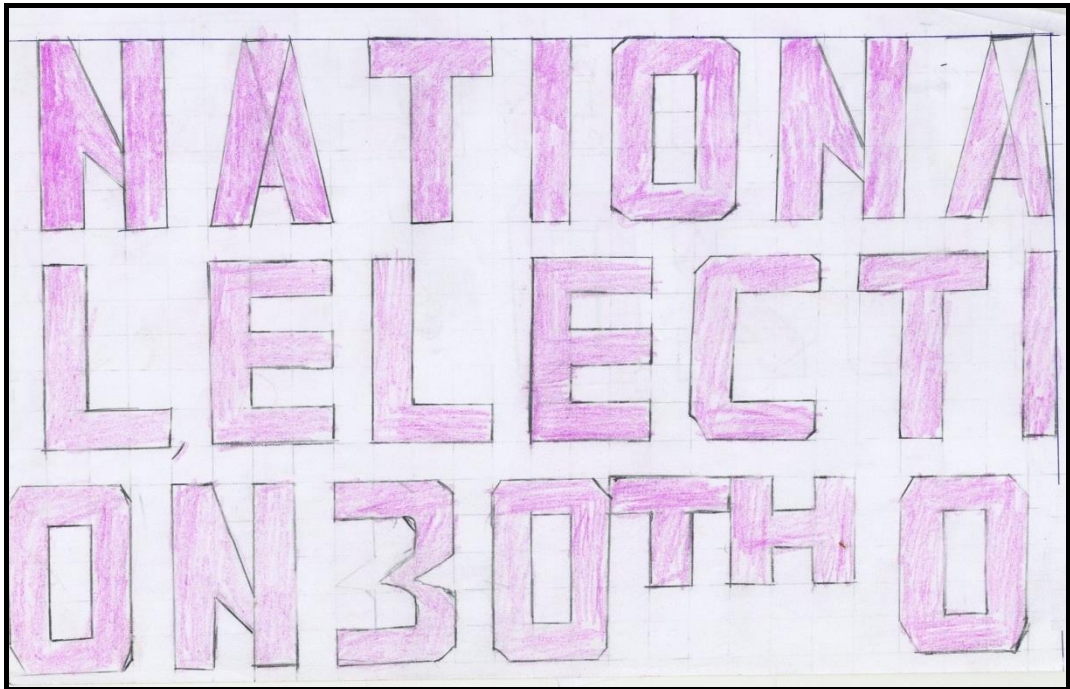
A total of 33 students (68.67%) scored 15 to 32 marks. These students were able to design using roman capital letters for the instructed words. They also applied colours to achieve a good texture. Other students were able to maintain space as required, but they failed to balance their letters and maintain the required form of letters. Extract 8.2 is a sample of a student with average responses.



Extract 8.2: A sample of average responses in question 8

Extract 8.2 presents an average performance of a student he/she failed to create form and proportion of the letters; hence this reduced the marks.

On the other hand, 7 (14.58%) students who had weak performance scored 5 to 14 marks out of 50 marks. These students failed to design a poster. Most of them had inadequate skills in letter designing as they used unknown format that had no uniformity. They also failed to balance their works, because most of them designed small letters leaving enough space to design another work. Due to poor designing skills, they could not paint their letters properly. Most of their works were dirty and unbalanced hence having weak performance. Extract 8.3 is a sample of weak responses in this question 8.



Extract 8.3: A sample of weak responses in question 8

Extract 8.3 presents a weak response of a student who used the wrong format with the wrong medium of painting. He/she used coloured pencils instead of water colour painting. Hence, the work lacked originality, form, painting quality subjective (creative) treatment and colour texture.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The FTNA 2021 Fine art assessment had eight (08) questions that were set from four (04) topics namely: *Still Life*, *Pictorial Composition*, *Drawing from nature* and *Craft and Design*. The analysis of the performance shows that all the four (04) tested topics had a good performance. The topic of *Still life* that was tested in question 1 and 2 had a good performance of 94.70 per cent. *Drawing from nature* that was tested in question 3 and 4 had a good performance of 88.55 per cent, *Pictorial composition* that was tested in question 5 and 6 had a good performance of 65.01 per cent, and *Craft and Design* that was tested in question 1 and 2 had a good performance of 76.91 per cent. Figure 9 summarises the general performance across the topics.

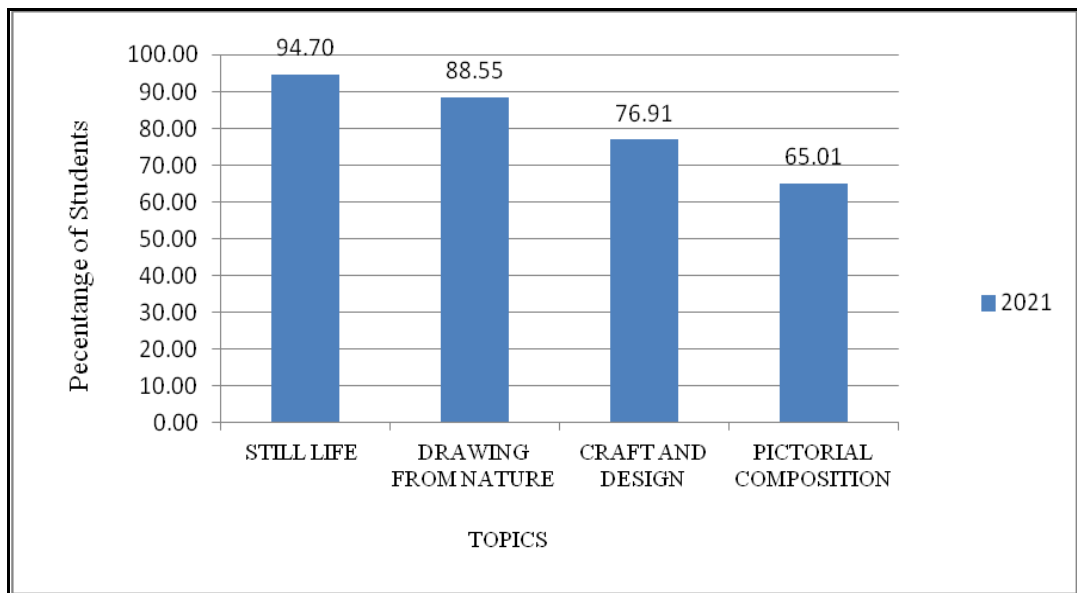


Figure 9: *Percentage of Students' Performance in Each Topic*

By comparison, the students' performance in comparison each topic in Fine Art subject showed that in *Still Life*, the performance increased by 8.95 per cent from 85.75 per cent in 2020 to 94.70 per cent in 2021. As well, the performance in *Drawing from Nature* increased by 3.45 per cent from 85.05 per cent in 2020 to 88.5 per cent in 2021. Moreover, the performance in *Pictorial Composition* decreased by 11.04 per cent when compared to 2020, where performance was 85.05 per cent as compared to 65.01 per cent in 2021. Lastly, in *Craft and design*, it decreased by 8.14 per cent as in 2020 the performance was 85.05 per cent while in 2021 the performance was 76.90 per cent. The comparison of students' performance per topic between 2020 and 2021 is summarised in figure 10.

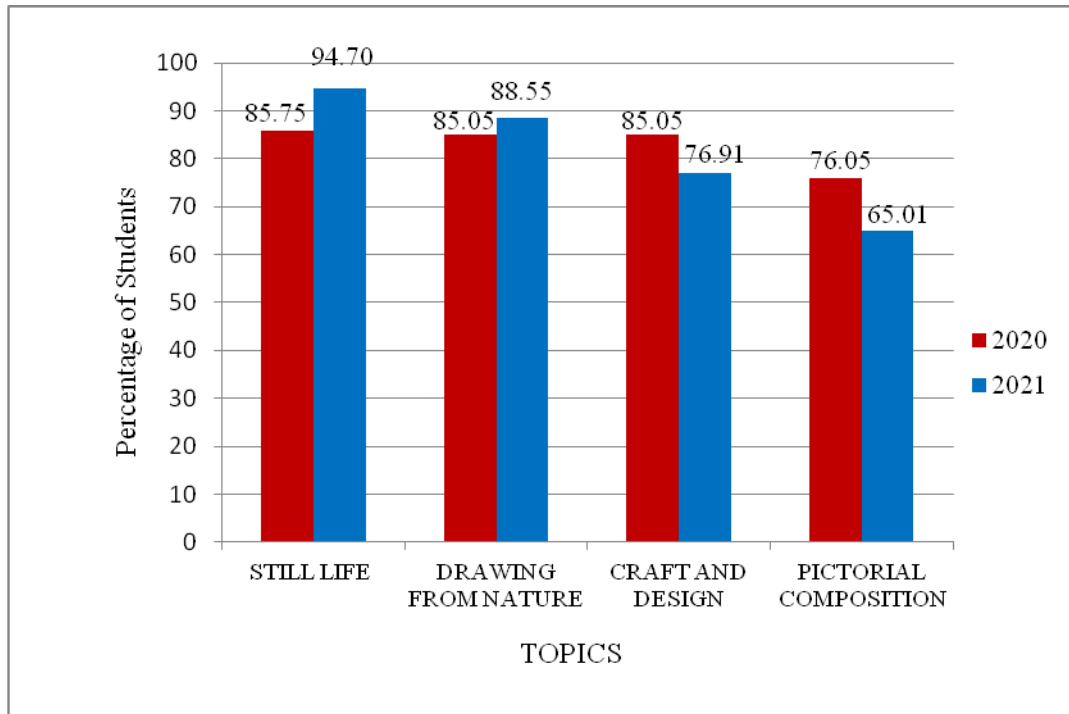


Figure 10: Comparison of Students' Performance in Each Topic between 2020 and 2021

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The general performance of the students in Fine Art for FTNA 2021 was good. About 911 (88.53%) out of 1029 students passed the Assessment. Many students were able to use their practical ability in attempting the questions using their knowledge and skills to fulfil the need of the units used to test them in this assessment. Moreover, 118 (11.47%) students whose performance was weak had challenges to incorporate their knowledge of the principle and element of art with practical skills. They failed to interpret the requirement of the questions as were intended to test Drawing ability in *Still life* and *Drawing from Nature*, painting ability in *Pictorial composition* and designing ability in *Craft and design*.

4.2 Recommendations

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

- (a) In teaching and learning process, teachers should provide the samples of water colours as recommended in the syllabus. They should also show sample of painting, even demonstrating on painting so as to enable students to learn through observation. This will enable students' skills to increase on the topic concerning Pictorial Composition in colour and Craft and Design. Hence, it will bring about good results in Form Two National Assessment (FTNA).
- (b) Fine Art teachers should give more time for students to practice (Learner-centred) instead of teacher centered approach in learning and teaching process. Teachers can create many practical tasks and ensure that topics which seem to be difficult to them have a solution.
- (c) Fine Art teachers should improve teaching and learning strategies by inviting the guests with fine art career. The aim is to motivate students through speech, doing practical with them on the topic which seems to be difficult to students such as pictorial composition. This will help students to be competent practically on drawing, painting and designing.
- (d) Fine Art teachers should improve teaching and learning by organising study tours for students to visit different art gallery, museum, and different exhibition so as to learn. Students will learn different principles applied in different art works by asking questions to artists, and practising what they learn. Hence, they will be able to do different art works related to fine art

Appendix I: Summary of Analysis of the Students' Performance in Each Topic 2021

S/N	Topic	Question Number	Total Number of Question per Topic	Percentage of Students who scored 30% or above	Remarks
1	Still life	1&2	2	94.70	Good
2	Drawing From nature	3&4	2	88.55	Good
3	Craft and Design	7&8	2	76.91	Good
4	Pictorial composition	5&6	2	65.01	Good

Appendix II: Comparison Summary of Students' Performance per Topics for FTNA2020-2021

S/N	Topic	2020			2021		
		Number of Question	Percentage of Students who scored 30% or above	Remarks	Number of Questions	Percentage of Students who scored 30% or above	Remarks
1	Still life	2	85.75	Good	2	94.70	Good
2	Drawing from Nature	2	85.05	Good	2	88.55	Good
3	Craft and Design	2	85.05	Good	2	76.91	Good
4	Pictorial Composition	2	76.05	Good	2	65.01	Good

