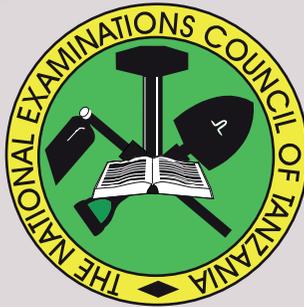


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**

016 FINE ART

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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016 FINE ART

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue a Candidates' Item Response Analysis (CIRA) report on the performance of the candidates for the Certificate of Secondary Education Examination (CSEE) 2019. This report was prepared so as to provide feedback to students, teachers, policy makers and other education stakeholders on the candidates' performance in this subject.

The report identifies the reasons for the candidates' good performance and points out some of the factors which account for the inability of some candidates to provide correct response to the given questions. The item analysis was done in order to identify the different misconceptions and errors which occurred in answering the questions. The report also identifies areas of strength and finally recommends with a view to improving practice. In addition, the report shows the percentage of the candidates who performed well, moderately and poorly in each question.

The Council expects that the feedback and recommendations in this report will enable various education stakeholders to take appropriate measures to improve the performance in this subject in future.

Finally, the Council would like to thank Examination Officers, Subject Teachers and all individuals who participated in the preparation and processing of data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates in Fine Art subject for the Certificate of Secondary Education Examination (CSEE), which was done in November 2019. The examination covered the Fine Art syllabus of 2005 and adhered to the examination format of 2019.

There were 10 questions in three sections namely A, B and C. The candidates were instructed to answer all questions in sections A and B and only two out of three questions in section C. The candidates were required to answer a total of nine (9) questions which weigh 100 marks.

The report shows how the candidates performed in each question by presenting the strengths and weaknesses in various areas of their answers. The report also presents the percentage of scores in each group and finally provides the conclusion and recommendations based on the analysis. The extracts from candidates' answers have been attached in appropriate questions to illustrate the respective cases.

Furthermore, the candidates' performance per topic has been grouped into three categories based on the percentage attained. The performance from 65 to 100 percent is regarded as good, from 30 to 64 percent is considered average, while weak performance is from 0 to 29 percent. These groupings have been presented in the appendix by colours in which green represents good performance, yellow average and red signifies poor or weak performance.

There was a total of 907 registered candidates out of whom 865 (95.36%) sat for the examination and 515 (59.54%) candidates passed with the following grades: A - 0 (0%), B - 3 (0.58%), C - 180 (34.95%) and D - 332 (64.46%). However, 350 (67.96%) failed. The analysis of candidates' results shows that performance on this paper is average.

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

2.1 SECTION A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of 15 multiple choice items derived from five (5) topics, namely *Visual elements, Colour, Elements of design, Material and equipment for drawing, Pictorial composition, Forms of art, Still drawing, Lettering, Textile design and Poster*. The candidates were required to choose the correct answer from the given alternatives and write its letter against the item number in their answer booklets. A total of 854 (100%) candidates opted for this question.

The analysis of the candidates' performance shows that 466 (54.6%) candidates scored from 0 to 4 marks indicating an poor performance. Further analysis indicates that 386 (45.2%) candidates scored from 5 to 9 marks, which is an average performance and 2 (0.2%) candidates scored 10 marks, which is a good performance. The candidates' performance in this question was average as illustrated in Figure 1.

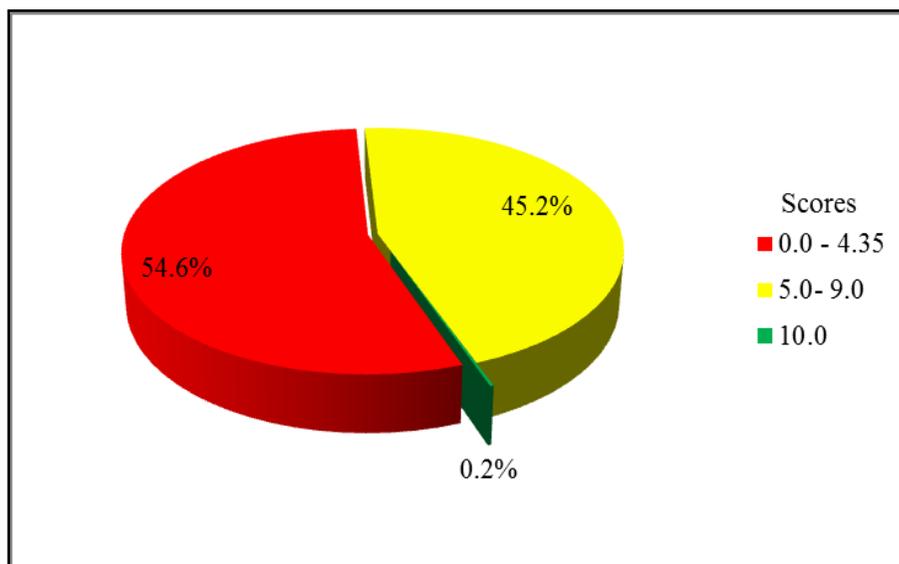


Figure 1: *Candidates' performance in question 1*

In item (i), the candidates were required to identify a set of visual elements which are used to show a quarter part of Khanga design layout. The correct answer was B, *Lines, shape and value*. The candidates who answered it correctly were knowledgeable in the set of

visual elements which are space, line, shape, form, colour, value and texture which artists and designers work to create a design. The candidates who opted for A, *Lines, shape and proportion*, C, *Shape, shading and perspective*, D, *Balance, movements and lines* and E, *Shape, rhythm and proportion* did not understand that balance, movement, repetition, emphasis, contrast and unity are principles of design which artists and designers do with the design elements to make the art form or design.

In item (ii), the candidates were required to identify the appropriate category of colours which appeared side by side on the colour wheel. The correct response was C, *Analogous colours*. The candidates who chose analogous colours had adequate knowledge of colour schemes that colours are directly adjacent to the colour wheel. The candidates who opted for A, *Primary colours* failed to understand that primary colours are the basis for all other colors and any color can be made using a combination of primary colors. Other candidates who opted for B, *Secondary colours* failed to differentiate the theory of colour from the colour scheme. The candidates who chose D, *Complementary colour* did not understand that those complementary colours are opposites of the colour wheel.

In item (iii), the candidates were required to identify the term which describes colours in its darkness or lightness characteristics. The correct response was D, *Value*. The candidates who chose value had adequate knowledge of the characteristics of colours (hue, value and intensity/chroma). Those candidates understood that value refers to the degree of lightness or darkness of a surface. The candidates who opted for A, *Shape* failed to understand that shape is an enclosed area with well-defined boundaries, the area which has been enclosed by being covered with colour. The candidates who chose B, *Texture* did not understand that texture refers to the roughness or smoothness of a surface, C, *Volume* is a measurable area of a defined space and E, *Proportion* is among the principles of design.

In item (iv), the candidates were required to identify basic materials in making a good work of still life composition. The correct response of this item is E, *Pencil, pen and charcoal*. The candidates who chose *pencil, pen and charcoal* were knowledgeable of the materials used in

drawing. The candidates who opted for A, *Brush, ink and pen* failed to differentiate between the terms materials and equipment/tools. The candidates who chose B, *Pen, pencil and palette*, C, *Paper, chalk and pen*, D, *Pencil, pen and charcoal* could not recognize that all those options had a mixture of materials and equipment/tools.

In item (v), the candidates were required to give an artistic name of a drawing or painting surface. The correct response was B, *Landscape plane*. The candidates who chose the correct response landscape plane had an adequate knowledge of the techniques of drawing and painting. Other candidates who chose A, *Background plane*, C, *Foreground plane* and D, *Middle ground plane* failed to understand that landscape is scenery that one sees when looking at a particular section of land and a landscape composition has foreground, background and middle ground. The candidates who opted for E, *Outdoor plane* had no knowledge of the landscape.

In item (vi), the candidates were required to describe why artists use light and shade in drawing an object. The candidates who chose the correct answer B, *In order to portray the volume of an object* were aware of the visual elements of art. Those who opted for A, *In order to portray the shape of an object* did not know that shape is the enclosed space on two-dimensional plane that is defined and determined by the other art elements. The candidates who chose C, *In order to portray texture of an object* D. *In order to portray shadow of an object* and E, *In order to portray the length of an object* had inadequate knowledge of principles of design.

In item (vii), the candidates were required to identify the basic components of art. The candidates who chose the correct answer C, *Content, form and subject* had the knowledge of the basic components of a work of art. The candidates who choose A, *Subject, shape and form*, B, *Form, shape and content*, D, *Subject, shape and content*, E, *Shape, subject and texture* were not aware that subject in the work of art refers to a person, a thing or an ideas. Additionally, form is the visual organization of art work which shows how the artist has used the elements of art and content is art work's total message as developed by the artists and interpreted by the viewer. Also those candidates did not understand that shape and texture are among of the elements of art.

In item (viii), the candidates were required to identify the correct phrase about a still life. Those who chose A, *An indoor arrangement* were knowledgeable about the still life drawing and know that still life drawing is an arrangement of objects placed in a certain way. Those who chose B, *An observation arrangement* had little knowledge about the types of drawings and did not know that an observation arrangement is a drawing that involves looking closely and those who opted for C, *An imaginative arrangement* were not aware that an imagination arrangement is really a drawing from memory. The candidates who chose D, *An outdoor arrangement* confused between indoor and outdoor arrangement while outdoor (nature drawing) is when you go outdoors and draw what you find in nature. Those who chose E, *A landscape arrangement* failed to realize that landscape refers to an artwork whose primary focus is natural scenery, such as mountains, trees or forests.

In item (ix), the candidates were required to identify the letter type that can be produced by using the bamboo pen technique. The correct answer for this item was E, *Calligraphy letter*. The candidates who opted for the correct answer knew that the calligraphic letter is the design and creation of hand lettering. The candidates who chose distractor A, *Block letters* failed to understand that those block letters are constructed by using a square grid. The candidates who opted for B, *Topography letters* failed to recognise that topography is the art, practice and process of designing, setting and arranging types or characters and using them for writing purposes. The candidates who chose C, *Handwriting* were not aware that handwriting is done with the hand rather than typed. The candidates who selected D, *Carving letters* could not realise that the carving letters have the dimensions of length, width and thickness or depth.

In item (x), the candidates were required to identify the artwork which identifies clearly a pattern design that has a body and four borders. The candidates who responded correctly by selecting option A, *Khanga* knew that khanga is a piece of printed cotton fabric often with a border along all four sides and a central part which differs in design from the borders. Those who opted for B, *Kikoi* did not realise that the kikoi has no central part. The candidates who chose C, *Kitenge* were not aware that kitenge have no border and central part, also has no words.

Candidates who opted for D, *Sheet* and E, *Curtain* failed to understand that most sheets and curtains are plain or some designed by striped.

In item (xi), the candidates were required to identify the word which describes an action of expression of ideas and feelings by using water colours. The correct response was D, *Painting*. These candidates recognized that painting was one of the earliest ways in which man sought to express his own personality through colours. Those who opted for A, *Drawing* failed to understand that drawing is an art of representing objects or forms on a surface chiefly by means of lines. The candidates who opted for distractor B, *Brushing* did not understand that brushing is among of the techniques used in painting. However, the candidates who opted for options C, *Sketching* and E, *Designing* had no knowledge about painting and the related materials.

In item (xii), the candidates were required to identify the squares used to measure the height of letters in ‘Uhuru Drinking Water’ in block letters regarding to principles of design. Option E, 7 was the correct answer which shows that the letters were proportioned. Some of the candidates who opted for A. 3, B. 4 and C. 5 were not aware of calligraphic letters.

In item (xii), the question required the candidates to describe the meaning of the term posters. A good number of candidates were able to choose the correct option C, *A placard displayed on a wall to communicate a message*. This response indicates that the candidates realised that a poster is any large piece of printed matter designed to be attached to a wall or vertical surface. The choice of the incorrect option A, *An illustration which always communicate a message* by the candidates suggests that, they could not understand that an illustration is a visual art which helps to explain or clarify a specific situation of a story. The candidates who opted for B, *A placard carried by someone in the city or town streets*; D, *A colourful placard with a meaningful message for the readers* and E, *A placard with lightness and darkness value in its letters* were not aware of the subject matter and the topic of the poster in general.

In item (xiv), the candidates were required to identify the type of painting which Mwajuma's painted picture of some fruits in a bowl belong. The correct response was D, *A composition*. The candidates who opted for the correct answer had good knowledge for the subjects for painting. The candidates who opted for A, *A portrait* did not realise that portraiture is a study of an individual's face and the process allows the artist to study and express the emotions of the person under study. The candidates who opted for B, *An imagination* failed to understand that imagination drawing involves memory which the artist recalls some real images captured by the brain long ago. Those who opted for C, *A nature* did not recognize that the nature regarded as the practical study of objects in the physical world. The candidates who opted for E, *An observation* failed to understand that observing involves looking closely at the objects and their particular characteristics and qualities.

In item (xv), the candidates were required to explain the meaning of middle ground as used in the landscape drawing. The correct option for this item was C, *Behind the foreground viewer*. These candidates knew that the middle ground is the area just behind the foreground which stretches to the horizon. The candidates who opted for E, *Nearest to the viewer* did not know that foreground is the area nearest to the viewer. The candidates who opted for B, *Farthest from the viewer* did not recognize that the background is the area far away from the viewer and is usually behind the horizon. Conversely, the candidates who selected D, *Beside the viewer* failed to understand that the landscape composition has foreground, middle ground and background.

2.1.2 Question 2: Matching Items

This question consisted of matching items derived from designing particularly *textile design* as its sub-topic. The question required the candidates to match each letter on list A with the corresponding roman number on list B by writing the correct response beside the letter in the candidates answer booklet. A total of 854 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 302 (35.4%) candidates scored from 0 to 1 mark indicating poor performance. Further analysis indicates that 396 (46.3%) candidates scored from 2 to 3 marks which is an average performance and 156 (18.3%) candidates

scored from 4 to 5 marks which is a good performance. Candidates' performance in this question was average as illustrated in Figure 2.

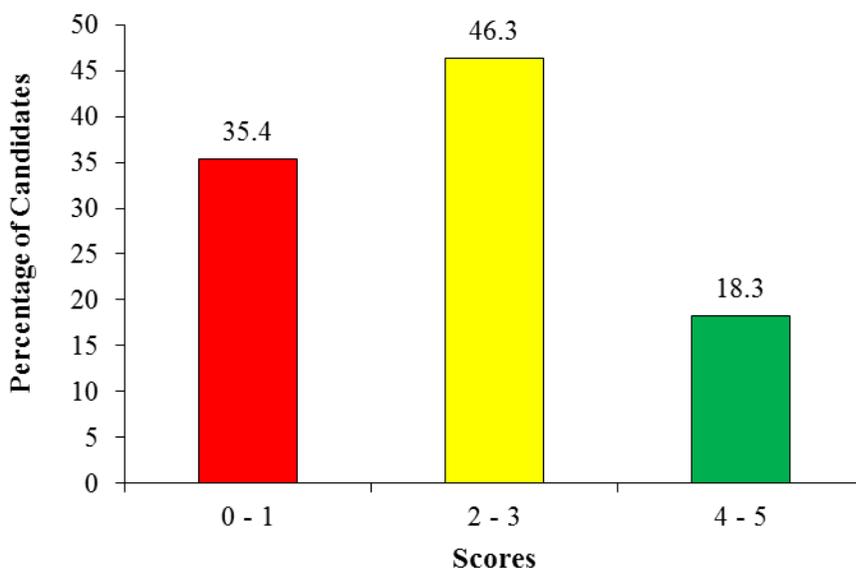


Figure 2: Candidates' performance in question 2

In item (a), the candidates were required to identify the khanga part which is labeled with letter A. The correct answer was (iv), *Text line*. The candidates who named it correctly had knowledge of the topic of textile designs and knew that the text line is a box which typically contains a message. The candidates who named it differently did not have enough knowledge about textiles design.

In item (b), the candidates were required to identify the khanga part which is labeled with letter B. The correct response was (ii), *Border line*. The candidates who matched it correctly understood that the kanga is a rectangular piece of printed fabric with a border along all the four sides. The candidates who failed to match it correctly had inadequate knowledge.

Item (c), required the candidates to identify the khanga part which is labeled with letter C. The correct response was *Body area*. The candidates who matched this item with the correct response were knowledgeable in khanga parts and recognized that motifs are applied in creating a khanga design. The candidates who matched it with other

options showed that they had inadequate knowledge since they failed to match with the correct item.

In item (d), the candidates were required to identify the khanga part which is labeled with letter D. The correct response was (vii), *Main border*. The candidates who named it correctly understood that a khanga is made with a boarder of the fabric and usually made up of intricate designs and vibrant colours. The candidates who matched it with other options had inadequate knowledge of textile design since they failed to match with the correct item.

In item (e), the candidates were required to identify the khanga part which is labeled with letter E. The correct response was (v), *Central object*. Those candidates who matched this item with the correct response had knowledge about parts of khanga and understand that khanga is made by a central part which differs in design from the main border. The candidates who failed to match it correctly had inadequate knowledge in textile design.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Perspective

The candidates were required to study the picture and answer the questions for each item numbered (i – v). A total of 854 (100%) candidates opted for this question.

The analysis of the candidates' performance shows that 687 (80.4%) candidates scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 162 (19.0%) candidates scored from 3 to 6.5 marks which is an average performance and 5 (0.6%) candidates scored from 7 to 7.5 marks which is a good performance. The candidates' performance in this question was poor as illustrated in Figure 3.

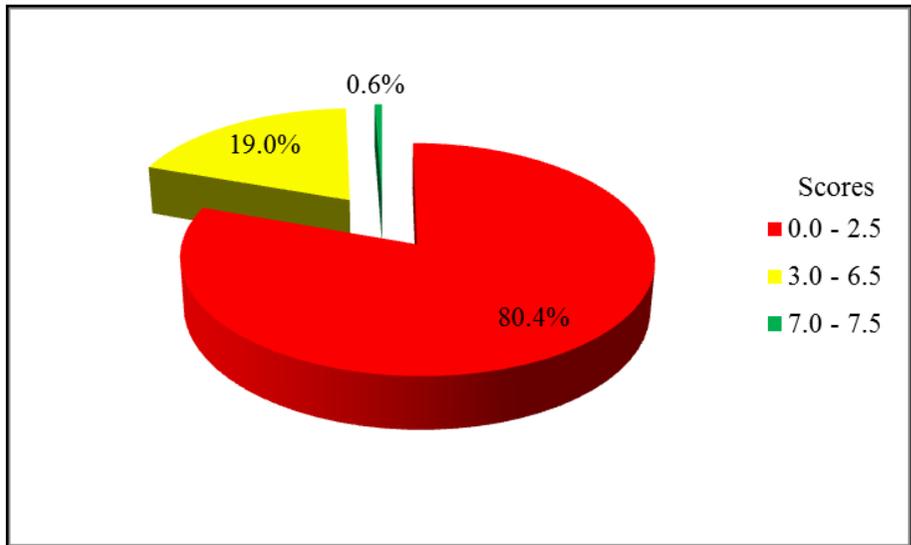


Figure 3: Candidates' performance in question 3

In item (i), the candidates were required to write major characteristic of the type of perspective seen in the picture. The correct answer was; *The picture depicts one point perspective with a clearly seen varnishing point*. The candidates who managed to provide a correct response demonstrated mastery of the subject matter on the topic of perspective.

Conversely, other candidates who failed to write major the characteristic of the type of perspective seen in the picture based on what they know rather than looking at what is contained in the picture. For example, one candidate wrote: *Holizon perspective*. Another candidate wrote: *The object near are seen clearly than object appears from further*. Other candidates provided irrelevant responses by copying some words from the question which had no relevance to the question. For example, one candidate copied the following words: *is the major characteristics of perspective you see in the picture is to show horizontal line*. Other irrelevant responses were *It preserve transpoter and communication, It good to see, The people gets the network and electricity in high quality without problem*. All these responses indicate that the candidates failed to observe the content in the picture and had no skills for interpreting the picture.

In item (ii), the candidates were required to identify the varnishing point portrayed in the picture. The correct answer was *the varnishing point is*

portrayed by convergence of descending lines of poles, trees and road. The candidates who managed to provide the correct response demonstrated skills in observing it at different situations. The candidates who failed to identify the vanishing point portrayed in the picture were unable to observe perspective features in the picture. For example, one candidate wrote: *Vanishing point portrayed in the picture through the picture is became thick.* Another candidate in this category wrote; *Vanishing point is shading* and the other said *is the area that is no longer visible, the vanishing point portrayed in the picture is house.* These responses indicated that those candidates could not understand the meaning of the vanishing point concept.

In item (iii), the candidates were required to identify two features that suggest the position of the vanishing point in the picture. The correct answer was: *All electric poles on the left side of the road and two trees on the right side of the road or side of the road are organized in lines that converge in the middle point of the picture.* The candidates who managed to respond well to this item had adequate knowledge and skills in the topic of the perspective. Furthermore, the candidates who failed to identify two features that suggest the position of the vanishing point in the picture did not have sufficient skills in the observation of the locations. For example, one candidate wrote: *background and landscape.* Another category of the candidates' responded as: *light, shade* while, other candidates wrote: *The horizon line, Front point portrayed in the picture.*

In item (iv), the candidates were required to identify what was depicted by the horizon line in the picture. The correct answer from this item was: *The thick dark bushes and hills on the far end of the ground and the clear sky that suggest a position of a horizon line.* The candidates who wrote the correct answer had enough knowledge about perspective in the vicinity. Moreover, most of the candidates failed to interpret the picture as a result they ended up writing irrelevant answers. For example, one candidate responded as follows: *Natural vegetation, mountains.* Another candidate wrote: *The depicted by the horizon line in the picture, Is it used as shown the two parts that can be apply like cars, motorcycle e.t.c. where by two side that separated between objects can*

going or returned. Those responses indicated that the candidates did not understand the demands of the question.

In item (v), the candidates were required to list down two features which show the position of the horizon line in the picture. The correct answers from this question were: *The thick dark bushes and hills on the far end of the ground and the clear sky that suggest a position of horizon line.* The candidates who provided correct answers had enough knowledge and skills in the perspective in the vicinity. Furthermore, other candidates wrote the irrelevant answers which were not the demands of the question. For example, one of the candidates wrote: (i) *It can be shown as back,* (ii) *It can be rectangular shape as shown.* Another candidate wrote: (i) *Electricity,* (ii) *Road.* Other candidates wrote: (i) *Car,* (ii) *Motorcycle.* All those responses indicated that candidates had insufficient skills for interpreting the picture. Extract 3.1 shows a sample of a poor response from a candidate.

}	i) The major characteristics of the type of perspective you see in the picture is to show horizontal line
	ii) the vanishing point portrayed in the picture is the dark vanishing point.
	iii) it plane lands. It is flat surface.
	iv) To show the ^{long} way will ending
	v) it flat surface b) It used high techniques to improving that surface.

Extract 3.1: A sample of the candidates' poor response in question 3

In extra 3.1 a candidate provided irrelevant points instead of the features which show the position of the horizon line in the picture.

On the other hand, candidates who scored high marks 7 (0.6%) were able to provide correctly interpreted concepts in the comprehension questions and they successfully used their knowledge of the topic on perspective to tackle the items in the picture. Extract 3.2 is an illustration of a good response in this question.

<u>SECTION: B</u>	
Q3 (i)	The major characteristics of the perspective is that the objects tends to be seen at different sizes. This is due to difference in distances of the objects. The objects at the front part are larger than those at the far ground.
(ii)	The vanishing point portrayed in the picture is the point where the road, ^{and} trees, poles tend to meet. It is the point at the far end.
(iii)	- The poles along the road. - The road.
(iv)	A cluster of trees or bushes are depicted by the horizon line in the picture.
(v)	- The bushes or forests. - The sky.

Extract 3.2: A sample of a candidates' good response to question 3

Extract 3.2 is a sample of good responses from a candidate who managed to interpret the picture in a comprehension question.

2.2.2 Question 4: Techniques in Drawing

The question required the candidates to explain briefly five shading techniques in pencil drawing with detailed illustrations. A total of 854 (100%) candidates opted for this question.

The analysis of the candidates' performance shows that 520 (60.9%) candidates scored from 0 to 2.5 marks indicating poor performance, 162 (19.0%) candidates scored from 3 to 6 marks which is an average performance and 172 (20.1%) candidates scored from 6.5 to 10 marks which is a good performance. The candidates' performance in this question was average as illustrated in Figure 3.

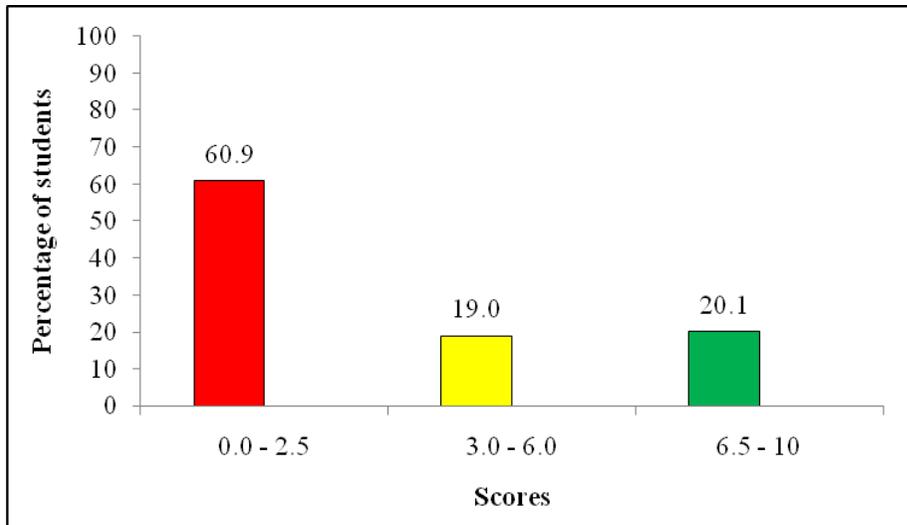


Figure 4: *Candidates' performance in question 4*

The analysis shows that, 520 (60.9%) candidates who scored from 0 to 2.5 marks were unable to identify the shading techniques in pencil drawing. Most of the candidates outlined incorrect responses while others left the space unfilled. For example, one candidate wrote: *Vertical shedding, Horizontal shading, Zigzang shading and smooth shading*. Other candidates responding to the same question wrote: *Ideas, Language, Colour, Painting, Sculptured and Shape*. Still others in this category provided irrelevant answers. For example, one candidate wrote; *By using cotton light pencil shading one side should be shine than other side to sharpen well the pencil and shading without remove in a straight line*. Moreover, some of the candidates did not understand the requirement of the question as well as the subject matter. For example, one candidate wrote (i) *By using the cotton to replace all particle of pencil in the area of art work*, (ii) *Movement of the shadow from strongest shadow to the thickness shadow* (iii) *Linear drawing in order to identify the feature that shown of a pencil drawings*. Another candidate responded as; (i) *Brush in order to maintain the weight of shading and differentiate the shadow*, (ii) *Sketching in order to get the shape of an object*. Furthermore, some candidates wrote the elements of art instead of the shading techniques: *value - this means is the degree of darkness and lightness of an object*, *shape - This is the shading technique in pencil drawing in which the object is determined according to the shape, text line and this is described how something*

looks. These irrelevant responses indicate that candidates had insufficient knowledge about the shading techniques in pencil drawing. Moreover, some of the candidates in this category mentioned materials and equipment used for painting and drawing. For example, one candidate wrote: *Rule, Charcoal, Brush, Ink, Paper*. Extract 4.1 is a sample of a poor response from a candidate.

A.	<p>With detailed illustrations for each briefly are shading techniques in pencil drawing shading techniques, the you a artist who is assigned to design a quarter part of Khanga what set of visual elements will used to detail led illustrations of shading techniques.</p> <p>Drawing, are the assigned to design poster on advertising "where printing where the land idscape drawing a the carried by someone in the city or town you going to use to measure.</p> <p>Brushing, the are is you doing post which an category of colour appeared side by side the colour design a quarter of a Khanga th them and proportion.</p> <p>Sketching, is the correct phrase about size can be produced by using banana pen technique identifier clearly a pattern that has bold sketch to techniques in pencil drawing.</p> <p>Painting, is the basic components of a work of do artists use high of drawing or painting advertise you work of a still life which basic materials.</p> <p>Designing, the assigned to design poster an advertising the carried of the section the organise and compositions of artworks in aesthetic designing in the shading techniques.</p>	
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Extract 4.1: A sample of the candidates' poor responses to question 4

Extract 4.1 shows a candidate who failed to provide clear explanation about the shading techniques instead he/she wrote irrelevant answers.

The analysis shows that 162 (20.1%) candidates who scored from 3 to 6 marks had knowledge in and understanding of the topic as well as the ability to illustrate and explain the shading techniques in pencil

drawing. Moreover, some candidates in this category managed to give two or three correct responses out of five. One of the correct answers is presented in the following response by one candidate:

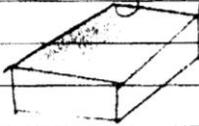
- (i) *Smudging refers to the shading technique where by the objects is shaded fully side – side,*
- (ii) *Dotted refers to the shading technique where by the object is shaded by suing dots,*
- (iii) *Hatching refers to the shading technique where by the object is shaded by using the line,*
- (iv) *Cross hatching is shading technique by using line crossing to shade into an object.*

Furthermore, the analysis of this question indicates that the candidates who scored high marks understood the subject matter. Furthermore, 172 (20.1%) candidate demonstrated an understanding of shading techniques in pencil drawing and went further highlighting the techniques using good illustrations. The candidate provided a good the explanation of the techniques. Many of them answered as follows:

- (i) *Smudging is the type of shading whereby it involves continuously shading in a picture without lifting the hand often.*
- (ii) *Crossing shading is the type of shading which involves using of line which is crossed to each other.*
- (iii) *Line shading is the type of shading where by an artist uses line with different shade while shading*
- (iv) *Dot shading is the type of shading whereby an artist uses dots while shading.*

These responses show that the candidates were conversant with the shading techniques in pencil drawing. Extract shows a good response as provided by one candidate in this question.

4. i) Smudging: This is the shading technique by using a thumb finger or middle finger to keep darkness on the drawing surface. for example.



ii) Scumbring: It is the shading technique when a pencil or pen is not lifted up while shading. for example.



iii) Hatching: This shading technique involves the drawing of various ~~flat~~ parallel straight lines on a picture for example.

4 iii)

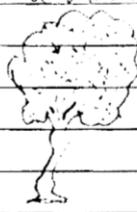


iv) Cross-hatching: This involves cross lines while shading a picture or drawing. for example.



v) Dottedting:

v) Dottedting: This is the shading technique by using dots in shading a drawing. for example.



Extract 4.2: Sample of the candidates' good responses to question 4

Extract 4.2 presented a good performance of a candidate who managed to explain about shading techniques in pencil drawing and supported them with relevant diagrams.

2.2.3 Question 5: Colours

The question required the candidates to explain five functions of colour as applied in a painting composition. A total of 854 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 476 (55.7%) candidates scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 247 (29.0%) candidates scored from 3 to 6 marks which is an average performance and 131 (15.3%) candidates scored from 6.5 to 10 marks which is a good performance. The candidates' performance in this question was average as illustrated in Figure 5.

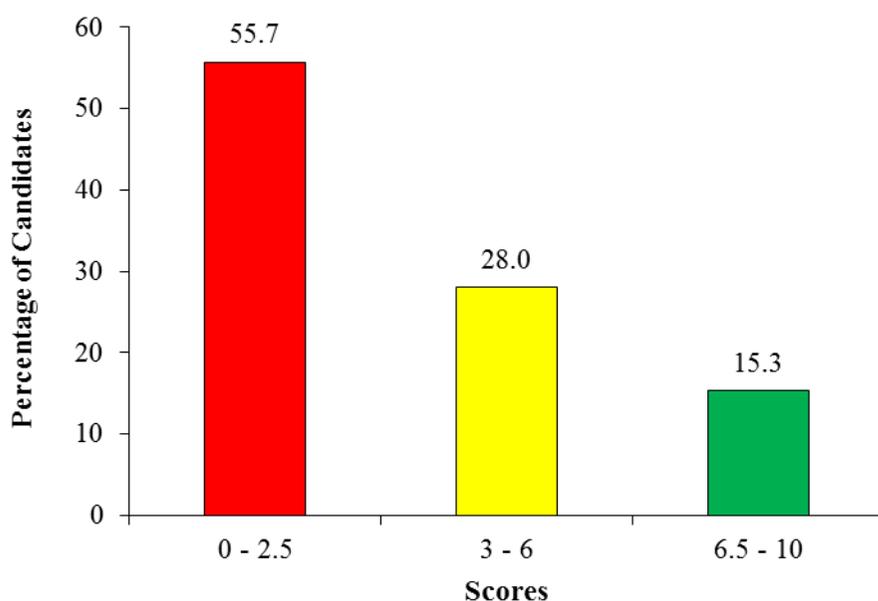


Figure 5: Candidates' performance in question 5

The analysis shows that, 476 (55.7%) candidates who scored from 0 to 2.5 marks failed to explain the functions of colour as applied in a painting composition as they provided incorrect responses in this question. For example, one candidate wrote: (i) *Water*, (ii) *ocean*, (iii) *brushing*, (iv) *sketching* and (v) *designing*. Another candidate wrote; (i) *colour proved beautiful of picture; because colour proved people or costumes* (ii) *need pictures* (ii) *colour using shader picture proved picture beautiful* (iii) *colour it understanding* (iv) *colour proved picture*

make and costumes (v) colour using picture beautiful. Furthermore, other candidates mentioned types of colour instead of functions of colours. For example, one candidate wrote: (i) *Yellow colour* (ii) *Blue colour* (iii) *Red colour* (iv) *Green colour* (v) *Brown colour.* Another candidate with the same view wrote: (i) *primary colours* (ii) *secondary colours* (iii) *complementary colours* (iv) *monochromatic colours.* Other candidates provided the wrong answers by writing: (i) *to attract people or viewers* (ii) *to make picture to be beauty* (iii) *to make picture to be quality* (iv) *to show things in true.* Poor performance by most of the candidates in this question indicates that the candidates did not understand the requirement of the question. Extract 5.1 is an the example of poor performance.

5	i) primary colours
	ii) secondary colours
	iii) complementary colours
	iv) Analogous colours
	v) Monochromatic colours

Extract 5.1: A sample of candidates’ poor responses to question 5

Extract 5.1: shows a response of one candidate who wrote the answer which copied words from the distracters of section A.

The analysis shows that, 247 (29.0%) candidates who scored from 3 to 6 marks in this question were conversant with the demands of the question. There were other candidates who had some ideas about the question and related responses. These candidates had an average score ranging between 3 – 6 marks. For example, one candidate responded as follows: (i) *to attract people or viewers* (ii) *to make picture to be beauty* (iii) *to make picture to be quality* (iv) *to show things in true.* Another

candidate wrote: (i) to attract the viewer's eye, (ii) to provide the shape of the poster (iii) to attract the beauty of an object, (iv) to represent an image, (v) its easily to reading. However, apart from these responses, there were candidates who scored higher than 5 marks out of 10. For example, one candidate wrote: *It makes the picture attractive. It expresses the reality of the picture. It shows clear picture and It stimulates vision to the observer.* Other candidate stated the functions of colour as: *Colour used to define the shape, It creates visual harmony of an object, It makes a surface to be interested, Colour highlights the objects and It makes the picture to appear as a real object.*

The analysis shows that 131(15.3%) candidates scored from 6.5 to 10 marks in this question. These candidates were able to provide relevant responses to this question. Most of those candidates who performed well wrote: *Colour is used to create illusion of depth in a painting which help the painting to be lovely and interesting, Colour is used in create tone, which tone help in describe the darkness or lightness in painting. Colour is used to create mood of a painting, It makes the picture to appear as a real object.* Despite the number and percentage of those who performed well being small, still it suggests that some candidates had knowledge about the functions of colours as applied in a painting composition. Extract 5.3 is a sample of correct responses to this question.

5. Colour is an element of art and design that perceived only by the sense of light. They have two type of colour which are ~~each~~ ^{warm} colours like yellow, red and orange and cool colours like blue, green and purple. They have primary colours, secondary colours and tertiary colour. The following are the function of colour in painting a composition.

Suggest movement. This is the one of the function of colour it suggest movement in a picture. So colour it help in create sense of motion of artist in a picture. So the colour show the motion in a picture.

Highlight form. Also colour is used to highlight form in a picture. it show or describe the form of a picture so as to make people easy understanding the form of a picture. So the colour define form of a picture.

Create illusion of ^{shape} space and volume. Also colour is used in a picture to create illusion of space and volume of an object which is drawn. So colour it is use to define shape and create volume in an object which is drawn.

Create mood. The colour it is used to create mood in the picture or composition which is painted, so it express emotions in the picture or composition which is painted by using different colours.

Extract 5.2: A sample of candidates' good responses in question 5

2.2.4 Question 6: Designing (Book cover)

The question required the candidates to describe briefly five steps involved in designing a book cover. A total of 854 (100%) candidates opted for this question.

The analysis of their performance shows that 432 (50.6%) candidates scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 350 (41.0%) candidates scored from 3 to 6 marks which is an average performance and 72 (8.4%) candidates scored from 6.5 to 10 marks which is a good performance. The general candidates' performance in this question was average as illustrated in Figure 6.

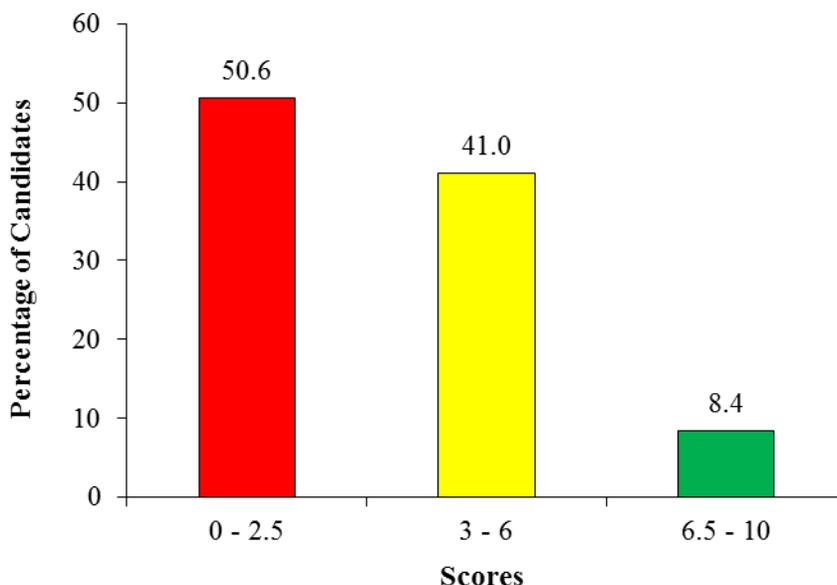


Figure 6: *Candidates' performance in question 6*

The analysis of the candidates' performance in this question shows that the candidates who scored from 0 to 2.5 marks provided incorrect responses for this question. These candidates provided irrelevant responses which did not relate to the question. For example, one of the candidates wrote (a) *Writing*, (b) *Drawing*, (c) *Printing* and (d) *Shading*. Other candidates wrote: *To measure out central line with equal two halves of cover beside it*, *To display the content given by an author on the forward cover of the book at the upper side*. Another candidate responded as follows: *To develop wonderful picture at the upper side of the forward cover representing the content given by author to make it attractive*. Furthermore, most of the candidates provided explanations in words which did were irrelevant to the demands of the question. One of the incorrect explanations of this question is presented in the following response by one of the candidates:

The title of the books it is steps used to show the meaning of the book that reader present to learn, The picture: the picture that putting outside that make reader to get filling of learn the book the picture that will considered to be hurry when you what the talk about inside the book. The Author: The book cover that you want to design must show the people who making that book in that surface. Short summary: you must draw the summary by putting the smaller line or dot in that summary of the book. The content of the Author or picture of the author must be confirmed in the book cover and good colour.

Moreover, most of the candidates wrote incorrect steps of designing a book cover. For example, one of the candidates wrote: *To measure line distance, To round line all page, To draw a half and vertically on the paper, Drawing picture, Writing the author.* Another candidate in the same question wrote: *First step – have given four part, Second step – have drawn the name of book cover, Third step – draw the picture of name of book cover, Forth step – write the author of book, Fifth step – draw the author of book.* Also, in this question some candidates left the question unanswered. In additional, other candidates in responding to this question defined the words used in the question instead of giving the stapes which applied in designing a book cover. For example, one candidate wrote: *Name of the author this is the name that the writer of book write in the cover of book. Name of the book. This is the name that the author chosen and write in the books and the name of book is arming the all themes in the book.*

Likewise, other candidates somehow knew the demand of the questions but failed to express themselves clearly. For example, one candidate wrote: *To measure out central line with equal two halves of cover beside it. To display the content given by an author on the forward cover of the book at the upper side. To develop wonderful picture at the upper side of the forward cover representing the content given by author to make it attractive. To write short notes on the back of the cover based on the content mention in the book. To write name of the author at the covere and the central line.* Other candidate copied some words from the other questions which do not have relevance to the question asked. For example, one candidate wrote: *In order to portray*

shape of any object, In order to portray volume of an object. This shows that these candidates had inadequate knowledge in this topic. Extract 6.1 is a sample of poor response from a candidate.

6	i/ Balance This is the first step, In this step I make sure that at the title of the book is must be balanced at the book cover.
	ii/ Unity/harmony. The step I make sure that all things drawn on the book cover has good unity or harmony in order to ensure stability.
	iii/ Line. This line is in order to make a thin long made mark in order to make proportion between the upper layer of the book and the lower layer of the book.
	iv/ Contrast. This it means that the different between one object to another object or one word one word to another word to achieved equal visual weight or space.
	v/ Variety. In this step you can draw a certain picture which related to the content of book but in well arranged and balanced.

Extract 6.1: A sample of the candidates' poor responses to question 6

Extract 6.1 shows a sample of candidates' incorrect responses as he/she provided the principles of design instead of explaining the steps applied in designing a book cover.

The analysis of the candidates' performance in this question was average because 41% of the candidates demonstrated a relatively good knowledge of the steps involved in designing a book cover. However, they lacked exhaustive elaborations of the required points, repetition of some points characterized their responses. One candidate for example, wrote: *Make good materials will you use to make book cover which you a designing a book cover.* This candidate failed to elaborate which material can be used in designing a book cover. Another candidate

wrote two points thus; *title of a book should be at upper part. This as because if it will be at middle part means that it describes about a book, Write the author's name of the book.* Extract 6.2 is a sample of average responses from a candidate.

5.	→ To identify different parts of book cover which are front part, spine part and back part.
	→ In front cover it contains the title of the book, Name of the Author and the name of the publisher
	→ In spine part it contains the writer only the name of the book.
	→ Back cover it contains the name of the publisher and the background story of the writer's book
	→ To Apply different attractive colours so as to attract the readers of the book

Extract 6.2: A sample of the candidates' average responses in question 6

Extract 6.2 represents a sample of an average performance from a candidate who provided steps of designing a book cover but lacked exhaustive elaborations of the required points.

The analysis of the candidates' responses shows that some few 72 (8.4%) candidates were able to score from 6 to 10 marks because they focused on demand of the question. Such candidates were able to describe steps of designing a book cover. The correct answers described by most of the candidates in this category were: *Divide the paper or book in three parts but two at the same (foreside and backside) and at list four (4cm) at the centre. At the foreside write the name of your book in capital letters that is very attractive. The third steps prepare good illustrations (picture) that represent the title of our book. Not only but*

also at the foreside, draw the picture of the author clearly in order to make easy the people to know who prepared this book. Extract 6.3 is an illustration of a candidate's good response to this question.

6 (i)	Dividing a paper into three parts That's are front, spine and back parts of the book cover this will help me to know which things contained have to be localized.
(ii)	Writing name of the book at the front part The name of the book will give information briefly on what is inside of the book the name of the book can be MA WA YETU, USIKU WA BAZAA, THIS TIME TOMORROW, THE RETURN OF PAUL, BIOLOGY etc.
(iii)	Writing the names of writer or author and the name of publisher. This will give information that the book have been published and written by whom - ie Published by Paul's, written by Pantleraleo.
(iv)	Drawing a picture to illustrate briefly that what are things contained in a book for example you can draw pistol to illustrate the war book or fish to illustrate fishing etc.
(v)	Writing bibliography This may be short history of the writer or summary of the book so as to attract easily consumers ie - - - - - The storm was very huge that can cause a lion to cry and runaway- - - - -

Extract 6.3: A sample of the candidates' good responses in question 6

Extract 6.3 is a sample of a good response from a candidate who was able to describe the five steps applied in designing a book cover.

2.2.5 Question 7: Emblem Design

The question required the candidates to explain the five basic characteristics which will guide to make the emblem. A total of 854 (100%) candidates opted for this question.

The analysis of the candidates' performance shows that 542(63.5%) candidates scored from 0.0 to 2.5 marks indicating poor performance. Further analysis indicates that 227 (26.5%) candidates scored from 3 to 6 marks which is an average performance and 85 (10.0%) candidates

scored from 6.5 to 10 marks which is good performance. The candidates' performance in this question was average as illustrated in Figure 7.

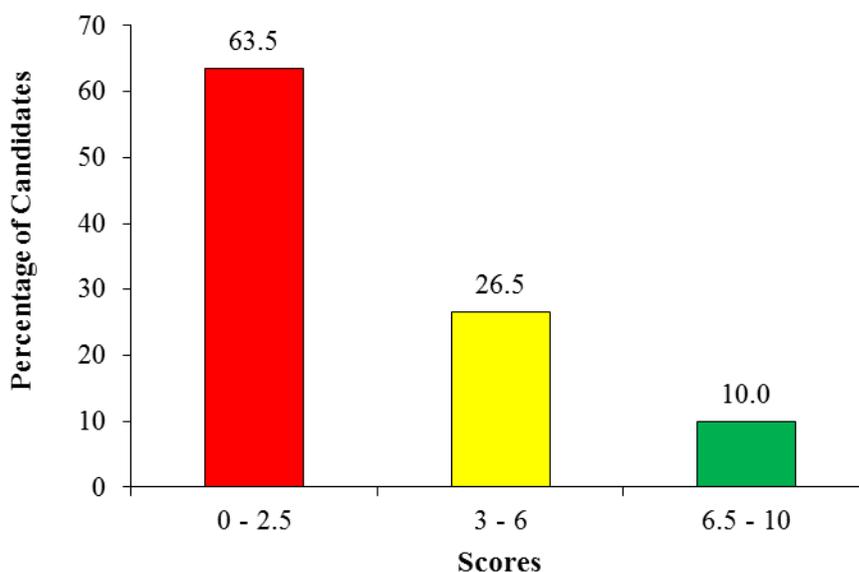


Figure 7 Candidates' performance in question 7

The analysis showed that the candidates whose scores ranged from 0 to 2.5 marks did not have adequate knowledge of the subject matter. They provided incorrectly basic characteristics guide to make an emblem. For example, one candidate wrote: *Designed word which will attract viewer. Few word which it make easy to understand. Drawing of pictures which enable with no problem. Colouring of features in the parts.* Another candidate responded that: *Pen and pencil. This is guide to make for the emblem education to characterized like writing and drawing. Books ad exercise book his is guide to make for the emblem education to characterize like reading it. For women guide to make for the problem education to representation candidates. For ocean to represent education like ocean. Key to represent education is key of life.* These candidates' answers were irrelevant to the requirements of the question wrote: (i) *They show good information of the life future generation.* (ii) *They used to direct people in good thing for future generation.* (iii) *They give the message Government.* (iv) *The message given from emblem is about education environment.* (v) *They give*

education many people in the society to control in bad behavior controlling example drug abuse people and live like zigzag, while others went off point by explaining components of emblem. For example, one candidate wrote: (i) Emblem contain illustrations, (ii) emblem contain more than one item. Other candidates in the same question wrote: (i) Emblem using roman letter and capital letter; (ii) it different with logo which used capital letter only and picture. (iii) Create an idea of something; also the emblem it support an artist to get the idea. Another candidate failed to comprehend the question as a result of the question was left unanswered. Extract 7.1 is a sample of a poor response from a candidate.

7	Basic characteristics which will guide to make the emblem for the education are pen and pencil. This is guide to make for the emblem education. like to characterized like writing and drawing books and exercise book this is guide to make for the emblem education to characterized like reading etc.
	For women guide to make for the emblem education to representation students.
	For ocean to represent present education like ocean.
	key. to present education is key of life-

Extract 7.1: A sample of the candidates' poor responses to question 7

Extract 7.1 is a sample of responses from a candidate who provided incorrectly answers as basic characteristics guided to make an emblem.

Moreover, 26.5 percent of the candidates performed averagely by scoring from 3 to 6 marks. Those candidates could not score higher marks because of inadequate elaboration and repetition of some points. One of the candidates, for example, mentioned; *motto of the institute of Education, it should be painted with water colour, Name of the institute.* Extract 7.1 is a sample of an average response from a candidate.

7.	<p>Emblem refer to the designed extended symbol for a group of people who practice a common occupation. There are several basic characteristics which will guide to make emblem, and these characteristics are as follows</p> <p>The name of the emblem: This character explains that, an emblem should have a particular name in which should be written in a short form example by using one or two words or letters which represent the words</p> <p>The shape of the emblem: The emblem should form a particular shape in order to have a pleasing looking when represented example circle shape, triangle shape or quadrilateral shape.</p> <p>The pictures in the emblem: The emblem should have picture which represent a particular activity done by the emblem-wearers example a book and pen for institute of education emblem.</p>	
7.	<p>The relationship between the symbols used in emblem and a particular occupation of a group of people. The symbols used in emblem should relate to an activity practiced example book for education institute, hoe for agriculture institute and miter for land.</p> <p>The emblem motto. These are the words which provide the content of the emblem for a particular group. The emblem motto is used to encourage the members of a particular group to their particular activity example emblem motto of an institute of education can be "Education is the key to success".</p> <p>People within the societies should use emblems as a design of representing their group and what activity in which they perform.</p>	

Extract 7.2: A sample of the candidates' average responses to question 7

Further analysis of this question shows that the few candidates (10%) who scored from 6.5 to 10 marks had adequate knowledge of designing emblem. Such candidates were able to identify the basic characteristics that lead to make an emblem. For example, some of the candidates wrote: (i) *Shape:* An emblem must have a shape whereby you can put some information on needed. (ii) *Name:* The client should produce name for his/her institution. *Picture:* (iii) An emblem must have some pictures or symbols which are related to the name or the activities done

by the institution. Colours: (iv) An emblem must have colours related to the institution or depending on the client's desire. (v) Motto: Slogan with few words with special message. Other candidates provided the following answers: (i) It must have colours contrast because colours are helping in bring good look of a work of artist. The use of contrast colour is very important. (ii) It may have picture, (iii) It may have motto. (iv) Words must be short. (v) It must be balanced. Furthermore, in spite of the grammatical errors in some of the responses provided, some of the candidates were able to supply a good response as follows: (i) A name of institution; this is main because it is identifying the identification of a certain institution so as to made people know the area of that emblame. (ii) A motto or message; These are words or messages which are telling something in their institution, this gives a power and motivation of doing a work.(iv) An other symbolies or pictures; These are images which shown on on emblame like student, a book. (v) To have a sertain shape and it is identity of istituate. These indicate that the candidates had knowledge of the subject matter. Extract 7.3 shows a good response from one of the candidates.

7	i. Appearance of the school (institute of education) For a good artist who would make an emblem for the institute of education, would have to know the appearance of the certain institute of education.
	ii. Name of the school (institute of education) In order for an artist to make an emblem for the institute of education, would have to know the name of the institute of education.
	iii. Institute of education's motto. For an artist to make an emblem of a certain institute of education, would have to know it's motto to which would make an emblem of a certain institute of education.
	iv. Pictures to be drawn on emblem of institute of education Normally pictures on an emblem of certain institute of education should drawn in order to show how people or things are related. (books and pen, man and woman)
	v. Colour of the emblem. Artist would have to choose the colours which would related to the object drawn.

Extract 7.3: A sample of the candidates' good response in question 7

Extract 7.3 represents a sample of a good response from a candidate who managed to describe well the basic characteristics guided to make an emblem.

2.3 SECTION C: Essay Questions

2.3.1 Question 8: Graphic Designing

The question required the candidates to explain with examples six aspects of graphic design which are under visual symbols. A total of 366 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 336 (91.8%) candidates scored from 0.0 to 4 marks indicating poor performance. Further analysis indicates that 17 (4.6%) candidates scored from 4.5 to 9.5 marks which is average performance and 13 (3.6%) candidates scored from 10 to 14.5 marks which is good performance. The candidates' performance in this question was poor as illustrated in Figure 8.

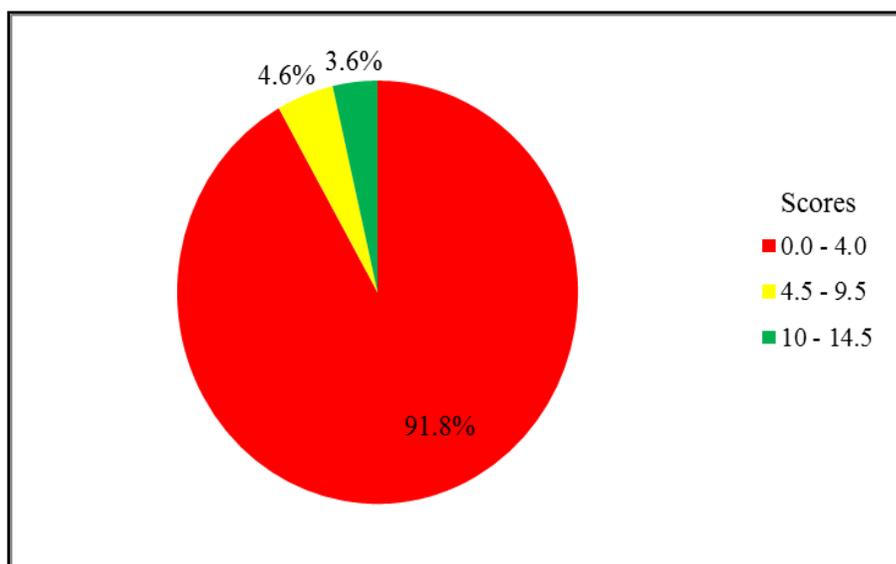


Figure 8: Candidates' performance in question 8

The candidates who scored from 0 to 4 marks failed to identify the aspects of graphic design and others lacked knowledge of the subject matter. Most of the candidates discussed the principles of art in design. One of the candidates, for example wrote: (i) *Balance – is the suppose that you are an artist who is assigned to design.* (ii) *Shape – is the an*

area line of that drawing. (iii) Line – is the line of the project in landscape drawing. (iv) Shading – is the element of the an invited to attend an exhibition for fine. Other candidates provided irrelevant answers which are not related to the demands of the question. For example, one candidate wrote: (i) Graphic design refers to the drawing of landscape and these graphic design it taken when the people who take these it can be upper and take the image down. (ii) To show the location position area. (iii) To show the economic and social activities such as agriculture. Another candidate responded to the question as: To show the human settlement that when the views is take that graphic design must show the settlement of human according to their place, To represent the boundaries area. These boundaries area it may be a cross section between the Country or stat to another. Moreover, the responses by some candidates in this category were categorised by an outline of the responses, which lacked elaboration of the points and repetition of some of the points. For example, one candidate outlined the responses as follows: (i) Shape, (ii) Zigzag, (iii) Way, (iv) Spring and (v) Colour. Extract 8.1 is a sample of an irrelevant response from a candidate.

8. Graphic design is for to the visual work of art concerned with visual communication by using symbols and using graphic design have the following as part.

Fashion design: This is the creating of something impressive and new as possible and beneficial for the people.

Digital design: This is the type of designing by using computer.

Web designing: Is the type of designing that involves collection of popular materials for as to meet with lifestyle and people preference.

There are the graphic design is the most popular type of designing existed in globalized world for for to stimulate artistic works in production.

Extract 8.1: A sample of the candidates' poor responses in question 8.

Likewise, few candidates (4.6%) had an average performance by scoring from 4.5 to 9 marks. Such performance is an indication of moderate knowledge of the topic in graphic designing. However, they

could not score higher marks because of inadequate elaboration and irrelevant examples of aspects of graphic design which is under visual symbols.

	<p>8. Design, It an art of creating some thing new and Persuasion to the people. The following are the aspects of graphic design which is under visual symbols.</p> <p>Logo, This are the aspects of graphic design which is under visual symbols because logo it facilitate communication through warning. For example "Don't park car in this area".</p> <p>Poster, This are the aspects of graphic design because poster communicate a message to the people for example "MRSYA SECONDARY SCHOOL".</p> <p>Emblem, This are the aspects of graphic design because an emblem it is used for different activities for example emblem of school, club, etc.</p> <p>BOOK COVER, This are the aspects of graphic design because the book cover it supposed to have a picture, name and author. So graphic design may be used. For example History book cover.</p> <p>Card, This are the aspects of graphic design because card it facilitate different message through design. For example Greeting card, born card, Christmas card, Boxing day card, Congratulation card and others.</p> <p>Still life, This are the aspects of design graphic which have a symbol</p>	
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Extract 8.2: A sample of the candidates' average responses in question 8

Extract 8.2 shows a sample of an average response from a candidate who managed to identify the basic characteristics of aspects of graphic design, which is under visual symbols but had insufficient elaboration and gave irrelevant examples.

The analysis of this question shows that the candidates who scored from 9.5 to 14.5 marks were able to interpret and identify the demand of the question by introducing the meaning of graphic design and analyse the graphic design which are under visual symbols. Besides, the candidates were able to demonstrate good examples. One of the correct responses is presented in the following response by one of candidates:

*Label – Labels on different products e. wine, soap, medicines etc.
Trade mark –A name given to a particular company e.g. brand names, devices, words and or visual symbols which become identified with a particular manufacture and which distinguish one product from another e.g (R) meaning registered of (TM) meaning Trade mark. Logo – is a word or several letters cast in one pieces of type eg. TIGO, FIFA. Badge – is a symbol or mark put on a piece of cloth or sometimes on a shirt pocket which carries information of a given institution. For examples school badges arm or police and organised societies. Cards – eg. Greeting cards, business cards, birthday/congratulation cards etc. Emblem – the signs with shape and full name of the Institution, Organisation, Company or Group eg. Cocacola. Fashion design – this is the creating of something impressive and new as passive and beneficial for the people. Digital design – this is the type of designing toy using computer. Web designing – is the type of designing that involves collection of popular material so as to meet with life style and people preference.*

2.3.2 Question 9: The Principles of Designing

The candidates were required to describe the importance of principles for art and design in art work using six points. A total of 762 (100%) candidates opted for this question.

The analysis of the candidates' performance shows that 576 (75.6%) candidates scored from 0.0 to 4 marks indicating poor performance. Further analysis indicates that 131 (17.2%) candidates scored from 4.5

to 9 marks which is average performance and 55 (7.2%) candidates scored from 9.5 to 14.5 marks which is good performance. The candidates' performance in this question was poor as illustrated in Figure 9.

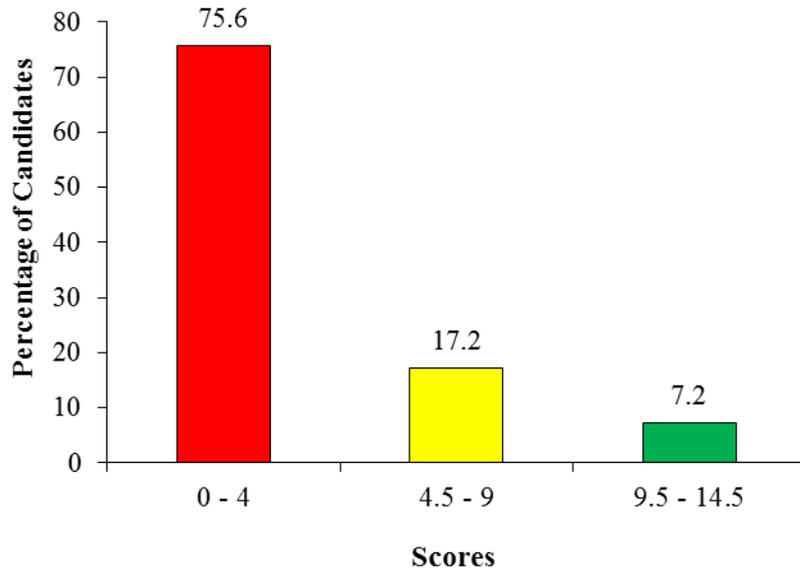


Figure 9: Candidates' performance in question 9

The candidates whose scores ranged from 0 to 4 marks did not have adequate knowledge of the subject matter. They failed to identify the importance of principles of art and design in art work. Many candidates produced weak responses. For example, one candidate responded by picking the words from the question paper as follows: (i) *Principles is the namba of art to organize and are you are doing a project in landscapes ways the principles way you are ground. there are important or principles of art and design in art work. Farthest from the principles, the suppose you are doing a project in landscape are assi design a poster on advertising the a principles of art.* Also another candidate wrote: *Topography letters, the are which group you are an artist at atted an exhibition for mak entrepreneurship and you are required to adverti at you many square are you going us to letter.* Furthermore, some candidates provided irrelevant responses. For example, one of them in this category wrote: *It is are give knowledge artist about how to do art work and design. This is are give the artist new knowledge for doing different work and different places for work*

art and design. It is are give artist experience for doing art work: It is are give experience and confidence for doing work and design. Another candidate responded as: To educate people: The people of community is the educate with the picture looked for listening music art to give the lesson in the society example to educate people by using the picture is drawing to about the effect of drugable.

Moreover, these candidates provided responses which are unrelated to the demands of the question. One candidate, for example, wrote: *It make emotional feeling to people. It increases quality of things through applying these things. It make the artist to win more customer. It help to make efficient and effective product. It help an artist to belief on what done (or he/she produce).* Another candidate had they to say: *To have experience: that is one important of art work because art work it help is to understand the art very well and to be artist and to can imagine different thing in our life. To be a teacher for another people: art working it can be may be you know art very well and another people can know art very well and another people can know the art so you can teach them.*

Other candidates were unable to differentiate between the functions of art and importance of principles of art and design in art. For example, one candidate wrote: *it help to understand physical picture: in the work of art can be to oppose the groales good because this souro of make good work. It improve life standard, many people they designer are improvement of their life standard like to become rich or getting their basic need (food, shelter and clothes) by using designing. Source of employment, that mean many people are become employer it because is that visual art eg people have designer they telling their commodities and getting money.* In additional, other notable weaknesses were inadequate English language skills and inability to write essays. Extract 9.1 is a sample of an irrelevant response from one candidate.

Qn 9

Principles: Refers to those rules that guide group or person to follow or to understand it well. There are several Importance of principles of art and design in art working

To preserve culture; The principles of art helps to preserve culture especially drawing style making of thing such as songs and dancing helps to preserve a culture of a particular area

To development of skills; This is because of principles of art through the practicing of making things which help a person to development of his/her skills

Employment opportunity; The principles of art are help full to the provision of jobs especially to the people because of the thing of art which are used to making by them

To attract viewers; The principles of art are help in attraction to the viewer so that it help to create income to the people or art makers

To describe forms; Especially the art which involved Drawing, painting, Graphic designs are described because of the presence of principles

Self immotivation; The principles of art help a person to be immotivation his/her self because of the things which he/she may be practised

Extract 9.1: A sample of the performances' poor responses to question 9

Extract 9.1 is a sample of a response from a candidate who provided irrelevant responses.

The candidates who scored from 4.5 to 9.5 marks in this question had adequate knowledge about the aspects of graphic design. These candidates have some idea about the topic and were able to identify two to three points out of six points as the question demanded but failed to

provide good explanations. However, they could not score higher marks because some of the candidates in this category paid attention to the elements of art instead of the principles. Extract 9.2 is a sample of an average response from a candidate.

9.	<p>the visual of weight on a in a object. The balance are getting the three types there are symmetrical balance, Asymmetrical balance and radical balance so that the balance are used for achieve achieved the visual weight of an object in art work.</p> <p>Proportion: is the feeling of unity created when different parts relate well with each other, the proportion are the another principles of design when they are used for relate well with each other in the work of art. so that this type principles of design are important for related well.</p> <p>Emphasis: is the another principles of design in work of art so that the emphasis are the principles creating the centres interest in work of art. Emphasis, are very important in the created the centres interest in the work of art and can be used for interest so that this are the another principles of design in art work.</p> <p>Pattern/ repetition: is the another principles of design in art work and this are the ways that this pattern are used when the pattern/ repetition means the re-using of the same or similar element throughout your design. This principles of design are used for throughout your design in the art work so that the pattern/ repetition can be used for things in the work of art.</p> <p>Rhythm/ Movement: This are the another principles of design in art work and when this principles are used so that the rhythm or movement are the principles of design that suggest the movement or action so that this principles of design can be suggest in movement or action in the work of art so the important ways of this principles are used in suggest the movement or action.</p> <p>Contrast: is the another principles of design in the work of art when can be used in the art work the contrast are the principles of design of combining.</p>
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Extract 9.1: A sample of the candidates' average responses in question 9

Extract 9.1 represents a sample of an average response from a candidate who was able to identify four out of six correct points but failed to provide good explanations.

The few 7.2% candidates who scored from 10 to 15 marks had sufficient knowledge of the principles of art and design in art work. Most of the candidates in this category were able to provide relevant responses. For example, one candidate wrote: *It help to make thing or work of art to be balanced, the principles of art and designs in art it simplifies the work and make the work to be balanced either symmetrical or asymmetric.* Another candidate wrote: *To ensure equal proportion between one object to another object, so the object between one sides achieved equal visual weight in another side.* Other candidates were able to identify the principles of art and design as: *Balance, contrast, emphasis, rhythm, repetition and proportions.* Extract 9.3 shows a sample of a good response from a candidate.

9.	<p>Principle of arts and design are the steps or guiding procedure that artist has to follow in order to make a good art work. Principle of arts and design include balancing, proportion, rhythm, texture and harmony. These principles are important in making a good artistic art work. In following are some importance of principle of art's good design in art work.</p> <p>They make art work to balance on surface that is drawn. Balancing is the principle of arts which make art work to balance on a given surface.</p> <p>Proportion makes art work appear as reality. A good proportion between the object and drawn image make image of art work appear as real object. For instance a person with normal head drawn by considering proportion of the image will appear alive since it will have normal head also.</p> <p>Texture helps to determine and show smoothness or roughness of work of art. Texture helps to show smoothness or roughness of art work.</p> <p>Harmony makes art work appear as single unit and attractive. Harmony make all principle and element to appear as unity hence makes art work also appear as single unit.</p> <p>Rhythm helps in forming definite pattern in art work. Rhythm is the repetition of principle and element of art to make a pattern. This helps to form definite pattern on art work.</p> <p>Emphasis helps art work to appear attractive to the people. Emph</p>
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Extract 9.3: A sample of candidates' good responses in question 9

Extract 9.3 is a sample of a response from a candidate who was able to provide the importance of principles of art and design in art work.

2.3.3 Question 10: Theory of Art

The question required the candidates to explain six roles of art which the artists associate with human life. A total of 578 (67.7%) opted for this question.

The analysis of candidates' performance shows that 189 (32.7%) candidates scored from 0.0 to 4 marks indicating poor performance. Further analysis indicates that 132 (22.8%) candidates scored from 4.5 to 9 marks which is average performance and 257 (44.5%) candidates scored from 10 to 15 marks which is good performance. The candidates' performance in this question was good as illustrated in Figure 10.

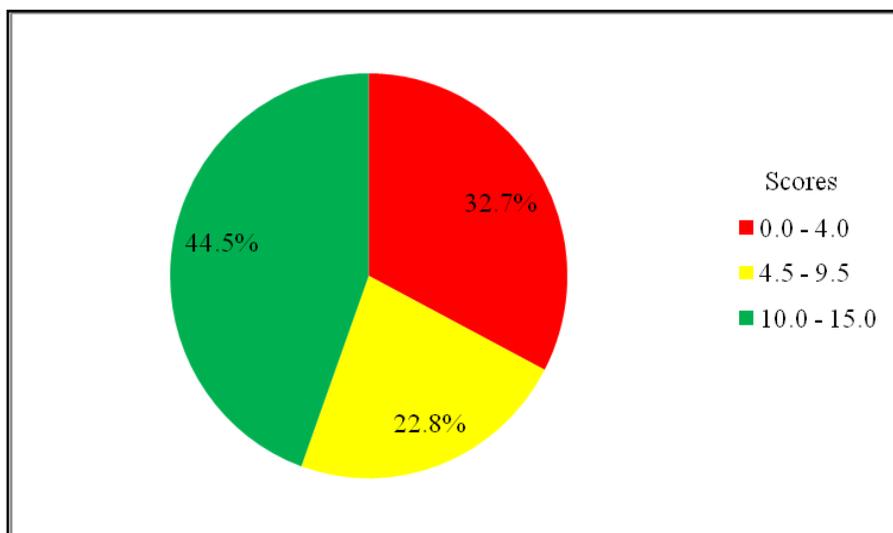


Figure 10: Candidates' performance in question 10

The candidates who scored from 10 to 15 marks were able to explain clearly the roles of art associated with human life. This category had relatively adequate knowledge of the subject matter, with sufficient responses. For example, one candidate wrote: *To educate people- the roles of art is to educate people or give education to people so through art people can get education. To educate people- through art that is the first role that is done by most of the artist to educate them by performing different drama and also designing different poster so as to educate the people about something example making the drawing if dirty environment that is through educating them. Also, art create self-*

amortization. This also may be due to the picture of the person and also be kept to remember his or her past life through art work, were it is being more important to his or her life and also this is important to his or her life process. Art also represent the religions: This is due to the different art work designed to be used in religious such as some pictures which also represent the religious such as Christian and Muslim hence have high representation off course to the religious beliefs. Used in revelation of historical information - Historical places like cave paintings like Kondoa Irangi and olduvai Gorge help one to know the past human activities done by man through the paintings shown, hence it facilitates other sector like the school sectors in research works. Extract 10.1 is part of a sample of a good response from a candidate.

10	<p>Art is an act of expressing the feelings through and observation. Artist is the person who study or performing the work of art. always the artist play a long role in a society by expressing feelings, thought, and observation. the following are the roles of art</p> <p>Enhancing the environment, This is the one of the role played by an artist in which through the work of art can be the helpful of enhancing our environment.</p> <p>Creating beauty, This is the one of the role in which an artist play within where by through different skill in which artist have can create the beauty of a certain thing.</p> <p>Recording and experience, This is the among of the role played by artist in which the different thing performed by person who study art (artist) can experience and recording that.</p> <p>Express religious feeling features, This is the one of the role in which an artist can play by using he / her work of art in order to express difference religion feeling features.</p> <p>Enhancing motivation, This also is the among of the role played by a person called artist in which through work of art can help to enhancing motivation among people.</p>
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Extract 10.1: A sample of a good responses to question 10

Extract 10.1 represents a sample of responses from candidate who managed to explain the roles of art associated with human life.

On the other hand, the candidates who scored 4.5 to 9.5 marks demonstrated fairly good knowledge of the roles of art associated with the human life but lacked detailed elaborations of the required answers. Furthermore, they repeated some of the points. Extract 10.2 is a sample of an average response from a candidate.

10.	ditional wears. Art describes some one thoughts, Also gets describe some one thoughts because when artist create his or her work he or she must have thought on what he or she create. Example a picture drawn shows effects of killing elephant some artist can draw an elephant crying so he or she transmits his or her thoughts through tears of elephant that he or she do not want or support killing of elephant in Africa or any places all over the world. Art can be used for learning, Also we can use art for learning because some of artists creates the art works for the aim of teaches some ones so through art we can learn. Example an artists draw a picture of an apple then he or she write the name of that picture this means some one can learn that the picture drawn is an apple according to the name who won or through a picture he or she can know how a n apple appears. Art simplifies communication, Also art simplifies communication between two people or group of people. This is when artists create some symbols that can explain about something this means that through those symbols people will know what to do and what is going on. Example road signs are simplifies communication because it does not need traffic to stand on the road and starts to show drivers on how they can drive but symbols will tell them about how to use a certain road. Art can be used in criminal investigation, some of roles played by art to human life is to be used in criminal investigation. We says that art can be used
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Extract 10.2: A sample of the candidates' good responses in question 10

Extract 10.2 represent a sample of response from a candidate who managed to explain the roles of art associated with human life but failed to provide detailed elaboration.

The analysis shows that 32.7% of the candidates scored from 0 to 4 marks due to various reasons including inadequate knowledge of the

subject matter. For example, one candidate provided the principles of arts instead of roles of arts as follows: *Use of proportions: refers to the general view of picture by forming different characteristics by balancing those pictures objects. To this helps much in promoting skills to the artists because when using the proportional can be easily to identify some of views as their value to the picture. Use of texture: refers to the lightness or darkness of the general view of the picture for example how the sun rise the shadow light most be where? And other's that help's much to identify the story from different pictures associated with different artists in the societies at large.* Moreover, some of the candidates in this category provided irrelevant answers. For example, one candidate wrote: *the work of art is shown and drawn in actually that obtain the nature of the object.* Another candidate wrote; *Artist associated with human life because the artwork drawn from living thing and non-living thing in our daily life.* Such responses reflected lack of knowledge of the subject matter as well as failure to identify the demand of the question. Extract 10.3 is an example of a response by a candidate who performed poorly in this question.

10	suppose you are invited to visit an art studio. one of the sections in the studio illustrates the art aesthetic roles
	roles of art which the artists associate with human life to invited to visit an art studio one the sections in the studio illustrates the art aesthetics
	Understanding; through it in this section roles of art which we make: designing to make any thing seen on good picture & understanding one self so it was the roles of art.
	Make clique: through to used to make clique in the form of art. used to make people understanding and we increased skills when you are studying subject of fine art so it can caused to ideating or. to understanding in our knowledge so fine art it is used to make clique.
	It help to understanding one self: through we understanding one self in our knowledge to draw or to make designing of something so it was the roles of art
	We advanced skills: through use the advanced skills in our designing picture or drawing in an art so it was the subject of fine art through

Extract 10.3: A sample of the candidates' poor responses in question 10

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis on the candidates' performance in each topic in 2019 indicates that question 10 which featured the topic of *Theory of art* is well attempted by most candidates because the percentage of candidates who scored 30 or above was 67.3 percent.

Moreover, the candidates performance was average in the following topics; question 2 *Textiles design* (64.6%), question 6 *Designing (Book cover)* (49.4%), question 1 *Visual elements, Colour, Elements of design, Material and equipment for drawing, Pictorial composition, Forms of Art, Still life drawing, Lettering, Textile design and Poster* (45.4%), question 5 *Colours* (43.3%), question 4 *Technique in drawing* (39.1%) and question 7 *Emblem design* (36.5%).

On the other hand, the candidate's performance was poor (19.6%) in question 3 which featured the topic of *Perspective*, question 8 *Graphic designs* (8.2%) and question 9 on *The principle of designing* (24.4%). The candidates' performance in various topics for CSEE 2019 is summarized in the appendix attached.

4.0 CONCLUSION

The general performance of the candidates in Fine Art in the CSEE 2019 was good because many of them scored 30 percent and above in seven topics. The analysis shows that the candidates were able to identify the tasks of the questions, to follow the instructions and they had adequate competence in the subject matter related to the topics. Moreover, candidates with poor performance revealed lack of these skills.

5.0 RECOMMENDATIONS

In order to improve the student's learning for sustainable performance, it is recommended that:

- (a) Teachers should encourage candidates to read various resources, such as, books, pamphlets and online internet resources in order to raise knowledge of different academic related to the Fine art subject.
- (b) To better express their ideas and observations, candidates should ensure that they are fully in command of the relevant terminology of Fine Art.
- (c) Teachers should lead the candidates to outdoors to do nature study of artistic phenomena.

- (d) More emphasis should be given to the teaching/learning strategies outlined in the syllabus for better students' acquisition of knowledge in the given topics.

Summary of Candidates' Performance per Topic

S/N	Topics	Number of Question	The % of Candidates who Scored an Average of 30 % or Above	Remarks
1.	Theory of Art	10	67.3	Good
2.	Textile Design	2	64.6	Average
3.	Designing (Book cover)	6	49.4	Average
4.	Visual elements, Colour, Elements of design, material and equipment for drawing, Pictorial composition, Forms of Art, Still life drawing, Lettering, Textile design and Poster	1	45.4	Average
5.	Colours	5	43.3	Average
6.	Techniques in Drawing	4	39.1	Average
7.	Emblem Design	7	36.5	Average
8.	The Principles of Design	9	24.4	weak
9.	Perspective	3	19.6	weak
10	Graphic Design	8	8.2	weak

