

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEMS RESPONSE ANALYSIS  
REPORT FOR THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2018**

**016 FINE ART**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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FOR FORM TWO NATIONAL ASSESSMENTS  
(FTNA) 2018**

**016 FINE ART**

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the report on Students' Items Response Analysis on the performance of students in Form Two National Assessment (FTNA) 2018 on Fine Art subject. It has been prepared in order to provide feedback to teachers, students and all education stakeholders on the performance of the students. The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school level.

This report is intended to enhance understanding of the reasons for the students' responses in Fine Art subject. On one hand, the report highlights the factors that made the students perform well in the assessment. Such factors include ability to interpret the requirements of the questions and to follow instructions as well as having adequate technical skills related to Fine Art. On the other hand, the report highlights the factors that made some of the students fail to score high marks. Such factors include failure to identify the demands of the questions and inability to make drawings, paintings and designs.

It is expected that the feedback provided in this report will enable teachers, students and education stakeholders to take appropriate measures in order to improve the teaching and learning process that will eventually lead to better performance in future assessments administered by the Council.

Finally, the Council would like to thank all those who participated in preparing and analysing the data used in this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report analyses the performance of students in Form Two National Assessments (FTNA) 2018 in Fine Art subject. The assessment covered the Fine Art syllabus and adhered to the assessment format.

The paper comprised of eight (8) questions which were distributed in four (4) sections; A, B, C and D. Each section had two (2) questions. Students were required to select any two sections and answer one question from each section. Each question carried 50 marks.

The report shows how students performed in each question. It does so 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 it provides the conclusion and recommendations based on the analysis. The extracts of students' answers have been attached in appropriate questions to illustrate the respective cases.

Furthermore, the students' average performance per topic has been grouped into three categories basing on the percentage attained. The performance from 65 to 100 percent is considered as good, that from 30 to 64 percent is considered to be average and weak performance is from 0 to 29 percent. Three basic colours namely green, yellow and red have been used in the appendix to represent good, average and weak performance respectively.

There was a total of 1,662 registered students of which 1,554 (93.5%) sat for the assessment and 1,071 (69.23%) students passed with the following grades: A 2 (0.13%), B 10 (0.65%), C 242 (15.64%) and D 817 (52.81%). However, 476 (30.77%) failed and 7 (0.45%) students were withheld. The analysis of students' results shows that the performance of this paper is good.

## 2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

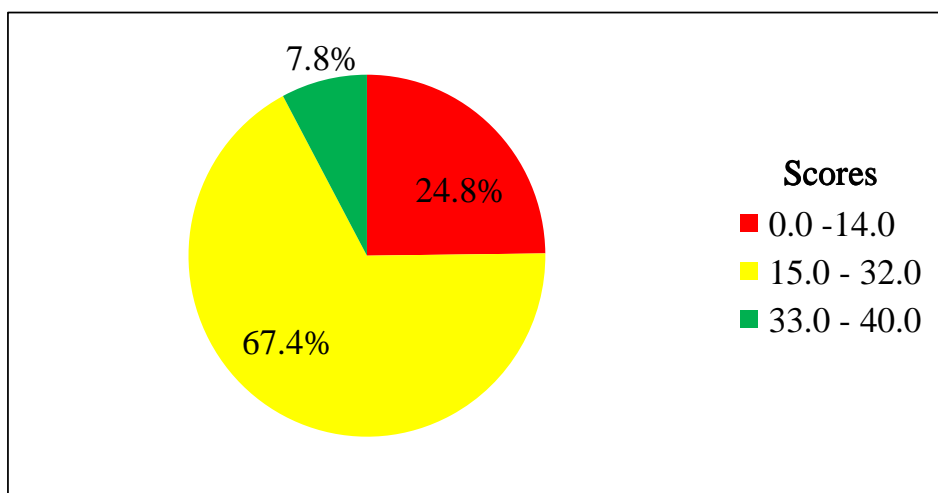
### 2.1 Section A: Still Life

This section consisted of two questions that required students to show their technical ability in drawing.

#### 2.1.1 Question 1

The question required students to make a drawing of a school bag, a book, and a pencil beside the book. All these objects were to be arranged together on a low table. This question tested students' ability to draw.

The question was attempted by 307 (19.8%) of all the students who sat for the assessment where 24.8 percent scored from 7.0 to 14.0 marks, 67.4 percent scored from 15.0 to 32.0 marks and 7.8 percent scored from 33.0 to 40.0 marks out of 50 marks. The students' performance in this question was good. The results for this question are further illustrated in Figure 1.

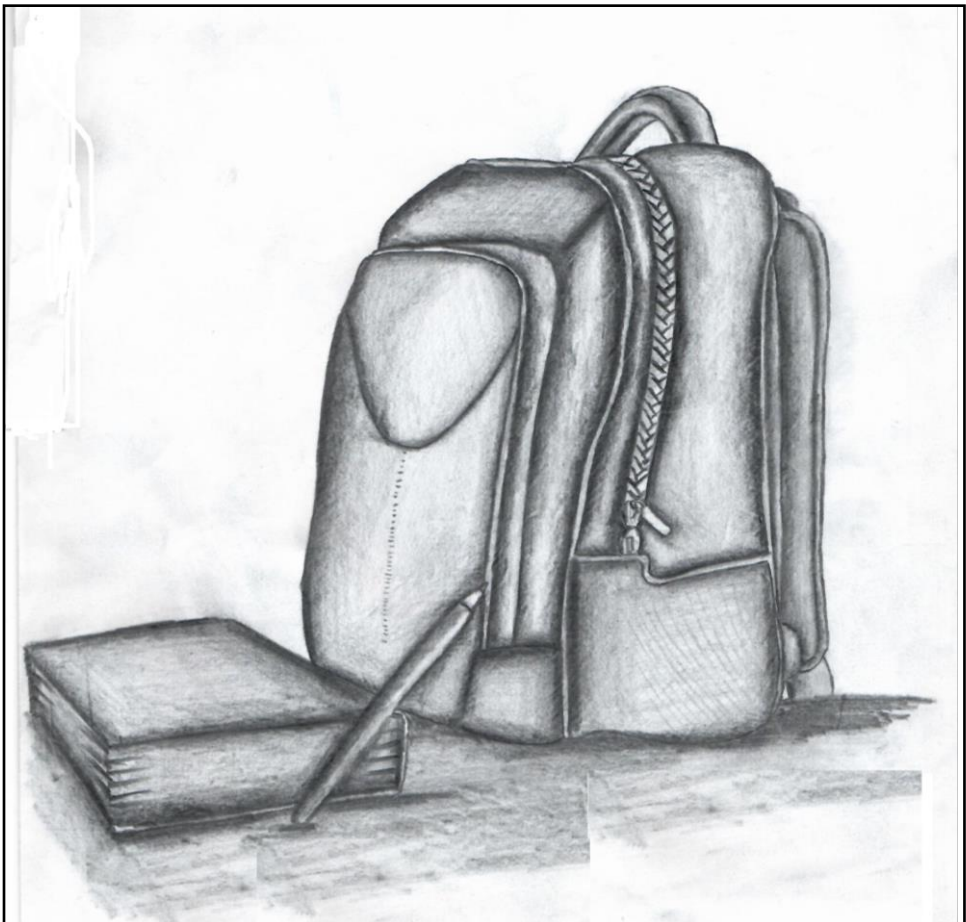


**Figure 1:** *The Percentage of Students' Performance in question 1.*

Few students (7.8%) who performed well were conversant with the demands of the question. The students were able to make an arrangement of a school bag, a book and a pencil beside the book on a low table. These students were able to create a centre of interest by placing it in the foreground and background. Furthermore, these students accurately focused

the objects in the actual place and showed an understanding of the effects of light and shadow. The objects were accurately placed in the drawing and were proportioned to each other. Other students were able to use contrast of lines, shapes, texture and value to make the composition stand out from the rest of the forms. Moreover, most of the students composed a good perspective and balance with good utilization of space. Apart from being very well drawn, the composition also carried a meaningful message to the viewers. This was an indication that they knew the subject matter and were familiar with the elements and principles of drawing. Extract 1.1 shows a sample of a good response.

### **Extract 1.1**



Extract 1.1 shows a sample of a good response in which a student displayed objects with a good treatment of light.

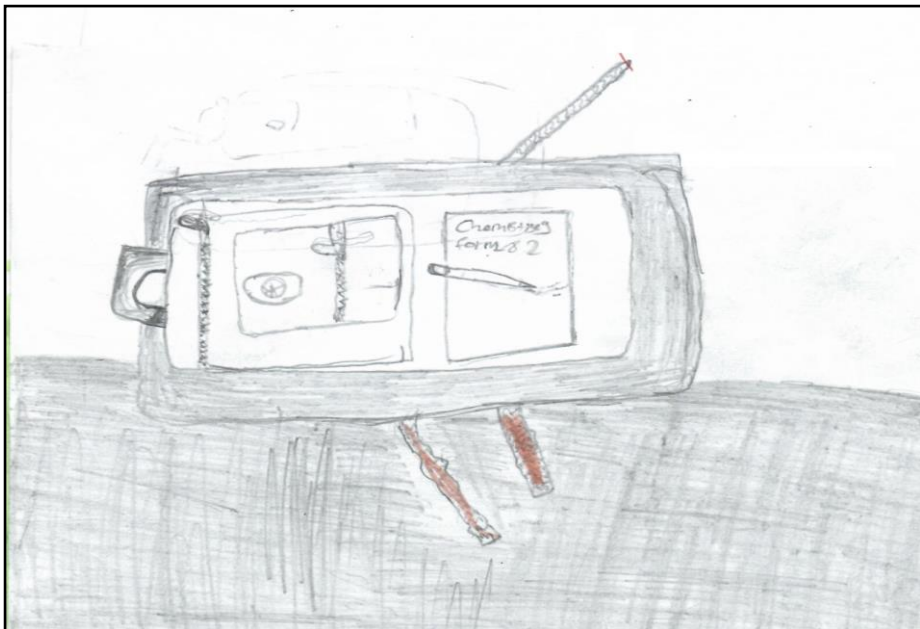
Majority of students (67.4%) whose performance was average had knowledge and understanding of the topic as well as the ability to use the



elements and principles of drawing. Some of the students in this group were able to establish good spaces around and between the object with a perceptive awareness of their outline, shape and texture. However, these students displayed objects in good proportion in relation to each other. Furthermore, students showed good shading that creates a good texture as well as light and shadow to make originality of the still life.

The remaining students (24.8%) who had weak performed scored low marks because they failed to make a detailed drawing of a school bag, a book and a pencil beside the book on a low table. Most of students drew the objects which look flat; not three-dimensional when looking in space and the objects appeared to be on the same level in the foreground of the drawing. Another student portrayed a poor proportion of objects and balances thus making the drawing appear too small when compared with the size of the paper. Furthermore, in an attempt to make originality, these students found themselves drawing details that are darker than the shadows around the object. Moreover, other students in this category showed some areas of drawing look unfinished. Extract 1.2 shows a sample of a poor response of a student.

### **Extract 1.2**

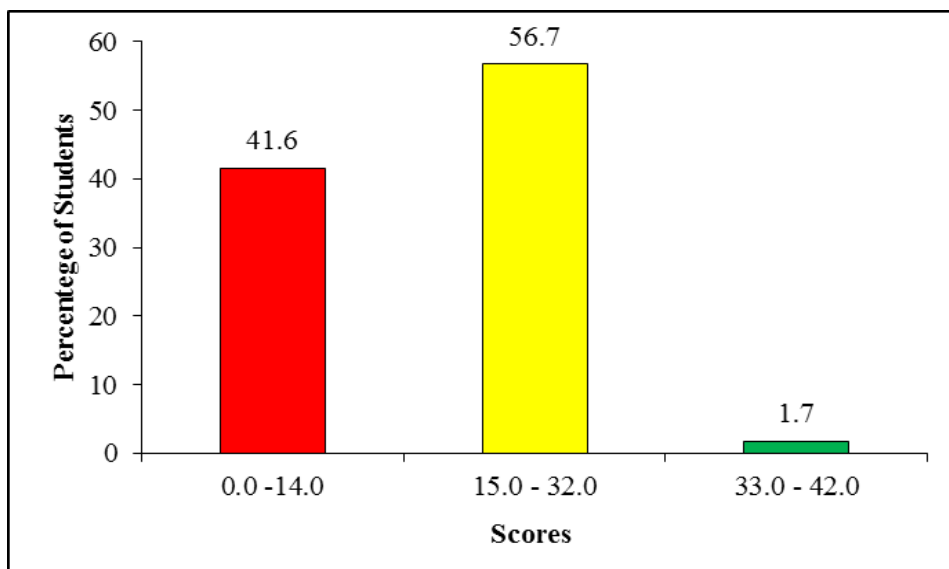


Extract 1.2 shows a sample of poor response of the student who portrayed a poor proportion of objects.

### 2.1.2 Question 2

The question required students to draw an arrangement of a closed tea-pot, sealed coffee tin product and an open tea-cup. This question tested students' ability on drawing.

The question was attempted by 1153 (74.2%) of all the students who sat for the assessment where 41.6 percent scored from 0 to 14 marks, 56.7 percent scored from 15.0 to 32.0 marks and 1.7 percent scored from 33.0 to 42.0 marks out of 50 marks. The students' performance in this question was average. The results for this question are further illustrated in Figure 2.



**Figure 2:** *The Percentage of Students' Performance in question 2.*

The analysis of the students' responses shows that a few students (1.7%) who scored high marks in this question were able to make a good arrangement of a closed tea-pot, sealed coffee tin product and an open tea-cup placed on a low table. Most of the students were able to make a good treatment of light, good proportions, perspective and outstanding balance. Other students showed a good texture with a relatively good treatment of fore and background. This indicated that they knew the subject matter and were familiar with the elements of still life drawing. Extract 2.1 shows a sample of a good response of a student.

### Extract 2.1



Extract 2.1 shows a sample of a response from a student who provided an arrangement of objects showing good perspective and texture.

Further analysis of the students' responses shows that 56.7 percent of the students' scores were average. These students managed to organise the arranged objects and create composition by applying shading techniques to make good texture, perspective, proportion and outstanding balance. Also students indicated the fore and background to the composition created. Furthermore, the objects were relatively proportion to each other, including details of the tea-pot, sealed coffee tin product and an open tea-cup. These students drew all the objects using a good range of value, and used light and shade to make the objects look three dimensional.

The remaining 41.6 percent of students who performed poorly had insufficient knowledge about still life drawing. These students failed to demonstrate the subject matter, according to the demands of the question. For example, some students drew the objects which do not look like the actual objects in the still life; rather, they appear to be general

representations of the types of objects in the still life. Other students displayed the shapes of objects which were not drawn properly. For example, the opposite sides of objects were not balanced or one part of an object appears too large or too small. Another student provided the objects which were not in proportion to each other. For example, the sealed coffee tin appeared to be oversized compared with the cup. These responses show that students had inadequate knowledge on the topic tested. Extract 2.2 is a sample of a poor drawing.

### **Extract 2.2**



Extract 2.2 is a sample of a response from a student who provided the objects which are not in proportion to each other.

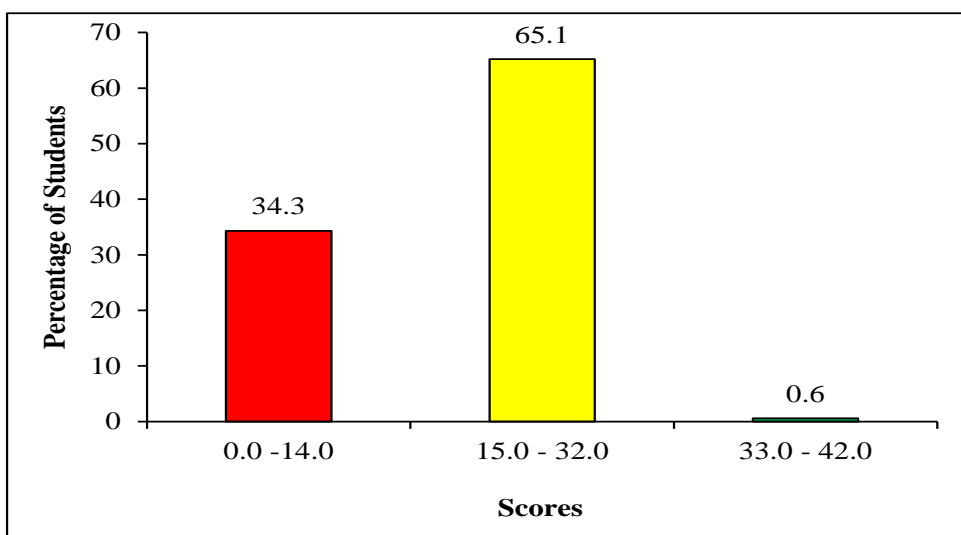
## 2.2 Section B: Drawing from Nature

In this section, students were required to show their drawing capabilities through observation.

### 2.2.1 Question 3

This question required students to make a detailed drawing of a round potato placed on a stool. The question tested students' ability of drawing from nature.

The question was attempted by 362 (23.29%) of all students who sat for the assessment where 34.3 percent of them scored from 8.0 to 14.0 marks, 65.1 percent scored from 15.0 to 31.0 marks and 0.6 percent scored from 38.0 to 39.0 marks out of 50 marks. The students' performance in this question was good. The results for this question are further illustrated in Figure 3.

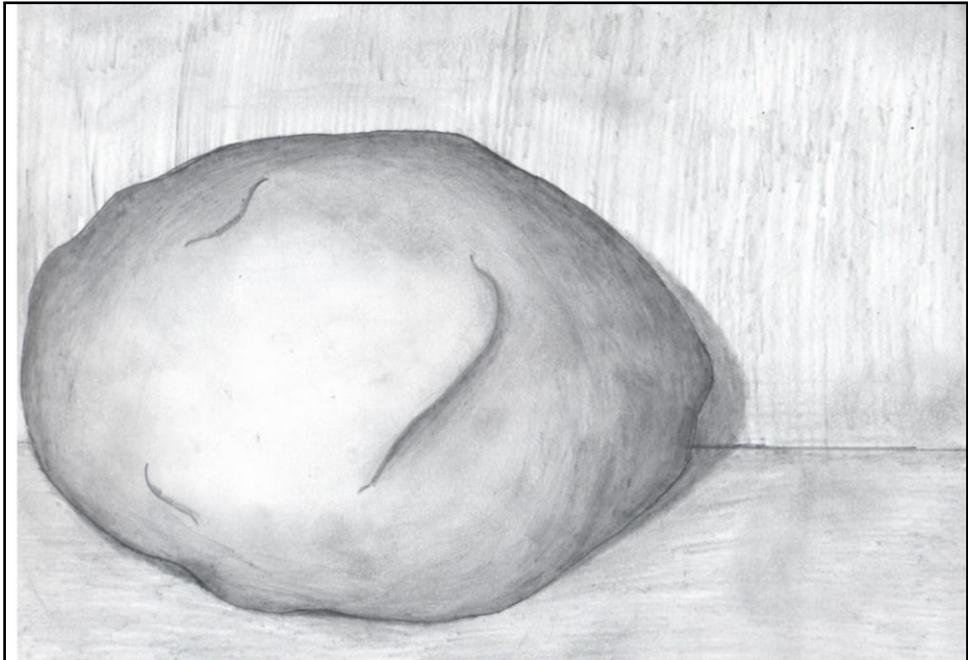


**Figure 3:** *The Percentage of Students' Performance in question 3.*

The students (0.6%) who performed well in this question were able to make a detailed drawing of a round potato with its details. These students demonstrated a good understanding of perspective and used a range of media to explore different texture and surface qualities of the object. Most of the students established a good view point of the potato with good texture and surface qualities. They showed a good balance with a relatively good treatment of foreground and background together with light and shade. The students' responses show that they had sufficient technical

abilities in drawing objects from nature. Extract 3.1 shows a sample of a good drawing of a round potato.

### **Extract 3.1**



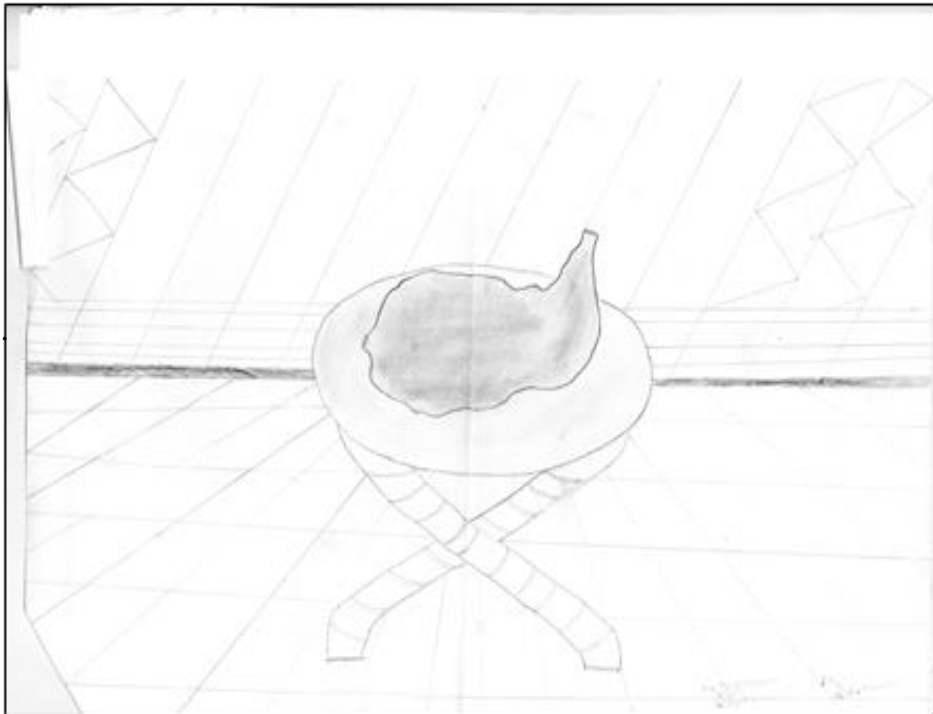
Extract 3.1 is a sample of a response from a student who provided exhaustive details of a potato.

The analysis shows that 65.1% of students were average in their performance. These students had good observational skills. Most of the students provided the objects which are relatively proportional to each other. They also showed a good sense of three-dimensionality, the light and shadow on the objects. Furthermore, most of the students were able to capture correctly the features of the object and managed to display texture, proportion, light and shade, foreground and background as well as balance.

The remaining 34.3% who performed poorly in this question had insufficient knowledge and technical ability in drawing. For example, some students failed to show the perspective that depicts objects, good balance and texture which lead to the originality of the object. One student portrayed the object with poor proportions in comparison to some other details. Furthermore, these students failed to organise space and manipulate the placement of different objects within the composition.

Other students in this category provided the entire drawing which resembles a sketch rather than a finished drawing. For example, one student drew a sketch of a table with a small potato. Extract 3.2 shows a sample of a poor response from a student.

### **Extract 3.2**

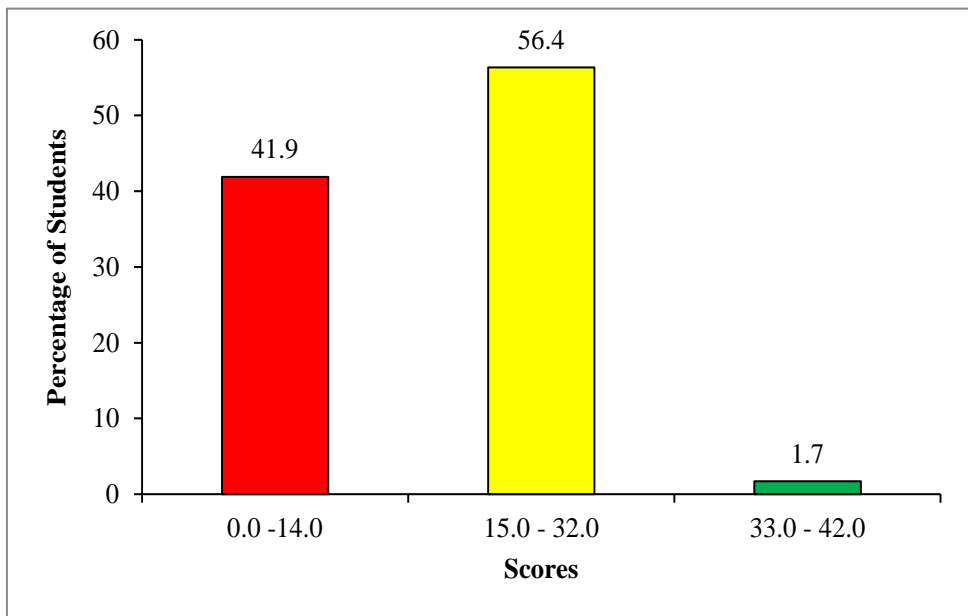


Extract 3.2 is a sample of a response from a script of a student who provided poor drawing of a potato on a stool.

### **2.2.2 Question 4**

The question required students to draw a branch of a thorn plant twig with few leaves in its setting. This question tested the students' ability on observation drawing.

The question was attempted by 236 (15.2%) of all the students who sat for the assessment where 41.9 percent of them scored from 4.0 to 14.0 marks, 56.4 percent scored from 15.0 to 31.0 marks and 1.7 percent scored from 33 to 39.0 marks out of 50 marks. Generally, the students' performance in this question was average. The results for this question are further illustrated in Figure 4.



**Figure 4** *The Percentage of Students' Performance in question 4.*

The analysis of students' responses shows that a few students (1.7%) were able to illustrate well the centre of interest of a thorn plant twig with few leaves. Most of the students established a good viewpoint of a thorn plant twig with few leaves, different texture and surface qualities. Other students in this group created a good balance of proportions, placement and value of the object. Extract 4.1 shows a sample of a good response.



#### Extract 4.1



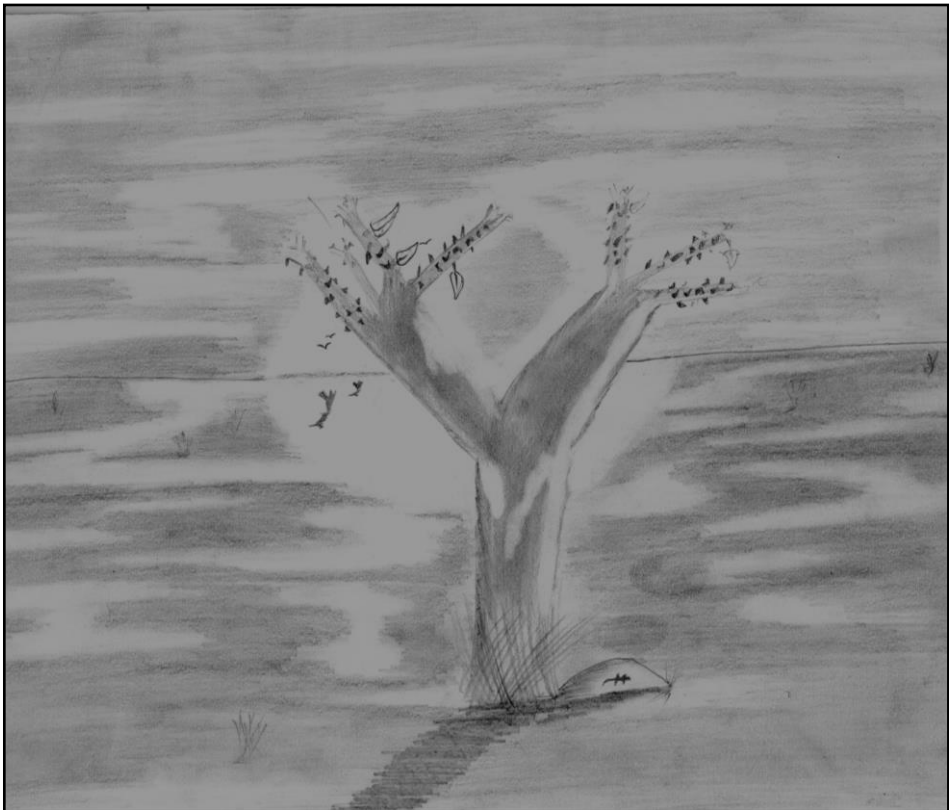
Extract 4.1 is a sample of a response from a student who managed to draw a branch of a thorn plant twig with few leaves in its setting.

The analysis shows that majority of students (56.4%) performed averagely. These students were able to capture the features of a thorn plant twig and managed to display texture, proportion, light and shade, fore and background as well as balance. Furthermore, most of the students in this group created a good balance showing the sizes, placement and value of the object. Some students in this group used the tone values to create a contrast of light and dark while others created a good texture of the plant showing the roughness, softness or smoothness of the twig. Moreover, students managed to put the object at the centre of the paper thus making the object appear to be well balanced. Such a drawing shows an attractive texture with a relatively good treatment of foreground and background. The students' responses show that they had sufficient technical ability in drawing from nature.

Students who performed poorly (41.9%) in this question had inadequate capabilities in drawing from nature. Most of them did not follow the

essential principles and elements of drawing such as shape, proportion, balance, perspective, texture, light and shade treatment. These students failed to show the reality of a thorn plant twig with leaves instead, they drew a tree with roots, trunk and branches. Additionally, other students drew trees that appear from a distance and they are separated from leaves. Furthermore, these students were unable to establish the main areas of light and shade to the objects. These students were unable to show a perspective which expressed the depth foreground, middle and background that could make a good composition of the object in question. One student failed to utilize the space of paper given. These responses show that students had inadequate practices on the topic tested. Extract 4.2 gives more clarifications on the students' responses on the given question.

#### **Extract 4.2**



Extract 4.2 is a sample of a response from a student who failed to provide the originality of a thorn plant twig.

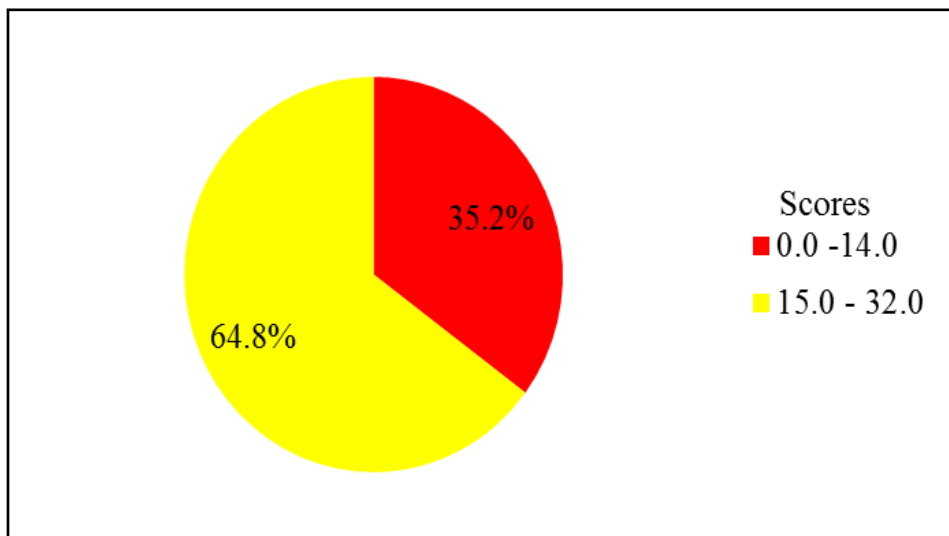
## 2.3 Section C: Pictorial Composition

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

### 2.3.1 Question 5

The question required students to make a painting composition of a goat eating grass around school compound. This question tested students' abilities in painting.

The question was attempted by 91 (5.9%) of all students who sat for the assessment. Generally, the students' performance in this question was average as 35.2 percent of them scored from 5.0 to 14.0 marks and 64.8 percent scored from 15.0 to 32.0 marks out of 50 marks. Figure 5 summarizes the students' performance in this question.

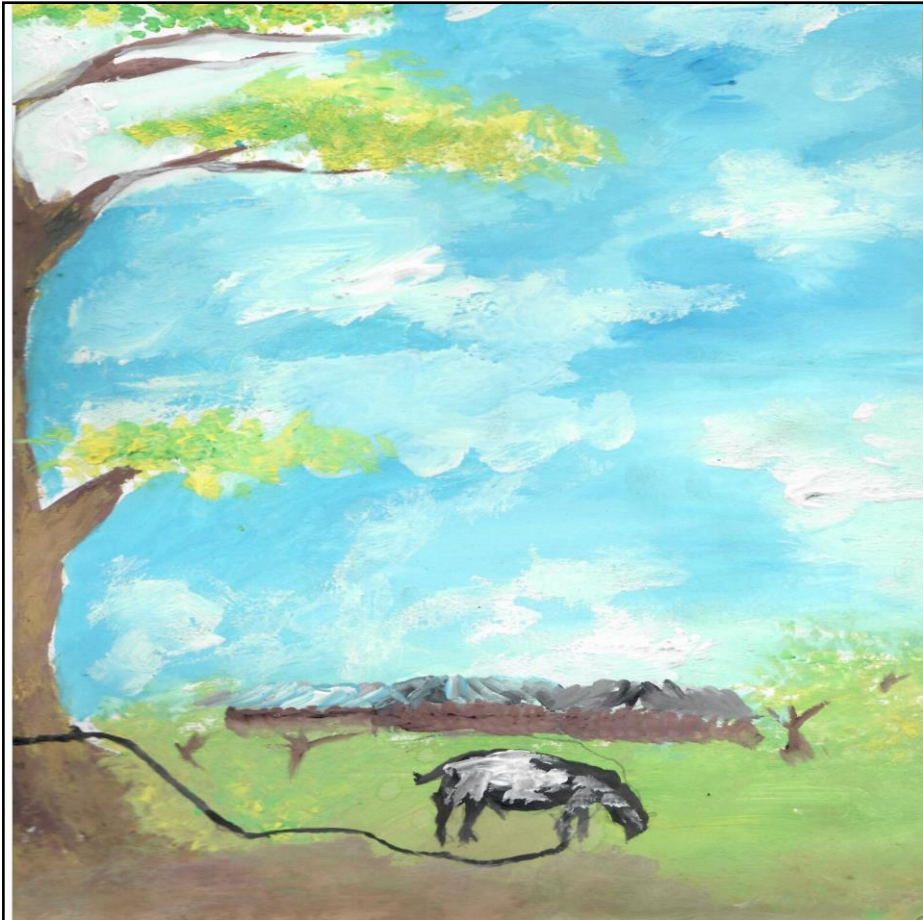


**Figure 5:** *The Percentage of Students' Performance in question 5.*

Most of the students who scored average (64.8%) marks in this question were able to make a pictorial composition. Most of the students presented a good painting composition showing fair treatment of colour application, texture, colour perspective, harmony and scheme. Students composed good proportions within the composition that shows how things fit together and relate to each other in terms of size and scale; whether big or small, nearby or distant. In addition, most of the students used colours to describe the

environment. Extract 5.1 is a sample from a student with an average performance.

### **Extract 5.1**

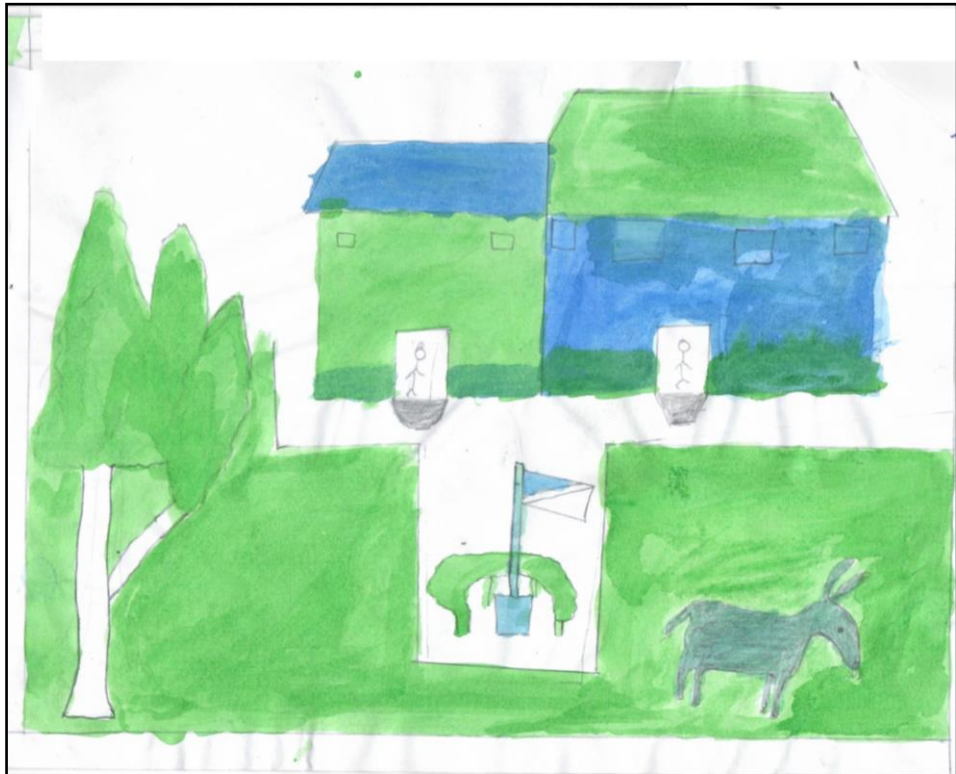


Extract 5.1 shows a sample of a response from a student who presented a good painting composition showing fair treatment of colour.

However, students who did not perform well in this question had inadequate knowledge about pictorial composition thus failed to create good pictures. The students failed to show their ability in painting from imagination that led to poor painting of the given picture. Most of the students did not consider colour application, texture, proportion and perspective to the composition. Additionally, these students were incompetent in creating harmony and unity in the composition. Moreover, students in this category failed to display colour perspective, texture,

harmony and scheme. Extract 5.2 shows a sample of a poor response from a student.

### Extract 5.2

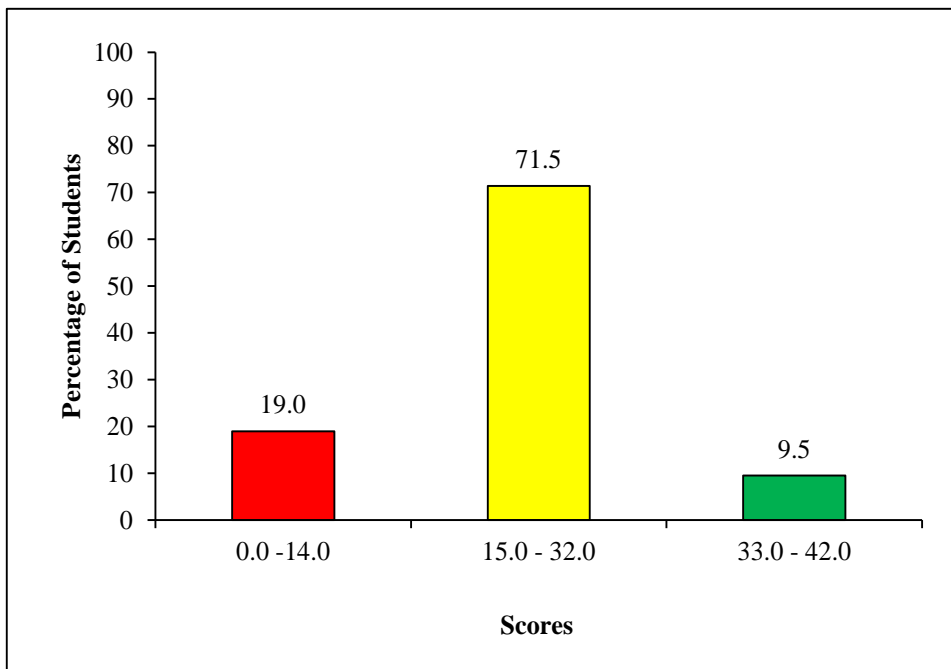


Extract 5.2 shows a sample of a poor response from a student who presented a donkey instead of goat eating grass.

### 2.3.2 Question 6

The question required students to make a painting composition of a boy posed washing clothes. This question tested students' imaginative ability in painting.

The question was attempted by 63 (4.1%) of all students who sat for the assessment and the performance was good as only 19.0 percent of them scored from 10.0 to 14.0 marks, 71.5 percent scored from 15.0 to 32.0 marks and 9.5 percent scored from 33.0 to 35.0 marks out of 50 marks. Figure 6 summarizes the students' performance in this question.



**Figure 6:** *The Percentage of Students' Performance in question 6.*

Further analysis of the students' responses show that a few students (9.5%) who performed well in this question were able to make a painting composition of a boy posed washing clothes. The students presented a good painting composition showing fair treatment of colour application, texture, colour perspective, harmony and scheme. Most of the students were able to provide a well-proportioned figure. Moreover, these students maintained good balance and utilized space as well. Extract 6.1 is a sample from a student who performed well.



### Extract 6.1



Extract 6.1 is a sample of a response from a student who presented a good painting composition.

The analysis shows that majority (71.5%) of the students who scored average marks in this question understood the requirements of the question and were able to make painting from the theme given. Moreover, these students presented a fair treatment of colour application, texture, colour perspective, harmony and scheme. Other students did not observe the required features hence painted only a boy without indicating the activities conducted by the boy.

Furthermore, students who performed poorly in this question had inadequate knowledge on pictorial composition thus failed to create a composition. Most of them provided poor application of colour, texture and harmony. Other students in this category provided poor painting techniques which did not consider proportion and perspective. Moreover, other students used crayon or coloured pencils in their composition instead of water colours.

Crayon and pencil colours are not recommended at this level. Additionally, other students failed to provide the subject matter of the composition that could lead them to represent their pictorial composition. Lack of skills in painting and poor organizational skills were contributing factors for poor performance. Extract 6.2 clarifies more on the poor performance in the given question.

#### **Extract 6.2**



Extract 6.2 is a sample of a response from a student who provided poor organisation of colour.

### **2.4 Section D: Craft and Design**

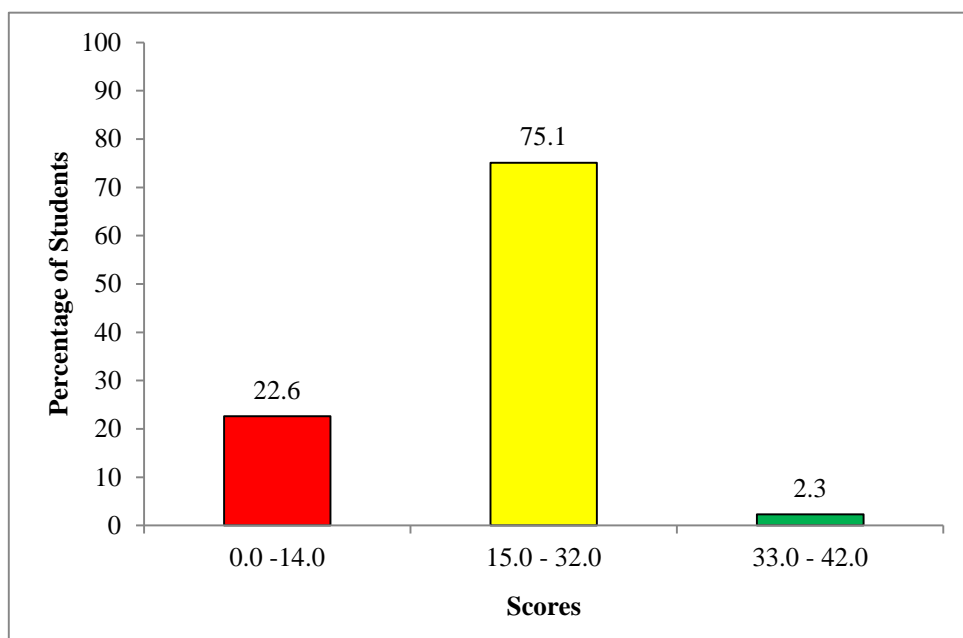
In this section, students were required to design and paint using water colours.

#### **2.4.1 Question 7**

The question required students to use capital letters in designing a greeting card with the following message: “I WISH YOU A HAPPY HOLIDAY”. This question tested students’ ability to design.



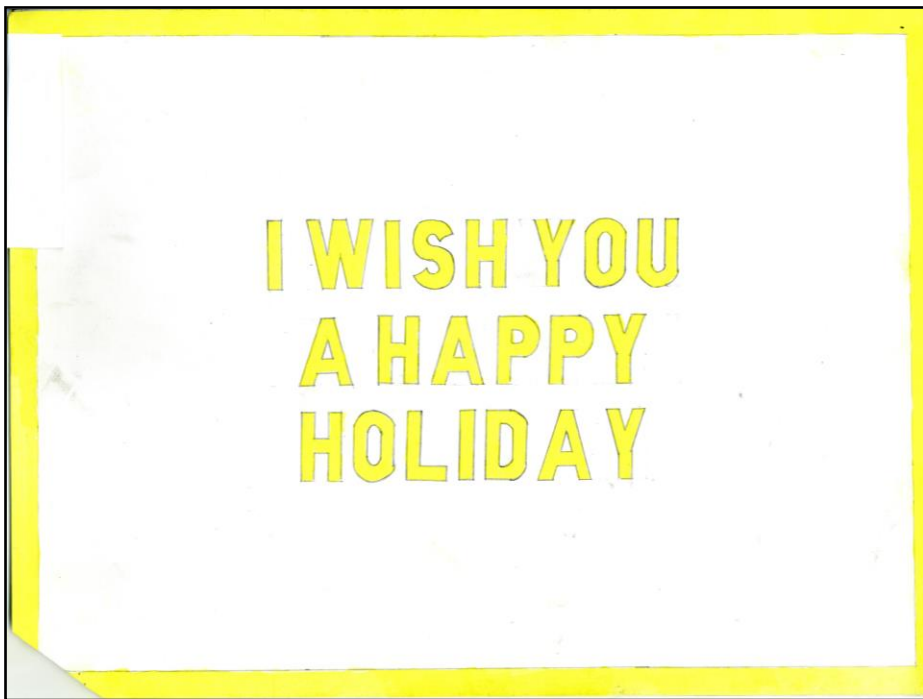
This question was attempted by 659 (42.4%) of all students who sat for this assessment. The students' performance in this question was good as 22.6 percent of them scored from 4.0 to 14.0 marks, 75.1 percent scored from 15.0 to 32.0 marks and 2.3 percent scored from 33.0 to 40.0 marks out of 50 marks. Figure 7 summarises the students' performance in this question.



**Figure 7:** *The Percentage of Students' Performance in question 7.*

A few students (2.3%) who scored high marks were able to design a greeting card using capital letters. These students demonstrated their ability in lettering, outstanding in colour selection, application and painting techniques. Moreover, these students used a square grid in constructing a capital letter with specific squares. Generally, these students displayed neat works, well balanced and original. This is an indication that they had adequate knowledge about lettering (capital letters) in poster designing. Extract 7.1 is a sample of good response from a student.

### Extract 7.1



Extract 7.1 is a sample of a response from a student who provided good lettering (capital letters).

The general performance of students in this question was average as 75.1 percent were able to apply the principles of design and demonstrated technical skills in lettering as well as rules to design a quality card. They also applied appropriate colour to bring texture, form and balance. They were also able to show the originality of their designing through creativity and space utilization. This is an indication that such students had skills and knowledge about lettering.

On the other hand, 22.6 percent of the students failed to show their technical ability on designing. These students failed to utilize well the spacing between letters thus causing the text to be illegible. Similarly, other students used images with small spaces between them, which make the images appear as one image. Also these students used small letters or italic letters to write the text. Nevertheless, some of the students used crayon and pens to design cards without knowing that crayon and pens are not recommended at this level. Moreover, some of the students

failed to design a good greeting card because they lacked practical capability of lettering (capital letters). Extract 7.2 shows a sample of a response from a student.

### Extract 7.2

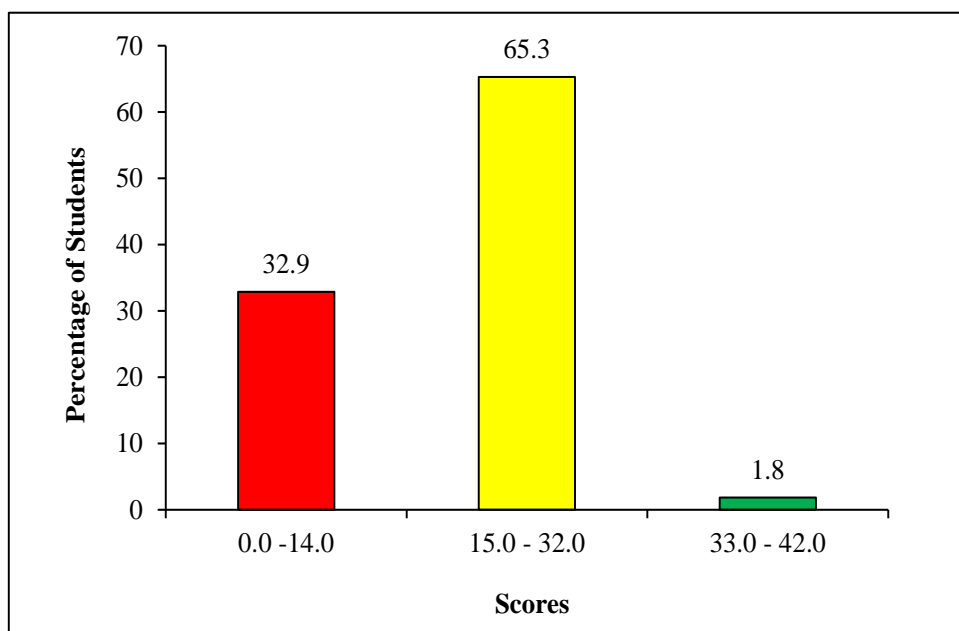


Extract 7.2 is a sample of a response from a student who used crayon to design the greeting card.

### 2.4.2 Question 8

The question required students to use roman letters in designing a poster that carries a message: "EQUAL RIGHTS FOR ALL". Students were required to use one colour with the square measure of 0.5cm. This question tested students' ability on designing.

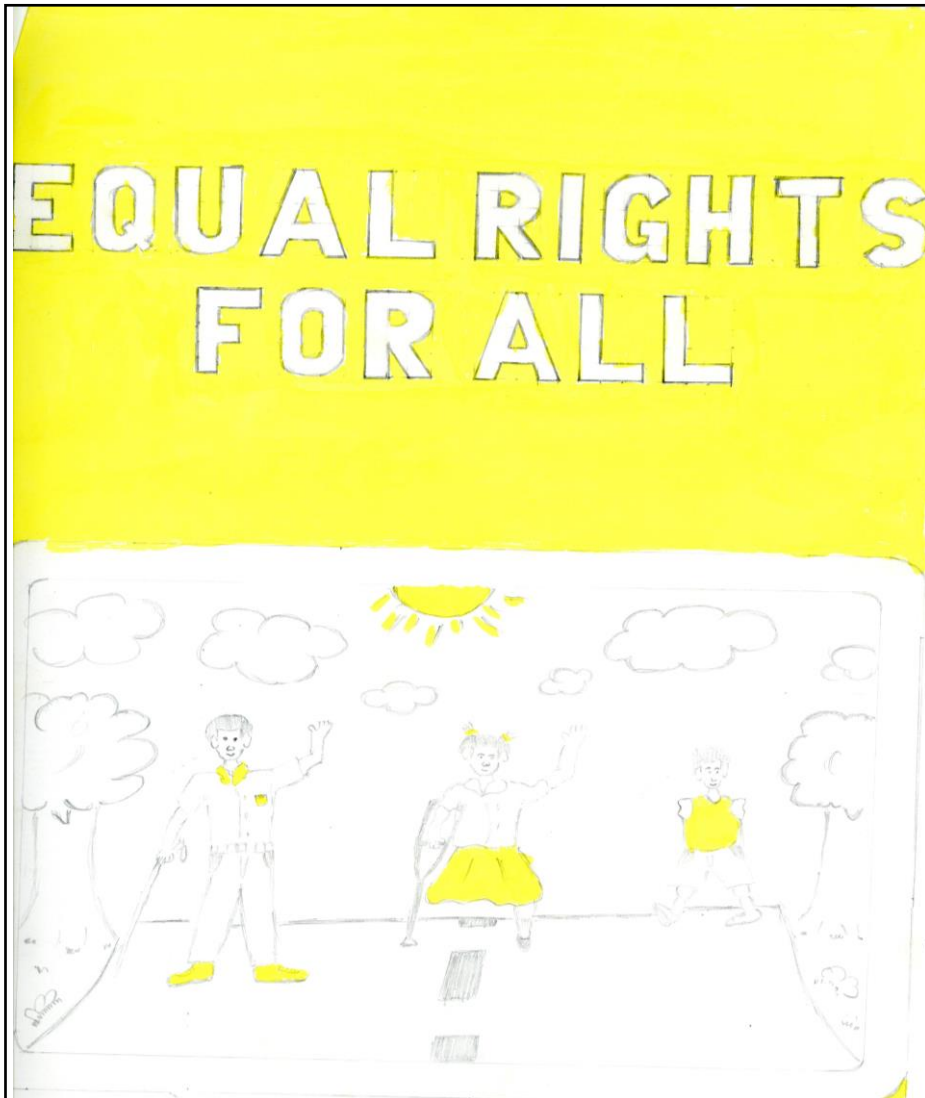
This question was attempted by 219 (14.1%) of all the students who sat for this assessment and the performance was good as 32.9 percent of them scored from 8.0 to 14.0 marks, 65.3 percent scored from 15.0 to 27.0 marks and 1.8 percent scored from 33.0 to 37.0 marks out of 50 marks. Figure 8 summarises the students' performance in this question.



**Figure 8:** *The Percentage of Students' Performance in question 8.*

The analysis of students' responses shows that only 1.8% performed well in this question. These students showed good ability in lettering and were able to choose a font size that matches the message and they were able to use good colour in order to make the poster more eye-catching. Moreover, these students were consistent in using only one colour in their drawing of the poster. They also used perfect font spacing and font sizes throughout the poster. However, other students displayed a good colour background to make the poster stand out by using five square letter heights, one square between letters, three squares between words and two squares between lines as well as using respective squares for letters. This was an indication that they had adequate knowledge about roman letters in poster design. Extract 8.1 is a sample of good response from a student.

### Extract 8.1



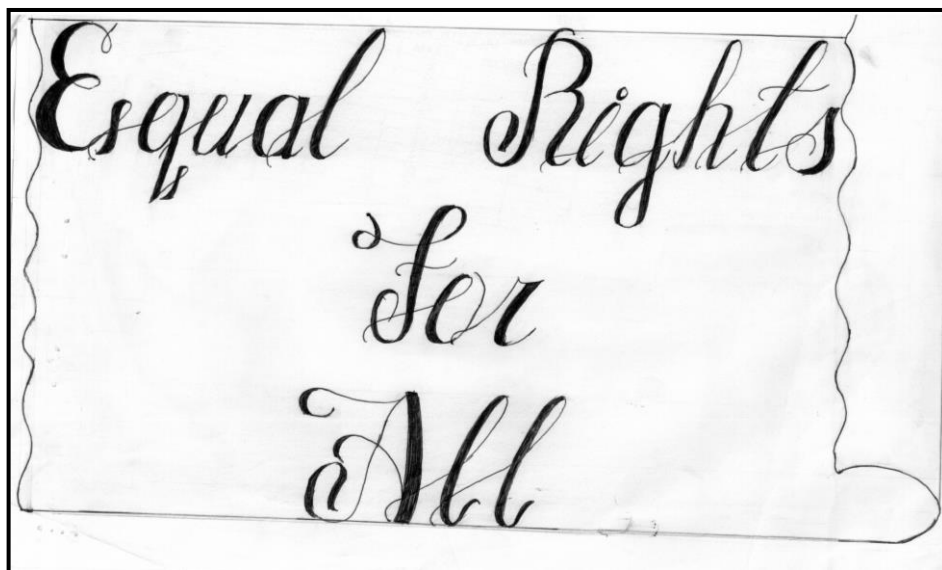
Extract 8.1 shows a sample of a response from a student who demonstrated good skills in lettering design.

The analysis of students' responses shows that 65.3% performed averagely in this question and were able to design a poster using roman letters. These students showed good technical skills in lettering and were able to apply all principles of letter designing as well as rules of letter writing and using five square letter heights, one square between letters, three squares between words and two squares between lines. Moreover, students used respective squares for letters. However, some of the students

failed to show clearly the outstanding balance and the utilization of space. This made them have an average performance.

Further analysis shows that 32.9% of the students who performed poorly in this question had inadequate knowledge about poster design. These students were weak in constructing roman letters. For example, some of them squeezed the spacing between letters thus causing the text to be illegible. Other students used italic letters or calligraphy letters to write the text. Furthermore, the students who used images in their poster displayed images with small spaces between them which made those images look like a single image. These students also provided poor colour balanced. Moreover, another student used a normal pencil to shade the letter instead of using water colours. Extract 8.2 shows a sample of a poor response.

#### **Extract 8.2**

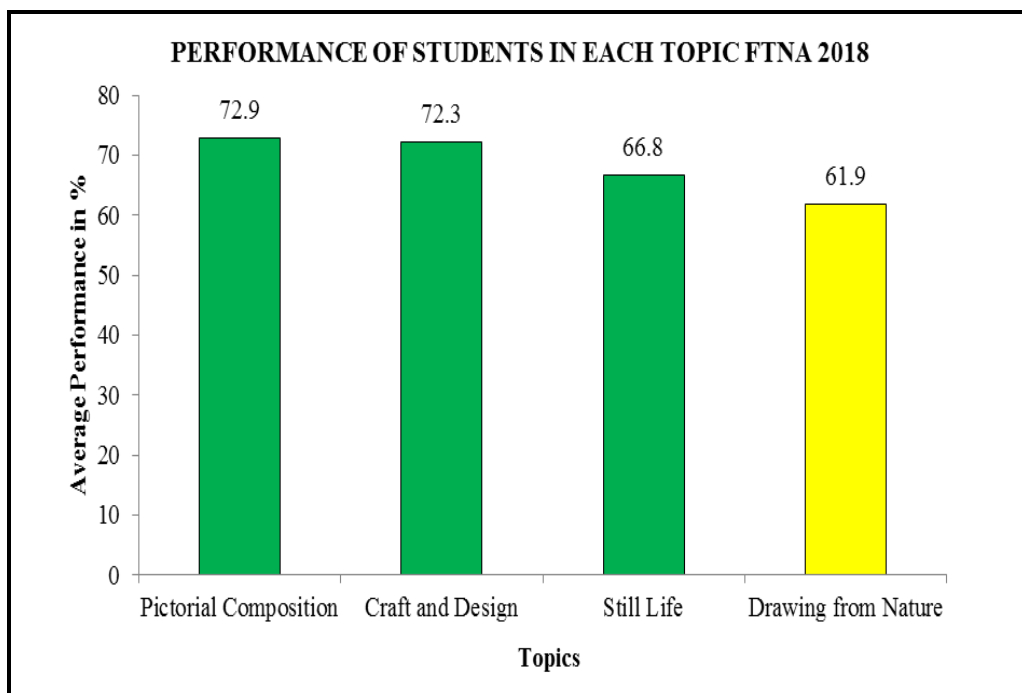


Extract 8.2 shows a sample of a response from a student who used italic (small letters instead of roman letters).

### **3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC**

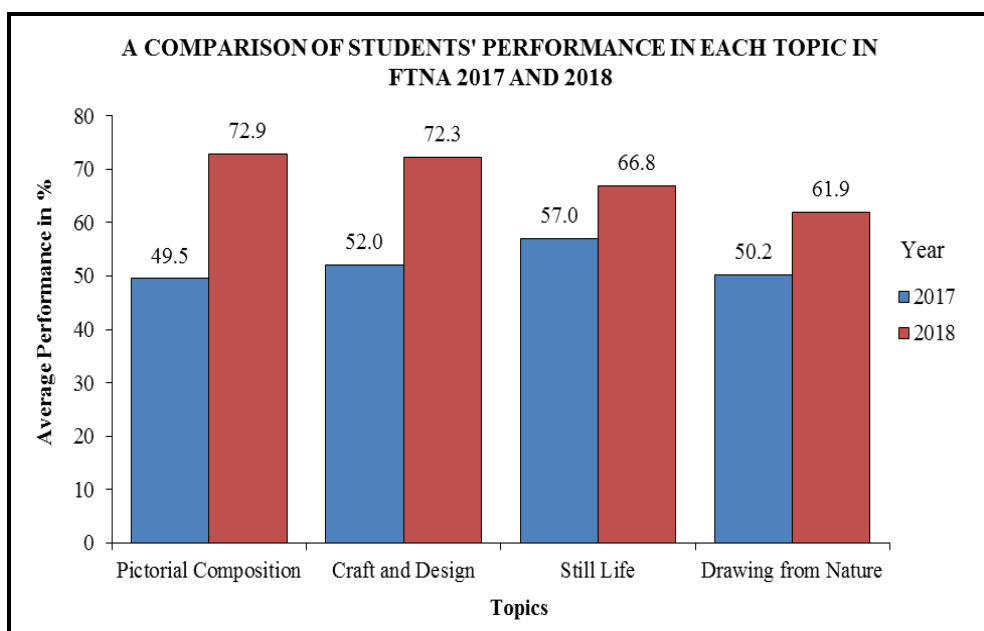
The general performance of the students in Fine Art subject in Form Two National Assessment (FTNA) for the year 2018 was good with 68.5 percent. The analysis per topic shows that on *Pictorial Composition*, the candidates' performance was good with 72.9 percent. For *Craft & Design*, candidates

had good performance of 72.3 percent. In *Still Life*, students had a good performance of 66.8 percent. In *Drawing from Nature*, the candidates' performance was average as the scores were 61.9 percent. The general performance across topics is summarised in Figure 9.



**Figure 9:** *Percentage of candidates' performance in each topic.*

The analysis of students' performance in comparison with the 2017 performance in each topic in Fine Art for 2018 shows that the performance in *Drawing from Nature* increased by 11.7 percent. In 2017, the performance was 50.2 percent while in 2018 it was 61.9 percent. However, the performance in *Pictorial Composition* increased by 23.4 percent, from 49.5 percent in 2017 to 72.9 percent in 2018. In addition to that, the performance in *Craft & Design* increased by 20.3 percent when compared to 2017, where the performance was 52 percent while in 2018 it was 72.3 percent. Lastly, in *Still Life* the performance increased by 9.8 percent from 57 percent in 2017 to 66.8 percent in 2018. The comparison of candidates' performance per each topic in FTNA between 2017 and 2018 in Fine Art is summarised in figure 10.



**Figure 10:** *A comparison of students' performance in each topic between 2017 and 2018.*

## 4.0 CONCLUSION AND RECOMMENDATIONS

### 4.1 Conclusion

The general performance of the students in 016 Fine Art in FTNA was good. Most of the students who passed the Form Two National Assessment were able to provide comprehensive answers because they had enough knowledge and skills about the content tested in the subject in question. However, some of the students failed to score the full marks allocated in respective questions because of insufficient knowledge of the topics that were tested in the assessment, misconceptions about the topics that were tested and insufficient knowledge and skills on technical ability in designing, drawing and painting.

### 4.2 Recommendations

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

- (a) Teachers should discourage the use of coloured pencils and crayon in painting instead students should use the recommended water colours.



- (b) Teachers should encourage students to perform more practical work to generate abilities and skills in doing artwork practically. This will help to increase performance.
- (c) Subject teachers should use physical surroundings to teach students the elements of art. This will help students to have clear understanding and identification of elements of art through visualisation.
- (d) In teaching and learning process, teachers should provide enough time for students to explore their knowledge and skills in order to make the learning process more of learner-centred, not teachers-centred.
- (e) School management team should provide the required teaching and learning materials for Fine Art subject and prepare study tours at least once per year in order to motivate learners.

**Summary of Students' Performance per Topic**

<b>S/N</b>	<b>Topics</b>	<b>Question Number</b>	<b>Percentage of students who scored 30 percent and above</b>	<b>Remarks</b>
1.	Pictorial Composition	5&6	72.9	Good
2.	Craft and Design	7&8	72.3	Good
3.	Still Life	1&2	66.8	Good
4.	Drawing from Nature	3&4	61.9	Average

