



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020**

FINE ART



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(FTNA) 2020**

016 FINE ART

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the report on the Students' Items Response Analysis (SIRA) on the performance of students in Form Two National Assessment (FTNA) 2020 on Fine Art subject. The report has been prepared in order to provide feedback to teachers, students and all stakeholders in education on the performance of the students. The Form Two National Assessment (FTNA) is a formative evaluation which is conducted after two years of secondary school studies.

This report is intended to enhance the understanding of the reasons for the students' responses in Fine Art subject. The report highlights the factors that made the students to 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 stakeholders in education 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 the preparation and analysis of 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) 2020 in Fine Art subject. The assessment covered the Fine Art syllabus and adhered to the assessment format issued in 2019.

The paper comprised of eight questions which were distributed in four sections A, B, C and D. Each section had two 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 by presenting the strengths and weaknesses in various aspects of their answers. The report also presents the percentage of students 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 based on the percentage of students who attained pass mark. The performance from 65 to 100 percent is considered as good, 30 to 64 percent as average and weak performance is from 0 to 29 percent. Three basic colours namely green, yellow and red have been used in the appendix and figure to represent good, average and weak performances respectively.

A total of 894 students were registered to sit for the Form Two National Assessment. Out of these 837 (93.6%) sat for the assessment and 734 (87.69%) students passed with the following grades: A 10 (1.2%), B 31 (3.7%), C 344 (41.1%), D 349 (41.7%) while 103 (12.3%) failed. The analysis of students' results showed that the general performance of students in this assessment was 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 the students to make a drawing of a hurricane lamp and a bottle of water half filled with kerosene beside the lamp placed together on a low table.

The question was attempted by 433 (51.73%) students who sat for the assessment. Out of these, 12.7 percent scored from 5 to 14 marks indicating weak performance, 79.9 percent scored from 15 to 32 marks which is average performance and 7.4 percent scored from 33 to 41 marks out of 50 marks which is good performance. The students' performance in this question was good because 87.3 percent of the students were able to score 15 to 41 marks. Figure 1 summarises the students' performance in question 1.

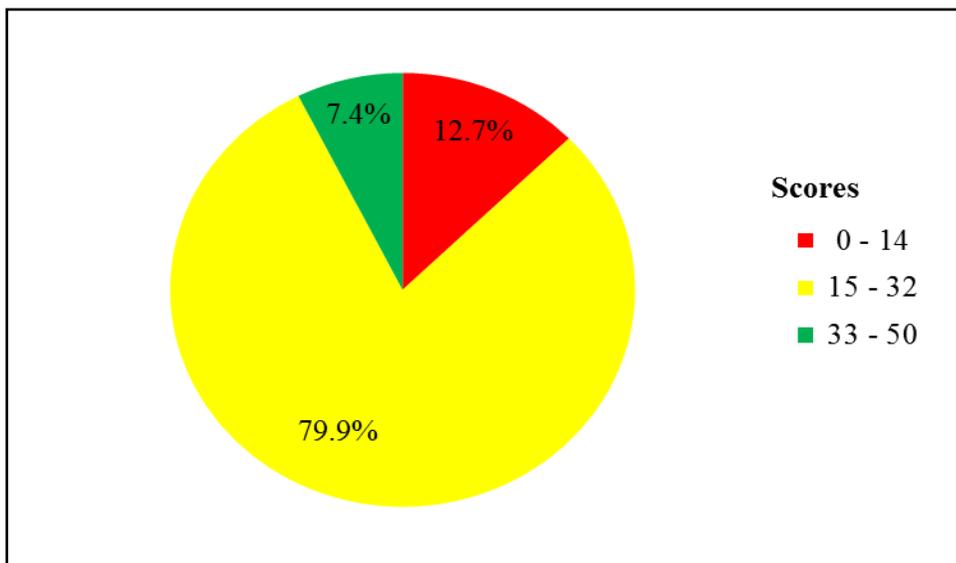


Figure 1: *The Percentage of Students' Performance in question 1*

The analysis showed that only 32 (7.4%) of the students scored from 33 to 41 marks. They were knowledgeable with the demands of the question since they managed to capture the arranged still life composition and made

a better setup drawing of a hurricane lamp and a bottle of water half filled with kerosene beside the lamp on a low table as required. Moreover, they applied a good texture, light and shade, contrast of lines and tone value. Furthermore, the students were able to draw the pictures with right proportions, perspective, balance and good utilization of space which resulted into achieving attraction of the pictures. But the students failed to score full marks due to insufficient use of shading techniques and awareness in the direction of light. Extract 1.1 illustrate a good response from one of the students.



Extract 1.1: A sample of student's good response in question 1.

Extract 1.1 presents a good performance of the student who portrayed a picture with good arrangement of subject matter, good treatment of light and shade, texture, proportion, balance and utilization of space.

The analysis of the students' responses showed that 79.9% percent of the students scored from 15 to 32 marks which is average performance. They were able to make a good detailed drawing of an arrangement of a hurricane lamp and a bottle of water half filled with kerosene beside the lamp on a low table. Moreover, these students depicted objects in good proportion in relation to each other, appropriate balance and perspective and also managed to utilise fully the space provided. This implies that the students were skilled enough in using elements and principles of art. Furthermore, students exhibited good shading that created a good texture as well as light and shadow to make originality of the still life. However, in this category they failed to treat well some of the aspects of drawing. For example, some of them drew a good picture with all aspects required but failed to show clearly foreground and background hence scored average marks. Some students met all the principles of art drawing by making good proportion, outstanding balance, unity and emphasis but their works were not complete hence scored half marks from the given area. Extract 1.2 is a sample from a script of a candidate who provided an average response.



Extract 1.2: A sample of student's average response in question 1.

Extract 1.2 presents an average performance of a student who managed to make a good treatment of light and shade, texture, perspective, foreground and background, balance and utilization of space but failed to portray proportion of a hurricane lamp.

Further analysis showed that 12.7 percent of the students scored from 5 to 14 marks. These students failed to organize the elements and principles of art as they are key in drawing. They also failed to use the entire space and varying the sizes objects (proportion). Moreover, some of the students were not able to establish the main areas of light and shade correctly, hence they failed to indicate the source of light which must be shown by shadow and light. They also failed to use the space provided effectively by producing too small objects compared to the given space. It is recommended that $\frac{3}{4}$ of the space provided must be utilised. They portrayed also poor proportion of objects, hence the appearance of the objects became nonstandard. Some pictures were also drawn too flat (2-D) which lacked the real shape of the objects which is normally attained by 3-dimension (3-D) shapes. Furthermore, students in this category failed to balance their works in central part of the given space as a results their pictures appeared only on a small part of the whole paper leaving the larger part of the paper unfilled. Others drew the picture from their imagination without looking at the composition arranged, thus making images drawn contrary to the real objects arranged. Extract 1.3 is an illustration of a student who provided weak responses.



Extract 1.3: A sample of student's poor response in question 1.

Extract 1.3 presents a poor response of a student who drew a picture with poor proportion, perspective, texture, balance and utilization of space.

2.1.2 Question 2

The question required the students to draw an arrangement of a bunch of six bananas, an aluminium pot and a jug of water arranged on a floor.

The question was attempted by 241 (28.79%) students who sat for the assessment whereby 15.8 percent scored from 6 to 14 marks indicating weak performance, 82.1 percent scored from 15 to 32 marks which is average performance and 2.1 percent scored from 33 to 43 marks out of 50 marks allocated which is good performance. The students' performance in this question was good since 84.2% were able to score from 15 to 43 marks. Figure 2 summarises the students' performance in question 2.

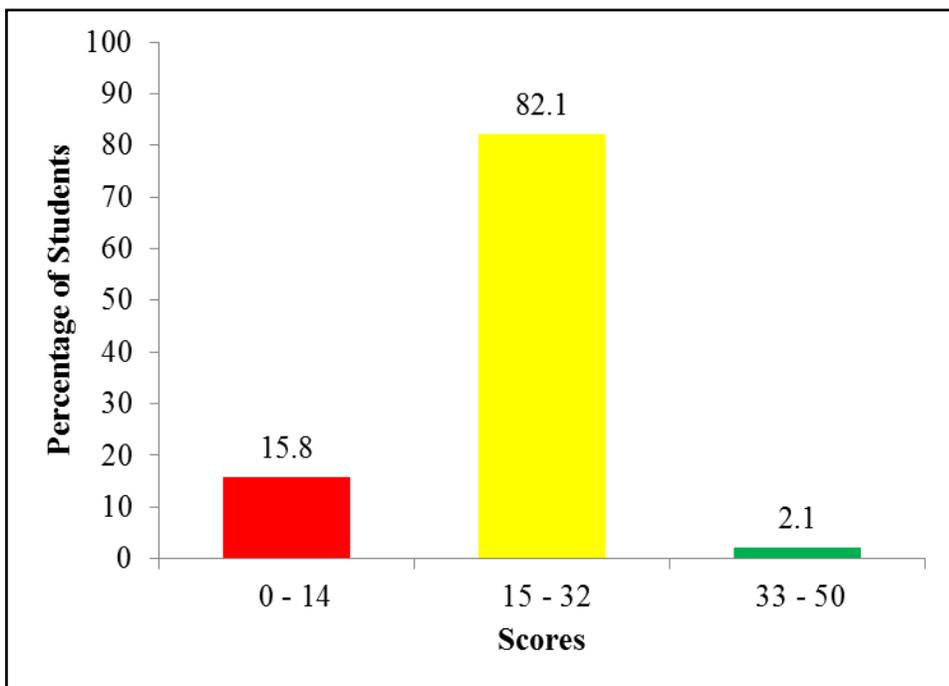


Figure 2: *The Percentage of Students' Performance in question 2*

The analysis of the students' responses showed that a few students (2.1%) scored from 33 to 43 marks. They were able to make a detailed drawing of a bunch of six bananas, an aluminium pot and a jug of water arranged on the floor. These students were capable in organizing the elements of art drawing, treatment of tone-value, texture, light and shade, proportions, perspective and outstanding balance. One student among the five students

in this category achieved a better texture with a relatively good treatment of foreground and background as well as the use of the given space in a right ways. Generally, these students failed to show clearly the shadow of the pictures which made them score less than 50 marks. This indicates that they knew the subject matter and were familiar with the elements and principles of still life drawing. Extract 2.1 is an illustration of a good response in this question.

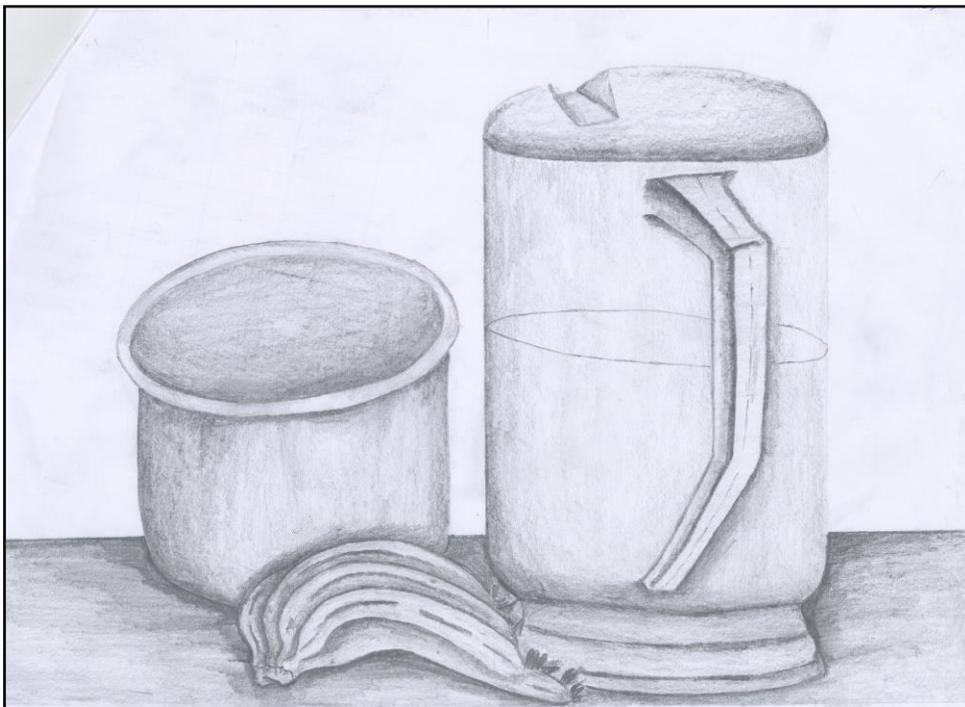


Extract 2.1: A sample of student's good response in question 2.

Extract 2.1 presents a good performance of a student who drew a picture with good treatment of light and shade, texture, proportion, balance, perspective, utilization of space.

Further analysis showed that 198 (82.1%) out of 241 students who opted for this question scored from 15 to 32 marks. They performed well in treatment of the subject matter, balance, space utilization, light and shade, foreground and background and overall quality. Moreover, the students

applied appropriate texture correlating the appearance of the objects as the results picture looked similar to the real objects. However, they failed in portraying proportion, perspective and shape. However, generally these students were knowledgeable of applying all the elements and principles of art drawing in composing the subject matter. Extract 2.1 as an illustration of student average responses in this question.



Extract 2.2: A sample of student's average response in question 2.

Extract 2.2 presents an average performance of the student who drew a picture with good treatment of light and shade, texture, perspective, foreground and background, balance and utilization of space although she/he failed to depict the proportion of the aluminium pot.

The remaining 15.8 percent of students scored from 6 to 14 marks out of 50 marks allocated. These students failed to capture the image of the composition arranged (subject matter) according to the demands of the question. They had inadequate knowledge concerning still life drawing. Some of the students tended to make sketches without applying any shading techniques to create illusion of depth. Moreover, they composed images from imagination while the requirements of the question are to make a drawing from observations. Among these, few students applied water colours and coloured pencils in drawing their pictures which is not a

proper media for drawing at this level; this signifies that students were not aware of the recommended media used in drawing at their level. Furthermore, some of the students drew small pictures compared to the space provided, hence the space remained unfilled with the pictures. Generally, these students did not consider elements and principles of art in drawing. Their pictures lacked proportion, perspective, texture, balance, foreground and background, light and shade treatment, originality and neatness. These responses showed that, students had inadequate knowledge in applying elements and principles of art. Extract 2.3 is an illustration from one of the students whose responses were irrelevant.



Extract 2.3: A sample of student's weak response in question 2.

Extract 2.3 presents a weak performance of the student, who drew an imaginative picture without considering foreground and background, having poor proportion, perspective, texture, balance, and utilization of space.

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

The question required the students to make a detailed drawing of a twig with a flower and a bud on it placed on the table.

The question was attempted by 267 (31.9%) students who sat for the assessment where by 9.4 percent of them scored from 0 to 14 marks indicating weak performance, 79.4 percent scored from 15 to 32 marks which is an average performance and 11.2 percent scored from 33 to 45 marks out of 50 marks which is good performance. The students' performance in this question was good because 90.6% scored from 15 to 45 marks. Figure 3 summarises the students' performance in question 3.

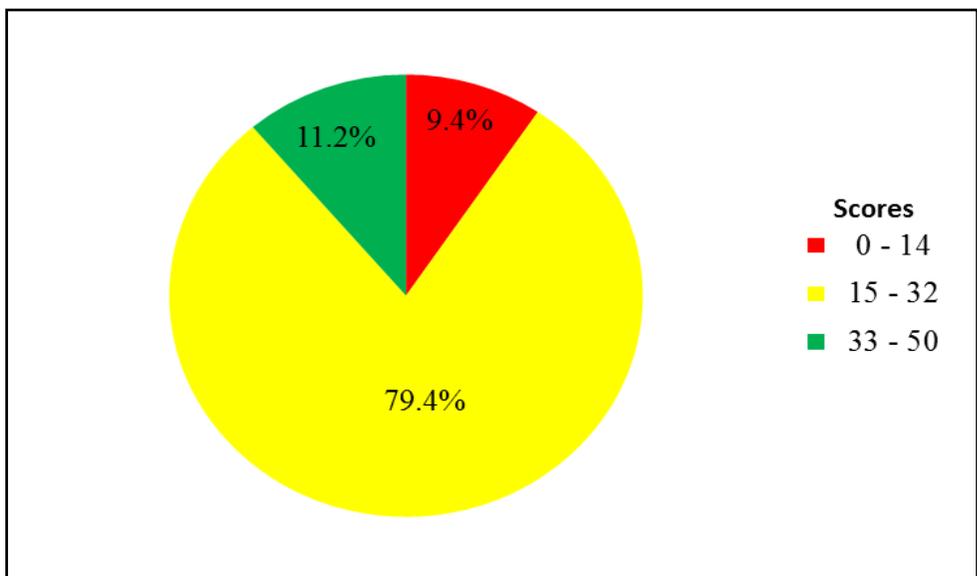
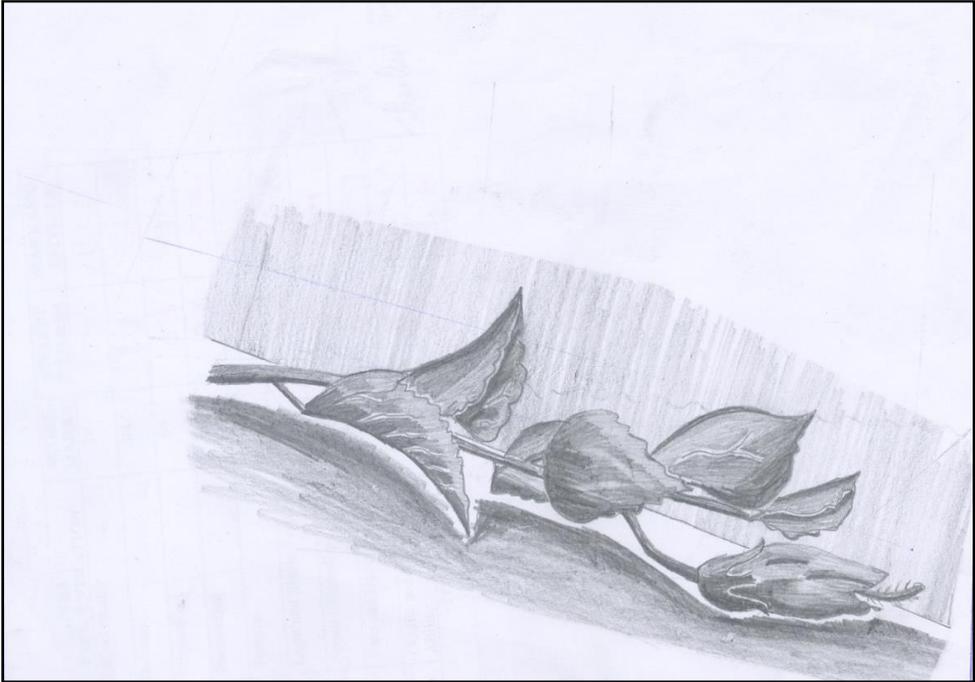


Figure 3: *The Percentage of Students' Performance in question 3*

The analysis of students' performance showed that 11.2 percent of the students performed well in this question. They scored from 33 to 45 marks. The students were able to make a detailed drawing of a twig with a flower and a bud on it placed on the table. These students established a good view point of the twig with visual texture and surface qualities having all observable details. On the other hand, they applied the tone values to create a contrast of light and dark of their pictures. Furthermore, students showed appropriate balance with a relatively good treatment of foreground and background. Nevertheless, these students lacked few aspects like portraying proportion, balance and details and technical abilities which hindered them to score the full marks allocated. Generally, the students had sufficient

skills in nature drawing. Extract 3.1 is a sample from a script of a student who provided relevant responses.



Extract 3.1: A sample of student's good response in question 3.

Extract 3.1 presents a good performance of the student who depicted a good surface quality of a twig of flower with good texture, proportion, balance perspective as well as utilization of space.

Further analysis showed that 79.4 percent of students scored from 15 to 32 marks out of 50 marks allocated. These students were able to observe the given flower and made a detailed drawing; they portrayed the pictures with relative proportion, balance and perspective. Furthermore, the students were able to capture correctly the features of the object and managed to depict the right texture, light and shade, foreground and background as well as utilizing the space appropriately. Furthermore, they were well equipped with the use of different shading techniques to acquire the desired texture of the flower (surface qualities). They were also aware of the source of light to show darkness and lightness of the image which is very essential in creating best art work. However, students failed to show more details of the flower and neatness.

The remaining 25 (9.4%) of the students scored from 0 to 14 marks out of 50 marks allocated. Out of these, 9 (36%) students scored 0 marks. They were not able to draw the picture of the flower. Some of them applied water colours and coloured pencils to highlight their sketches. The remaining 16 (64%) students scored from 2 to 14 marks. They drew the picture with poor proportion, perspective, balance, foreground and background as well as light and shade. This indicates that they had inadequate knowledge, technical skills and ability in nature drawing. Some of the students failed to utilize the space provided (paper use) by drawing too small pictures compared to the given space, as a results large area remained unused. On the other hand, some of the students failed to use the essential elements and principles of art. Extract 3.2 is an illustration of a student who provided irrelevant responses.



Extract 3.2: A sample of student's weak response in question 3.

Extract 3.2 presents a weak performance of a student who depicted a coloured sketch which is not similar to the subject matter.

2.2.2 Question 4

The question required the students to make a detailed drawing of an arrangement of three irregular stones placed in front of the classroom.

The question was attempted by 376 (44.92%) students who sat for the assessment. The result shows that 20.5 percent of them scored from 8 to 14 marks indicating weak performance, 73.6 percent scored from 15 to 32 marks which is average performance and 5.9 percent scored from 33 to 43 marks out of 50 marks which is good performance. Generally, the students' performance in this question was good since 79.5% scored 15 to 43 marks. Figure 4 summarises the students' performance in question 4.

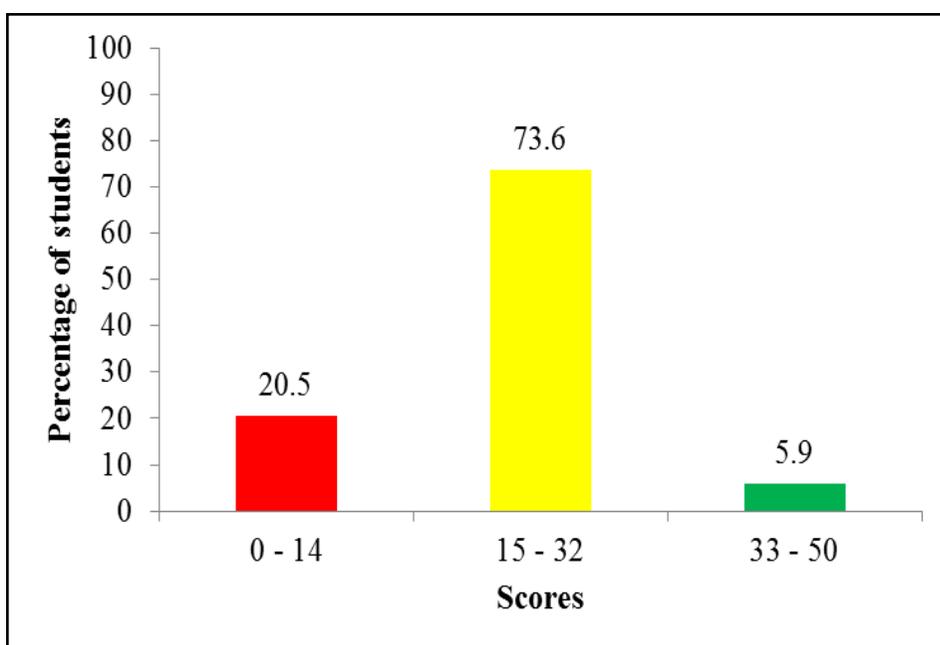
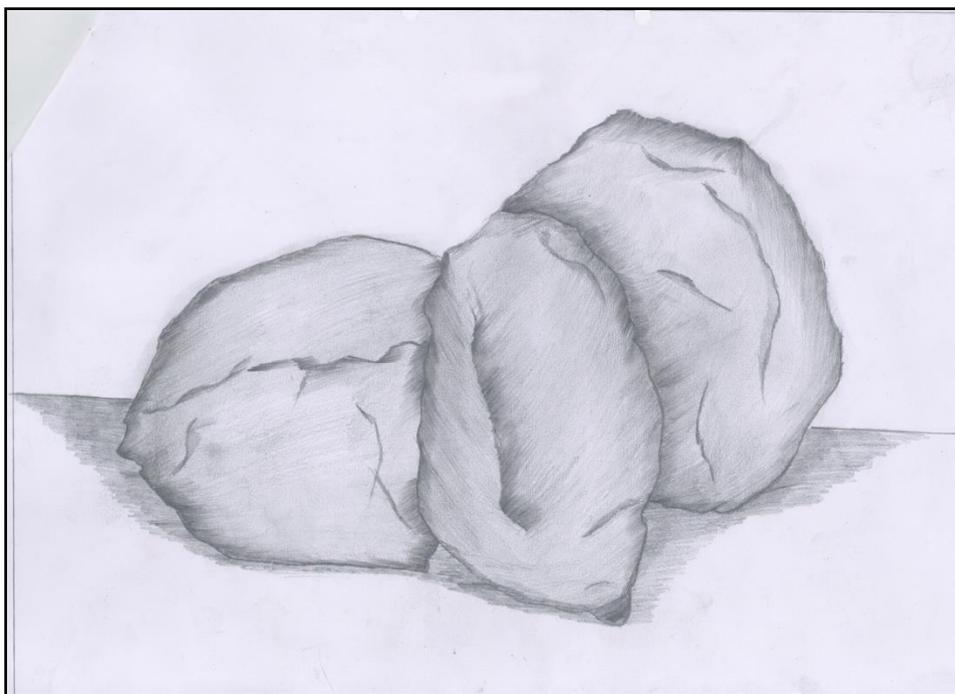


Figure 4: *The Percentage of Students' Performance in question 4*

The analysis of students' responses showed that only 22 (5.9%) of the students scored from 33 to 43 marks out of 50 marks. These were able to make a detailed drawing of an arrangement of three irregular stones placed in front of the classroom. These students were skilled in application of light and shade using different shading techniques to explore different texture and surface qualities of the objects. The students applied lines and shape to create form and they made an effective utilization of the space. Moreover, the students applied right tone-value to portray the reality of the arranged objects. Nevertheless, the students failed to portray the right proportion, perspective and outstanding balance which made the scored marks less than

allocated 50 marks in the question. Generally, the students were knowledgeable in nature drawing. Extract 4.1 is an illustration of a student who provided relevant responses.

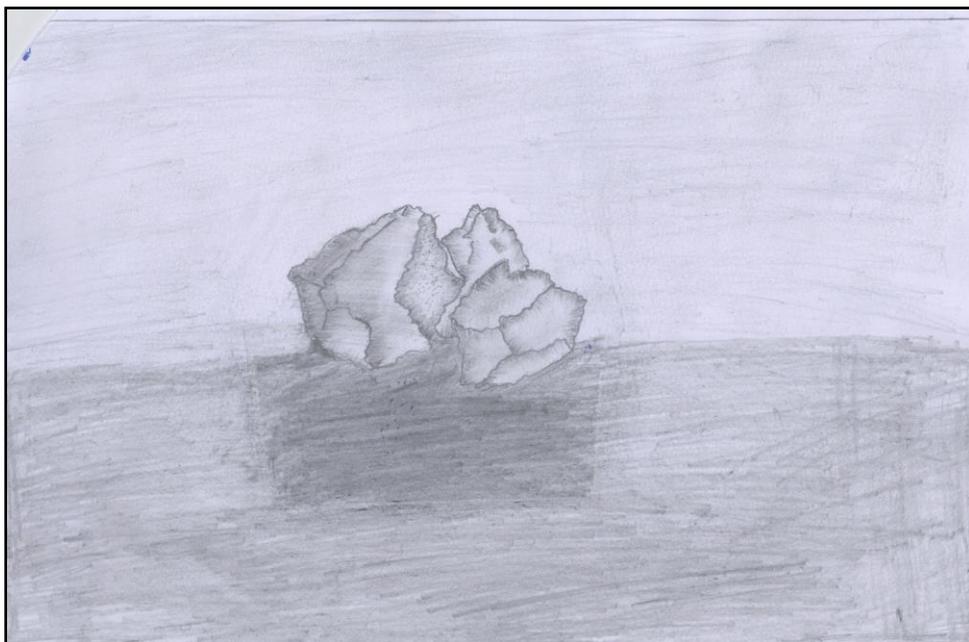


Extract 4.1: A sample of student's good response in question 4.

Extract 4.1 presents a good performance of the students who applied hatching shading techniques to achieve texture and also considered all elements and principles.

Further analysis showed that 73.6 percent of the students performed averagely. They scored from 15 to 32 marks. These students were able to capture the features of the three irregular stones and managed to depict texture, proportion, light and shade, foreground and background as well as balance. Furthermore, the students applied the right tone-values to create the contrast of light and shadow. Moreover, the students managed to put the object at the centre of the paper, thus making the object appearing to be balanced. However, students in this group failed to show more details of the stone to reveal the reality of the objects. The foreground and background were also not clearly indicated in this category. The few students failed to create good tones by leaving highlight of line in their picture shadings. Generally, students had sufficient technical ability in

nature drawing. Extract 4.2 is an illustration of an average response in this question.

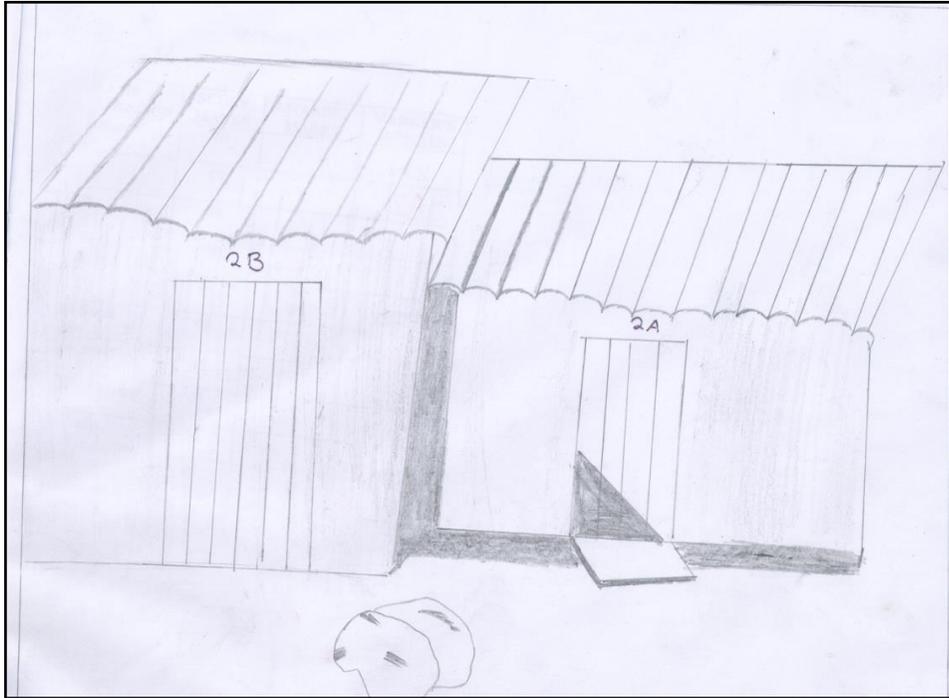


Extract 4.2: A sample of student's average response in question 4.

Extract 4.2 presents average performance of a student who achieved well in treatment of foreground and background, balance, proportion and space utilization but failed to create good tones by leaving highlight of lines in the picture.

The analysis showed that (20.5%) of the students who had weak performance scored from 8 to 14 marks out of 50 marks. These students did not follow the essential principles and elements of art in drawing their picture. They drew the picture lacking proportion, balance, perspective, texture, tone value, line as well as form. Furthermore, the students failed to interpret the question which required them to make a detailed drawing of three stones arranged in front of the class room. They contrarily drew imaginative pictures comprising of two stones and the class rooms. These students' response showed that they were unable to read and interpret the given question. Moreover, some students were unable to portray the texture of the stones, hence their pictures were contrary to the real objects. Likewise, students in this category highlighted only the lines without indicating the details of their pictures, hence they drew pictures which were undefined and were not recognized according to the objects arranged.

Nevertheless, the students in this category were unable to show foreground and background that is why their pictures appeared as floating in water. These responses show that students had inadequate skills in nature drawing. Extract 4.3 is an illustration of a poor response in this question.



Extract 4.3: A sample of student's weak response in question 4.

Extract 4.3 presents a weak performance of the student who depicted a picture with poor balance, texture, proportion, perspective, foreground and background as well as poor utilization of space.

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 the students to make a painting of a man playing a drum with hands.

The question was attempted by 34 (4.06%) students who sat for the assessment. The result shows that 41.2 percent of them scored from 0 to 14 marks indicating weak performance, 52.9 percent scored from 18 to 32

marks which is an average performance and 5.9 percent scored from 38 to 39 marks out of 50 marks which is a good performance. Generally, the students' performance in this question was average as 58.8 percent scored from 18 to 38 marks out of 50. Figure 5 summarizes the students' performance in question 5.

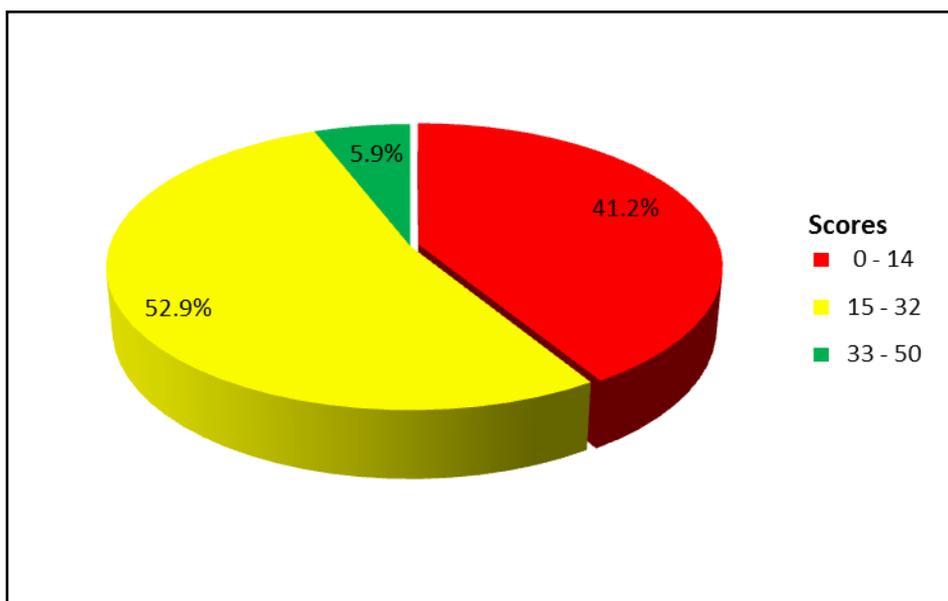


Figure 5: *The Percentage of Students' Performance in question 5.*

The analysis of students' responses showed that only 2 (5.9%) of the students scored from 38 to 39 marks. These were able to make a painting of a man playing drum with hands through imagination with right posture and portrayed the right proportion of human figures by comparing the size of the head to the rest of the body parts. Furthermore, these students had a suggestive perspective, balance and space utilization. Moreover, the students were able to make a good choice of colours as well as painting quality that relate to the composition required to be painted. These students also provided right proportion in mixing colours to acquire the exact appearance of the intended composition as a result high quality of the pictures were produced. Generally, the students did much in organizing all elements and principles of art and design to achieve better in this category though some few aspects were not treated well, such as colour texture, harmony and scheme which hindered them to score full marks. Extract 5.1 is an illustration of a student's relevant responses in this question.



Extract 5.1: A sample of student's good response in question 5.

Extract 5.1 presents a good performance of the student who depicted a picture with high quality in colour mixing, colour application and overall quality.

Further analysis of the students' responses showed that 52.9 percent of the students' scores were average (from 18 to 32 marks). They were able to make a pictorial composition by attaining all the required elements and principles of art design. The students did a good painting composition showing fair treatment of colours, colour texture, colour perspective harmony and scheme which made their pictures (composition) appear real. Furthermore, some of the students portrayed good proportion, perspective and balance within the composition as a result things appeared to relate to each other in terms of size and scale, whether big or small, nearby or distant. This situation concur the composition with the given phenomenon. However, students' scores were average due to failure in painting quality, selection of colours, colour mixing and originality of the whole works. Extract 5.2 shows a sample of average students' response.



Extract 5.2: A sample of student's average response in question 5.

Extract 5.2 presents an average performance of the student who depicted a picture with good balance, proportion, colour perspective and harmony as well as good utilization of space but failed in painting quality.

The analysis showed that the performance of 41.2 percent of the students was weak, where their scores ranged from 0 to 14 marks. Out of these, 14 students scored 0 marks out of 50 marks. These students had inadequate knowledge about pictorial composition. They failed to create the subject matter since they were not able to show clear details of human figure. As a result, they painted the pictures with poor proportion and other parts of the human body were not visible. Moreover, these students were not able to apply painting techniques as a result they painted their pictures with poor colour harmony, texture and scheme. Only one student tried to show some skills in imaginative composition by creating a related picture. However, these students failed in applying elements and principles of art and the picture painted was not in proportion and unbalanced. The student also did not select appropriate colours thus made poor colour application and poor

painting. Extract 5.3 is a sample from a script of a student who provided irrelevant responses.



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

Extract 5.3 presents a weak performance of the student who failed to organize the subject matter and depicted poor proportion, colour application, painting quality and colour harmony.

2.3.2 Question 6

The question required the students to make a painting composition of a school girl sitting on a desk studying. This question tested student's ability in imaginative composition in colours.

The question was attempted by 15 (1.79%) students who sat for the assessment. The result shows that 6.7 percent of them scored 14 marks indicating weak performance, 60.0 percent scored from 16 to 32 marks which is average performance and 33.3 percent scored from 33 to 37 marks out of 50 marks which is good performance. Generally, the students' performance in this question was good since 93.3% scored from 16 to 37 marks. Figure 6 summarizes the students' performance in question 6.

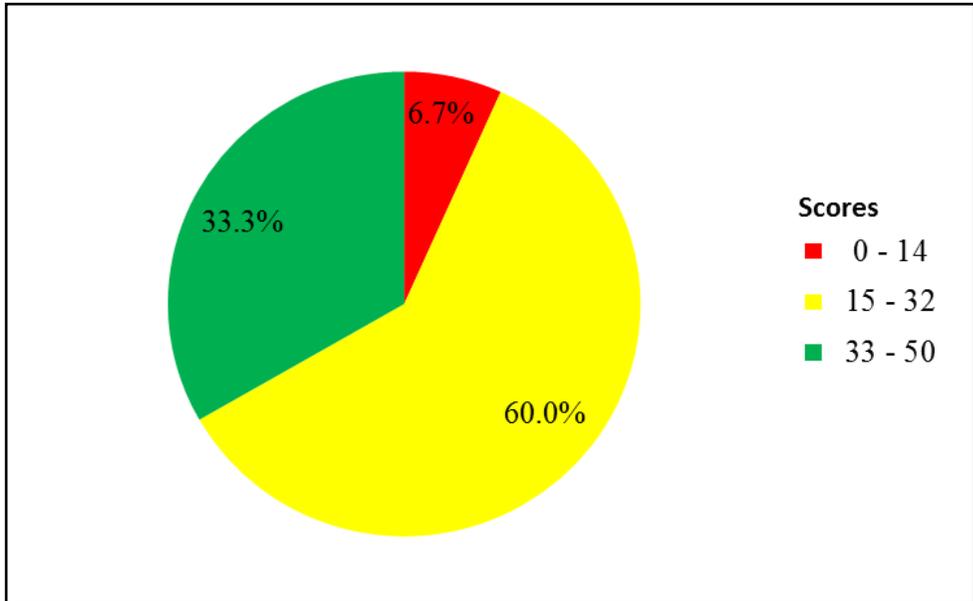


Figure 6: *The Percentage of Students' Performance in question 6*

The analysis of the students' responses showed that 33.3 percent of the students scored from 33 to 37 marks. These students were competent in making a painting composition using principles and elements of art. They depicted a composition of a schoolgirl sitting on a desk studying with good painting. They showed fair treatment of colour, texture, colour perspective, harmony and scheme. They were able to portray a good proportion of human figure with right colours in all aspect. Moreover, the students maintained good balance and utilized fully the space provided as well as maintained painting quality. However, they failed to score the full allocated marks due to failure in portraying perspective, stability of the picture and human figure proportionality. Extract 6.1 is a sample from a script of a student who provided relevant responses.



Extract 6.1: A sample of student's good response in question 6.

Extract 6.1 presents a good performance of the student who portrayed a picture with good painting quality, selection of colours, colour mixing, colour application as well as colour perspective, texture and harmony. However, he/she failed in picture perspective, proportion and stability.

Further analysis showed that 9 (60%) of the students who scored from 16 to 32 marks in this question were able to compose the required painting composition from the given question. They presented a fair colour application, texture, colour perspective, harmony and scheme to bring out the reality of their pictures. Furthermore, the students concentrated much on the elements and principles of art to achieve balance, perspective and proportion. On the other hand, the students failed in proper selection of colours, colour mixing and painting quality. These were the reasons explaining why they scored average marks. Extract 6.2 is a sample from a script of a student who provided average responses.



Extract 6.2: A sample of student's average response in question 6.

Extract 6.2 presents an average performance of the student who portrayed a good picture with colour perspective, good painting quality but failed to make proper selection and mixing of colours.

There was only one (6.7%) student who had a weak performance in this question. This student scored 14 marks. He/she had inadequate knowledge on pictorial composition, therefore depicted poor painting quality, colour application, colour perspective harmony and texture. Furthermore, instead of creating subject matter this student sketched picture with poor proportion and balance. The student used crayon and coloured pencils to highlight the texture of the picture without knowing that these are not recommended media in pictorial composition. These students forget that the recommended media is only water colours (poster colours). Lack of painting skills and poor organization of colours were among of the factors for weak performance of the student. Extract 6.3 is a sample from a script of a student who provided weak responses.



Extract 6.3: A sample of students' weak response in question 6.

Extract 6.3 presents a weak performance of the student who portrayed sketch of a picture and highlighted with pencil and partial painting with poor colour selection and colour application.

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 the students to design using block letters for the message: "ART IS WEALTH". This question tested students' ability in designing using block letters.

This question was attempted by 231 (27.6%) students who sat for this assessment. The result shows that 15.6 percent of them scored from 0 to 14 marks indicating weak performance, 73.6 percent scored from 15 to 32 marks which is average performance and 10.8 percent scored from 33 to 44 marks out of 50 marks which is good performance. Generally, the students'

performance in this question was good since 84.4% scored from 15 to 44 marks. Figure 7 summarises the students' performance in question 7.

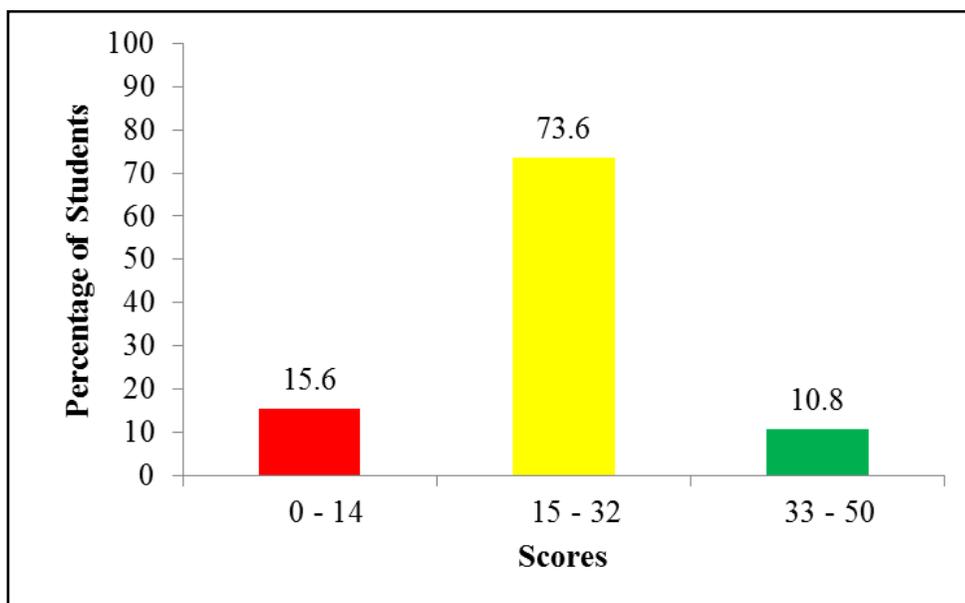


Figure 7: *The Percentage of Students' Performance in question 7*

The analysis showed that 10.8 percent of the students scored from 33 to 44 marks. The students were able to make a design using block letters. They demonstrated their ability in lettering, outstanding in colour selection application as well as painting techniques. Moreover, they used a square grid in constructing block letter with the specified square measurement of 0.5cm as it was instructed in the question. Generally, they displayed neat works, well balanced and attained originality of their whole works. This was an indication that they had adequate knowledge in designing lettering (block letters) as well as colour application since they did much in painting their works to become more attractive and eye catching. Nevertheless, students in this category did much better in observing the rules and principles of letter designing since spaces required was used as the rules states, 5 squares by height for all letters, 3 squares by width for all letters except letters A, I, M, R and W. However, some of the few aspects hindered them to scores full marks such as failure to use exactly square grid, construction of some letters and colour application. Extract 7.1 is a sample from a script of a student who provided relevant responses.

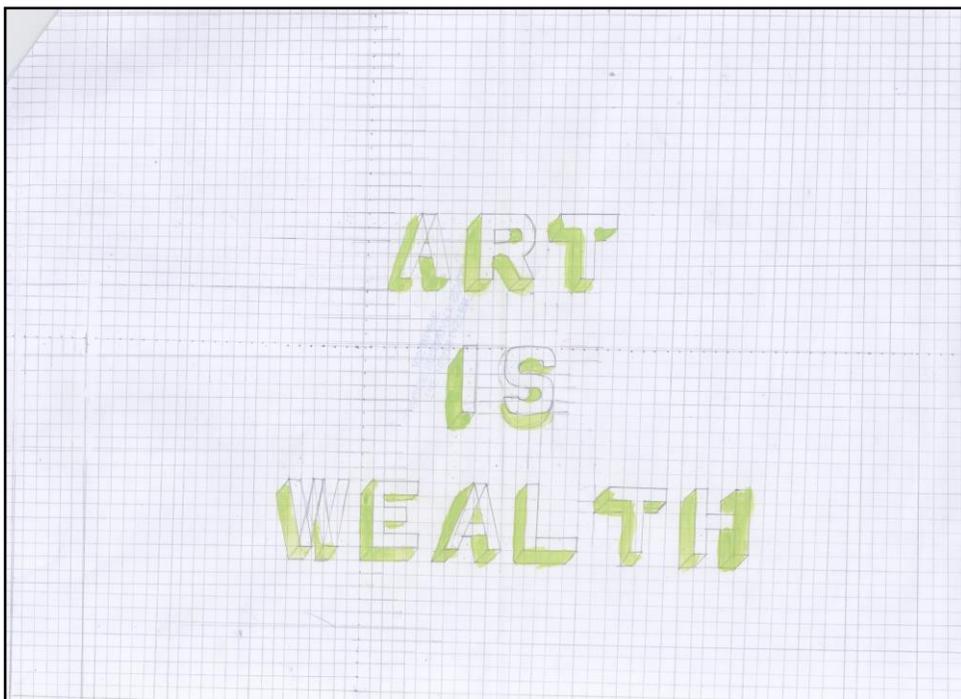


Extract 7.1: A sample of student's good response in question 7.

Extract 7.1 presents a good performance of the student designed good block letters using the required grid measurement, appropriate balance, colour selection, colour application, neatness and maintained originality of the whole work.

Further analysis showed that 73.6 percent of the students in this question performed averagely as their scores range from 15 to 32. They were able to apply the principles of design and demonstrate technical skills in block letters writing. Likewise, they concentrated in the use of required square measurements, spacing between words as well as between lines and balancing of whole works. Furthermore, they were able to create the works with moderate quality and general originality. The students' responses showed that they had sufficient skills and competences in designing using block letters. However, they did not pay much attention on some of the important elements and principles of art design, such as balance and space utilization. They also failed to maintain neatness of their works by leaving lines used to guide in construction of square grid without rubbing and

colours were not applied in proper ways. Extract 7.2 is a sample from a script of a student who provided average responses.

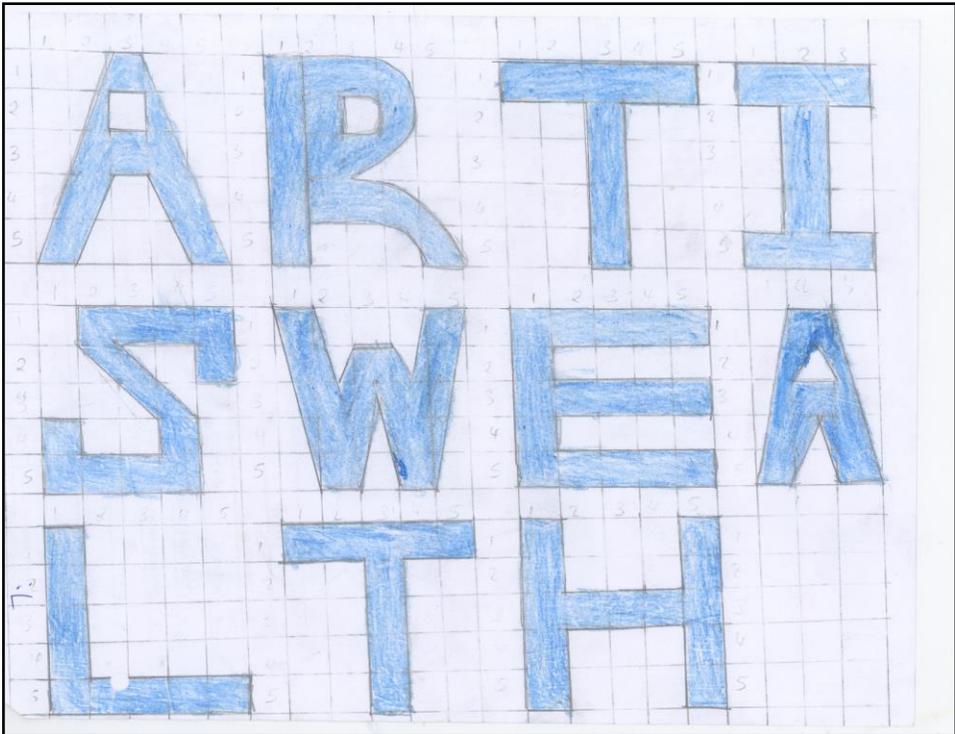


Extract 7.2: A sample of student's average response in question 7.

Extract 7.2 presents an average performance of the student designed good block letters using the required grid measurement, appropriate balance, colour selection, colour application, neatness and maintained originality of the whole work. However, failed to leave required space between two lines and rubbing the lines.

On the other hand, 36 (15.6%) students scored from 0 to 14 marks out of these 2 (5.56%) of the students scored 0 marks. They failed to show their technical ability in designing block letters. They also failed to apply rules of letters designing since they did not utilize well the spaces between letters and between lines thus causing the text to be illegible. Similarly, these students did not consider the square measure given of 0.5 cm in writing letters. Therefore, they designed using any square measures of their choices as a result. Their works appear not in much uniform. Moreover, some of the students designed their block letters using crayons and pens without realising that crayons and pens are not recommended media in designing at this level. The recommended media at this level is

only water colours (poster colours). Moreover, the students failed to use colours in painting. They painted pictures with opaque making the designed letter to be hidden and unreadable. Some few of the students failed to construct the messages with logical order, hence they designed the word which were difficult to read. This shows that the students were not knowledgeable in designing block letters. Extract 7.3 is an illustration of a weak response in this question.



Extract 7.3: A sample of student's weak response in question 7.

Extract 7.3 presents a weak performance of the student who designed poor lettering, improper square measures, poor logical order of the text and applied media which were not recommended (crayons).

2.4.2 Question 8

The question required the students to use capital letters in designing a poster that carries a message: "BIG RESULTS NOW". The students were required to use one colour with the square measure of 0.5 cm. This question tested students' ability on designing using capital letters.

This question was attempted by 77 (9.2%) students who sat for this assessment. The result shows that 14.3 percent of them scored from 3 to 14 marks indicating weak performance, 71.4 percent scored from 15 to 32 marks which is an average performance and 14.3 percent scored from 33 to 45 marks out of 50 marks which is a good performance. Generally, the performance in this question was good since 85.7 percent of them scored from 15 to 45 marks out of 50 marks. Figure 8 summarises the students' performance in question 8.

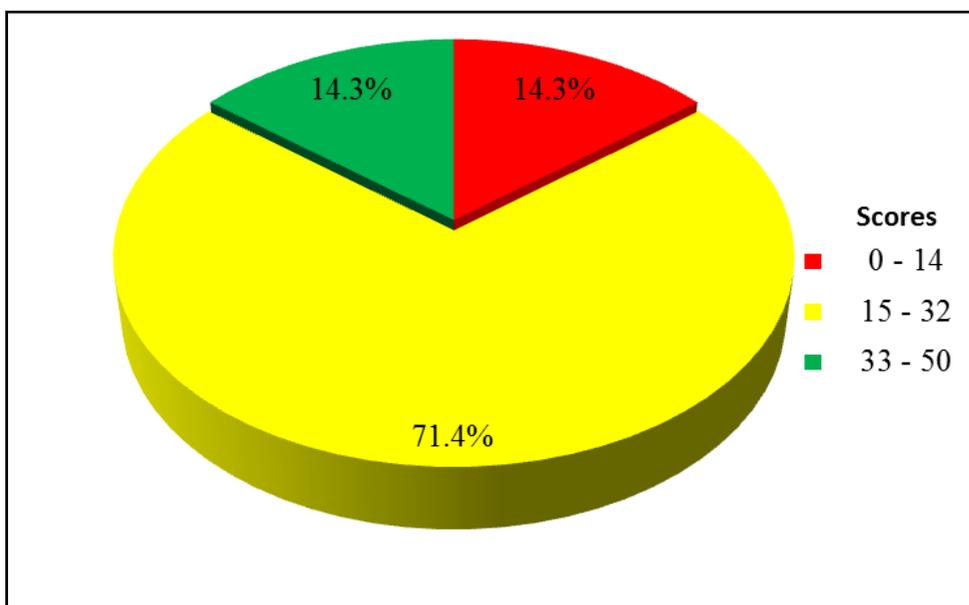
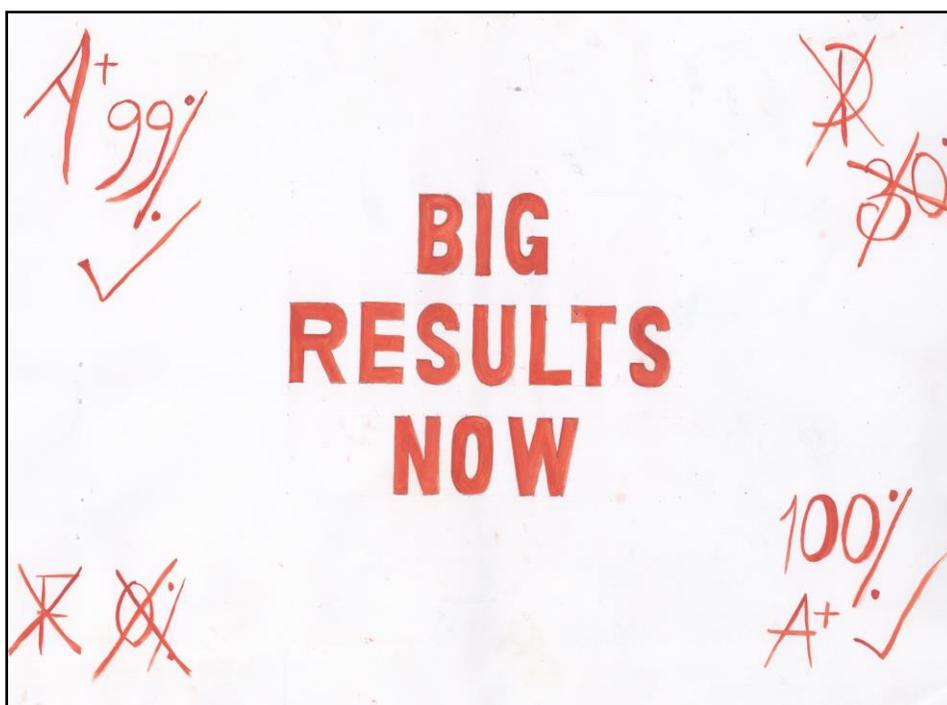


Figure 8: *The Percentage of Students' Performance in question 8*

The analysis of students' responses showed that only 11 (14.3%) out of 77 students scored from 33 to 45 marks. They demonstrated their ability in letter designing, outstanding in colour selection, colour application and painting techniques. These students applied the required square measure of 0.5 cm in constructing capital letters. Furthermore, they maintained neatness in their works, good use of space provided, balancing of the whole works and maintained colour perspective harmony and scheme. This indicated that they had adequate knowledge of capital letters design and using colour as well. Nevertheless, the students were knowledgeable about using rules of letters design, since squares required for each letter were considered, for example 5 squares by height for all letters, 3 squares by width for all letters except A, I, M, R and W as well as 3 squares between word to word and 2 squares between lines. Although, these students did not

achieved well in the use of colours and their works were not much neat, these reasons resulted into failure to score full marks allocated in this question. Extract 8.1 is an illustration of a good response in this question.



Extract 8.1: A sample of student's good response in question 8.

Extract 8.1 presents a good performance of the student who designed a good poster using the required grid measurement, appropriate balance, colour selection, colour application, neatness and maintained originality of the whole work.

The analysis of students' responses showed that 71.4 percent of the students scored from 15 to 32 marks. These students were able to design poster using capital letters with outstanding balance, good colour application and neatness. They demonstrated technical skills in designing letters by applying all rules and principles of letter writing. For example, 5 squares by height for all letters, 3 squares by width for all letters except A, I, M, R and W, 3 squares between two words and 2 squares between lines. However, they failed to show clearly the outstanding of balance and failed in utilization of the space provided. This indicates that students were incompetent in applying principles and elements of art design. Extract 8.2 is an illustration of an average response in this question.



Extract 8.2: A sample of student's average response in question 8.

Extract 8.2 presents an average performance of the student who designed a good poster using the appropriate balance, colour selection, colour application, neatness and maintained originality of the whole work. However, failed to use the required square measurement of 0.5 cm and leaving space between letters L and T in the poster design.

On the other hand, the analysis showed that only 11 (14.3%) of the students scored from 3 to 14 marks out of 50 marks, which indicates weak performance. These students designed the letters without considering the rules of letter writing such as spaces between letters, words and lines as a result the texts designed were illegible. Some of them also designed using italic letters or calligraphic letters. This indicated that they had inadequate knowledge about the types of letters. Moreover, some of the students designed poster without using colours. These used coloured pencils and pens to highlight their works which is not recommended. The recommended media in poster designing is only water colours (poster colours). Extract 8.2 is an illustration of a poor response in this question.



Extract 8.3: A sample of student's weak response in question 8.

Extract 8.3 presents a weak performance of the student who designed a poster with poor balance, lettering, inappropriate square measures, poor logical order of the text and poor colour application.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The FTNA 2020 Fine Art assessment had eight (08) questions that were set from four (04) topics, namely *Still life*, *Pictorial composition*, *Craft & Design* and *Drawing from nature*. The analysis of performance shows that all the four (04) tested topics had a good performance.

The general performance in this assessment was good as 87.69 percent passed the assessment. The topic of *Still life* that was tested in questions 1 and 2 had a good performance of 85.75 percent, *Drawing from nature* that was tested in questions 3 and 4 had a good performance of 85.05 percent, *Craft & Design* that was tested in questions 7 and 8 had a good performance of 85.05 percent and *Pictorial composition* that was tested in questions 5 and 6 had a good performance of 76.05 percent. Figure 9 summarised the general performance across the topics.

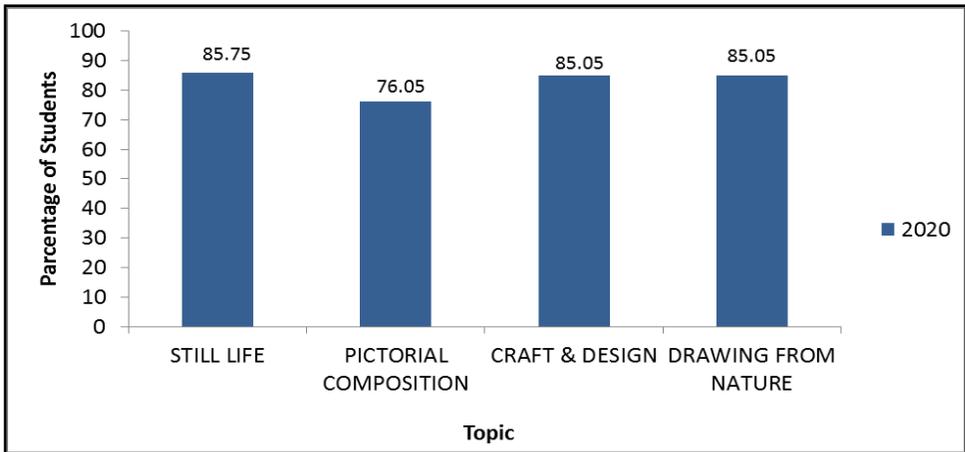


Figure 9: *Percentage of Candidates' Performance in Each Topic.*

The analysis of students' performance in comparison with the 2019 performance in each topic in Fine Art showed that in *Still Life* the performance decreased by 9.75 percent from 95.5 percent in 2019 to 85.75 percent in 2020. However, the performance in *Pictorial Composition* decreased by 16.15 percent, from 92.2 percent in 2019 to 76.05 percent in 2020. Moreover, the performance in *Craft & Design* increased by 0.25 percent when compared to 2019, where the performance was 84.8 percent as compared to 85.05 percent in FTNA 2020. Lastly, in *Drawing from Nature* the performance increased by 23.4 percent. In 2019, the performance was 61.65 percent while in 2020 the performance increase to 85.05 percent. The comparison of students' performance per topic between FTNA 2019 and FTNA 2020 in Fine Art is summarised in figure 10.

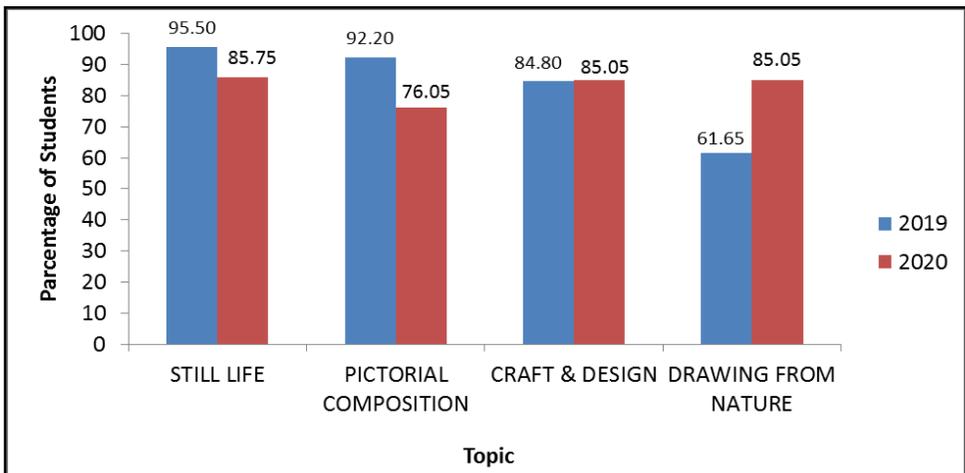


Figure 10: *A Comparison of Students' Performance in Each Topic between 2019 and 2020*

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The general performance of the students in 016 Fine Art for the Form Two National Assessment (FTNA) 2020 was good. Most of the students who passed the assessment were able to provide comprehensive answers because they had adequate knowledge and skills about the content tested. However, some of the students failed to score 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) In teaching and learning process teachers should provide samples of water colours painted works for students to observe and perform painting through observation. This will increase the skills and competence on pictorial composition topic which their performance decreased in Form Two National Assessment (FTNA) 2020 compared to FTNA 2019 results.
- (b) Teachers should improve the teaching and learning strategies and materials through providing more practical works on still life and insist students to use the recommended media for drawing.
- (c) In teaching and learning process, subject teachers should use physical surroundings to teach students the elements of art through drawing various subjects including cross cutting issues. This will help students to have clear understanding and identification of elements of art through visualisation and improve nature drawing.
- (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 learner-centred and not teachers-centred. This can be done by teachers by providing many tasks involving those topics which seem to be more difficult to the students.

Summary of Students' Performance per Topic

S/N	Topics	Total Number of Questions	Percentage of students who scored 30 percent and above	Remarks
1.	Still Life	(2) 1&2	85.75	Good
2.	Drawing from Nature	(2) 3&4	85.05	Good
3.	Craft and Design	(2) 7&8	85.05	Good
4.	Pictorial Composition	(2) 5&6	76.05	Good

