



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022**

FINE ART



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016 FINE ART

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FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two Fine Art National Assessment which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Fine Art.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning in order to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justification for the students' performance in the Fine Art subject. The students who attained high scores had adequate technical skills related to Fine Art and ability to interpret the requirement of the questions. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient skills in drawing, painting and designing.

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

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning of the Fine Arts subject. Consequently, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses performance of students in Form Two National Assessment (FTNA) in November 2022 in Fine Art subject. The assessment tested the competences acquired by the Form II students as stated in the Fine Art syllabus and according to the assessment format issued in 2021.

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

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

A total of 1,423 students were registered, of which 1,295 (91%) sat for the Assessment and 1,092 (87.92%) students passed with the following grades: A - 6 (0.55%), B - 39 (3.57%), C - 492 (45.05%) and D - 555 (50.82%). However, 150 (12.08 %) students who sat for the assessment failed. The analysis of students' results shows that the performance of this paper was good.

In 2021, students who sat for the Fine Art National Assessment were 1,029, out of whom 911 (88.53%) students passed. This indicates that the performance in 2022 has decreased by 0.71 per cent compared to 2021 performance. The students' performance in FTNA 2022 is illustrated in Table.1.

Table 1: Students' Performance in Fine Art Subject in the FTNA-2022

| Sex | Grades | | | | | Passed | |
|--------------|--------|----|-----|-----|-----|--------|------------|
| | A | B | C | D | F | Number | Percentage |
| M | 06 | 21 | 288 | 295 | 63 | 610 | 90.64 |
| F | 0 | 18 | 204 | 260 | 87 | 482 | 84.71 |
| Total | 06 | 39 | 492 | 555 | 150 | 1,092 | 87.92 |

The standard grading system used in FTNA assessment is in five categories namely A, B, C, D and F. Grade A is awarded to the students who score within the range marks of 75 to 100, signifying excellent performance, B (65- 74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) Failed.

In this report, three categories of scores have been used to grade students' performance in each question. Scores ranging from 0-29 marks illustrate weak performance, 30-64 marks average performance and 65-100 marks good performance. Students' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, yellow colour shows average performance and red colour shows weak performance. A summary of student's performance in each topic and question is shown in the Appendix I and II whereby green colour have been applied in three topics with good performance and a yellow colour in one topic which has average performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE FOR EACH QUESTION

2.1 Section A: Drawing

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

2.1.1 Question 1: Still Life Drawing

This question required students to make a detailed drawing of the following objects on A₄ manila sheet; One football and one pair of sports shoes. The football placed on the stool and the shoes in front of the stool on the floor.

The question was attempted by 713 (51.1%) out of 1,295 students who sat for the assessment. About 50 (7%) students scored from 0 to 14 marks, 585 (82%) scored from 15 to 32 marks, and 78 (11 %) scored from 33 to 48 marks. None scored all 50 marks in this question. The students' general performance in this question was good because 93 per cent scored from 15 to 48 marks. Figure 1 summarises the students' performance in question 1.

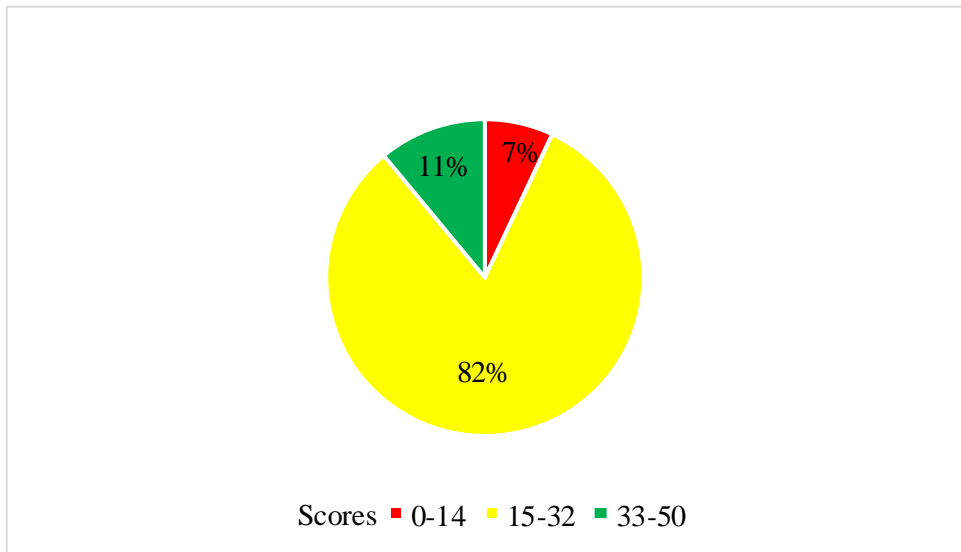


Figure 1: *The Percentage of Students' Performance in Question 1*

The analysis shows that, only 78 (11 %) students who scored 33 to 48 marks had ability in creative ideas and captured well the composition by showing effects of light reflection to the ball, stool and shoes. Such students had sufficiently applied shading techniques to illustrate good pictures. In addition, the pictures drawn had good tonal value and were well balanced with good utilization of space where $\frac{3}{4}$ of paper was used. Furthermore, they incorporated dark tones and shadows on shoes and around the floor and develop a proper three-dimensional therefore, their artworks were neat and attractive.

Some of them applied proper texture with clear details which defined the foreground on the composition. They also showed good perspective, proportion and proper shading techniques which enabled them to develop a proper shape of stool, a ball and shoes. Although they performed well, they failed to score full marks because they created shallow stroke/ line especially at the edge of stool, ball and shoes. Extract 1.1 is a sample of a good response from one of the students.



Extract 1.1: A sample of correct responses to question 1

Extract 1.1 shows a good drawing of the student who portrayed a picture with good arrangement (subject matter). He/she was creative and captured the picture with good proportion of a stool, ball and shoes. However, he/she managed to depict good perspective by showing front legs looking a bit larger compared to hind legs. But he/she failed to work with background and the picture appears brighter.

Moreover, 585 (82%) students who scored from 15 to 32 marks had knowledge on creating the composition as demanded in question paper. They drew pictures that depicted good objects evidencing relatively enough skills in still life drawing. Moreover, they well treated foregrounds and backgrounds also depicted good textures.

Also, the pictures had good perspective and revealed awareness of the direction of light and shadow treatment. Other students who performed averagely developed well the pictures, portrayed well the principles and elements of drawing in still life such as shape, form and texture which make pictures look attractive. They did well in light and shade technique in drawings but they failed to define the background which was left without shading and this made their works look incomplete. Despite drawing good pictures, most of the students in this group failed to complete their works as per instructions given. Some students drew fewer than objects required hence failed to score higher marks. Extract 1.2 is a sample of average responses.



Extract 1.2: A sample of average response to question 1

Extract 1.2 shows a sample of average performance of students who applied good textures in their drawings by using smudging shading techniques and demonstrated well the foregrounds and backgrounds in the artworks. A Student made detailed drawings of a stool and a ball then organized the elements of art; texture, perspective, proportion and utilization of the space but failed to draw the shoes; therefore, the work was incomplete.

On the other hand, 50 (7%) students who scored 0 to 14 marks had insufficient ability or skills to arrange the light and shade treatment in still life drawing. In addition, they had poor creative on image capturing by presenting the shape with a poor proportion and balance. Therefore, in their drawing, the size, shape and form were not clear. Moreover, some of the students portrayed poor perspective, while others drew too flat shapes in two dimensions. Although indication of source of light was necessary as per the question demands, they established incorrect light and shade by applying colours on the pictures.

Other students who drew incorrect responses presented their still life drawing with poor space utilization, poor perspective where, the ball size looked bigger because they failed to maintain proportionality. In addition, the dimensions and edges of a stool was not equal to make a proper shape of a stool. Thick lines were left around a ball which made the picture to be into two dimensions, also background and foreground was undefined. Those responses show that the students had inadequate knowledge about applying elements and principles of art. The Extract 1.3 a sample of an incorrect responses to question 1.



Extract 1.3: A Sample of incorrect response to question 1.

Extract 1.3. presents incorrect response of a student with inability in drawing. A student was not creative and lacked image capturing skills as the question demanded. Therefore, the subject matter is incomplete. The picture appears as an abstract art and its shape was not real. Furthermore, the student showed poor skills and technique in drawing because instead of applying shading by using pencils student used colour which was wrong.

2.1.2 Question 2: Nature Drawing

The question required students to make a drawing of pawpaw leaf on a low table. Develop it by using the smudging shading technique on A4 manila sheet.

This question required each student to make a detailed drawing of a pawpaw leaf which was provided to each student. Students were to use pencils in applying light and shade techniques to show all features of a pawpaw leaf reflecting the nature of its appearance.

The question was attempted by 582 (44.9%) students. Among these, 81 (14%) scored from 2 to 14 marks, 466 (80%) scored from 15 to 32 marks and 35 (6%) scored from 33 to 42 marks. None scored all 50 marks in this question. Generally, the students' performance in this question was good since 501 (86%) students scored from 15 to 42 marks. Figure 2 summarises the students' performance in question 2.

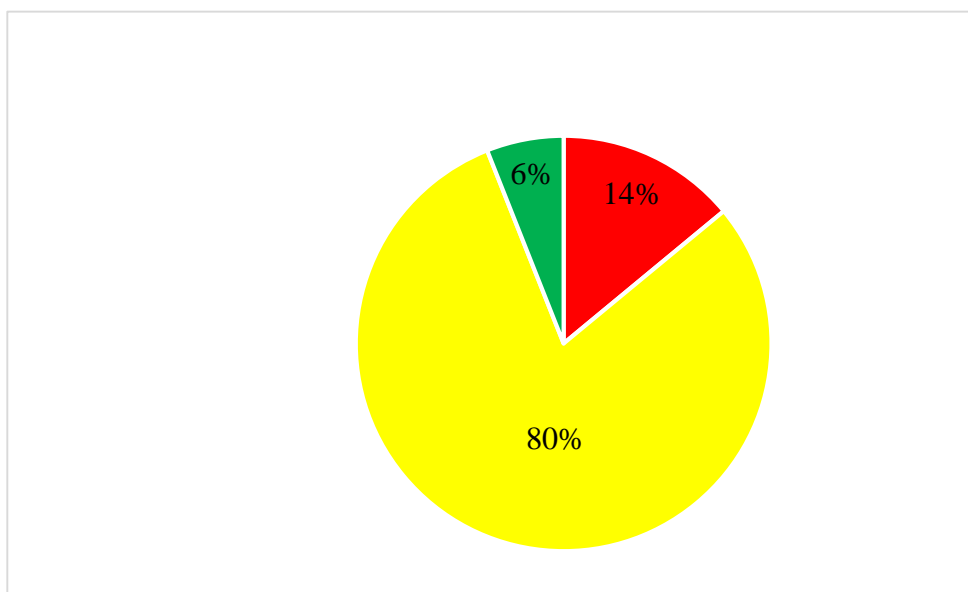
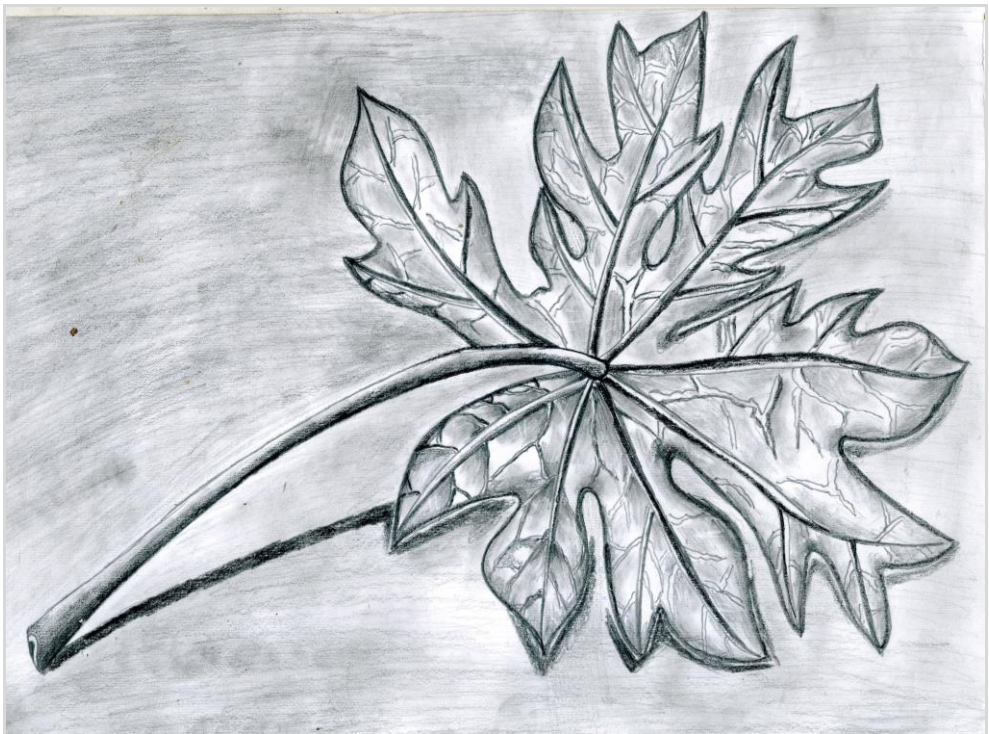


Figure 2: *The Percentage of Students' Performance in Question 2*

Analysis shows that, only 35 students (6%) scored from 33 to 42 marks. Those students drew the pawpaw leaf as arranged on a low table. The creative idea and image capturing was observed and their composition was well balanced. They applied a professional technique of light and shade

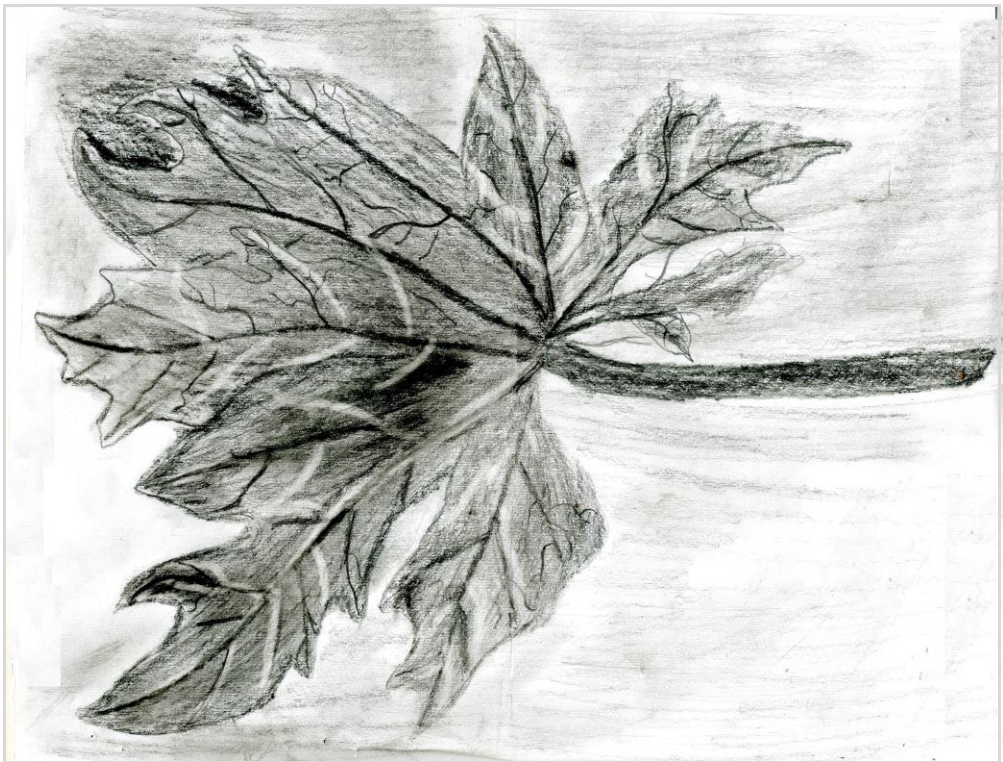
treatment to the picture to bring up a good contrast of pawpaw leaf. This shows that, the students had adequate skills on the subject matter. The elements were clearly demonstrated including, proportion, shape and line observed on the pawpaw leaf veins as the question demanded. In addition, some students portrayed foreground and background of a pawpaw leaf and the texture showing roughness and smoothness of surface shape and form on stalk to the apex of the leaf, which supports realistic details on the composition. Generally, the overall quality of their work was good, basing on technical ability in drawing. Extract 2.1 is an illustration of a good response.



Extract 2.1: A sample of correct responses to question 2.

Extract 2.1 show a good response from a student who attempted the question as required. The student applied professional technique on light and shade treatment to the picture to bring about a good contrast of a pawpaw leaf. Also, the arrangement of pawpaw leaf was well balanced. However, student failed a little bit on light source where there is no clear directions of light and details which could differentiate foreground with background.

Further analysis indicated that, 466 (80%) students who opted for this question scored 15 to 32 marks. These students showed pawpaw leaf in good proportional as the question demanded. In addition, they showed the balance and perspective. They also displayed the relationship but they failed to show details, foreground and background inspite of good placement of pawpaw leaf on a low table. Some students in this category displayed texture in different forms to the leaf. Some were better in proportion and perspective but their works utilized very little space in reality to the space provided. Extract 2.2 is a sample of average responses to question 2.

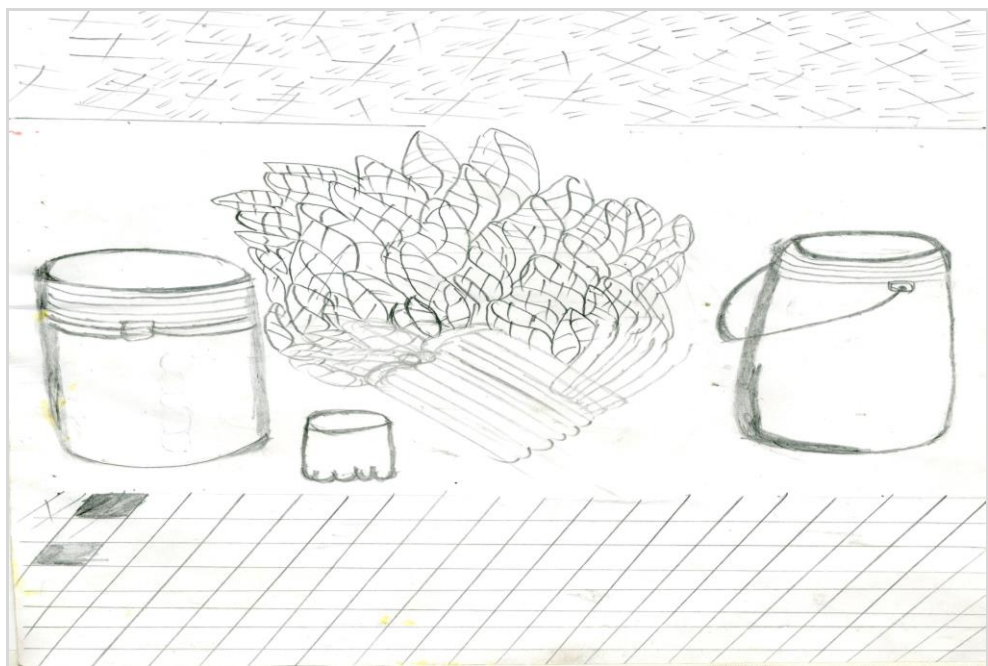


Extract 2.2: A sample of average responses to question 2.

As it is seen in the sample work (extract 2.2) the student drew picture with good perspective, balance and good space utilization. Student had even managed to use good texture and treated light and shade by applying tone value as per question demand. However, some leaf veins were lighter while others were too dark hence, failed to develop the proper nature of a pawpaw leaf by presenting few details.

A total of 81 (14%) students who scored from 2 to 14 marks. they did not meet the demand of the question. Some of those students scored poorly because they failed to follow the instructions required. Other students created rough drawings without applying shading techniques to create depth illusions in their drawings. This shows that, students had poor skills and lacked the ability to apply the principles of drawing from nature. Further analysis shows that, students who had poor response in nature drawing failed to treat proportionality when drawing the leaf. The pawpaw leaf was observed bigger as a tree, the leaf stalks were viewed as tree trunks. The leaf veins outlines were placed randomly leaving some parts without applying the shading technique, backgrounds and foregrounds were not shown in their drawings.

Other students in this category had painted their pictures by using water colours while others used crayons and coloured pencils instead of using pencils only as per question's demand. Other students failed completely to draw the forms of the pawpaw leaf, even the relationship in shapes of the composition were unbalanced, the perspective and proposition of the work turned out to be very poor. Generally, those students failed to capture the image of a pawpaw leaf due to lack of knowledge and having inadequate practices session to improve their drawing skills. Extract 2.3 is a sample of an incorrect response.



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

Extract 2.3 as a displayed sample, is really hard to identify the pawpaw leaf as a subject matter. The work is also not real as question demanded where student drew the two buckets, container and brunch of leaves which is wrong. The student also did not apply light and shade treatment. Moreover, the foreground, backgrounds and perspective were poor. However, there was no proportion on the composition since its shape is not clear.

2.2 Section B: Painting and Designing

In this section, the students were required to display designing and painting ability in pictorial composition by using water colours.

2.2.1 Question 3: Pictorial Composition in Painting

The question required students to compose a painting of a bunch of bananas hanging onto a rope attached on branch of a low tree by using monochromatic scheme on an A4 sized manila sheet.

This question was attempted by 182 (14.1%) students, out of whom 87 (48%) scored 0 to 14 marks, 93 (51%) scored 15 to 32 marks, 2 (1%) students scored 33 marks. The general performance of students in this question was average as 94 (52%) students scored from 15 to 33 marks. However, none of the them scored 50 marks. Figure 3 summaries the students' performance in question 3.

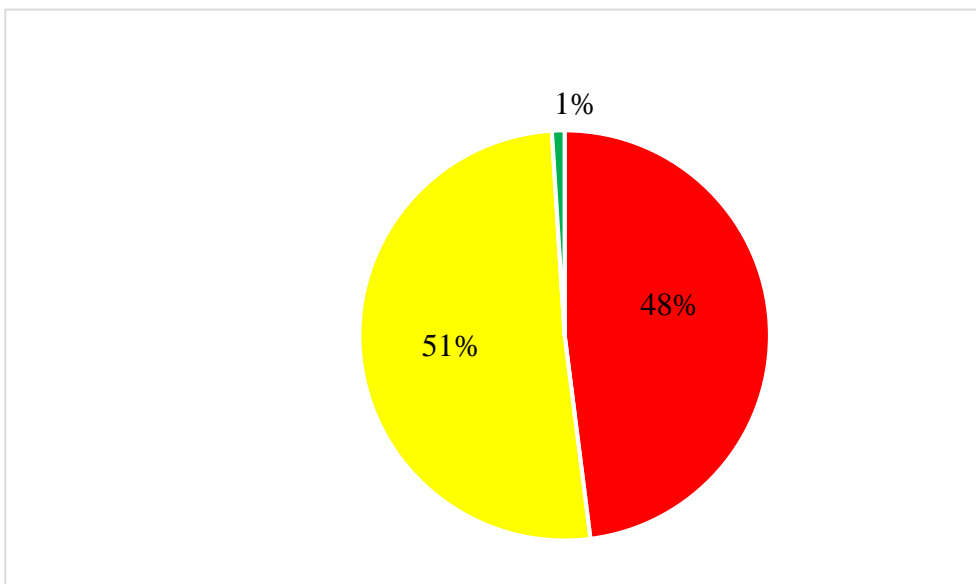


Figure 3: Percentage of Students' Performance in Question 3

A total of 2 (1%) students who scored 33 marks created the centre of interest by painting a bunch of bananas hanging on a low tree to show the monochromatic value. Some of students applied monochromatic scheme by yellow colour on background while in foreground painted bananas and a tree. Moreover, students painted pictures with quality to reflect the nature of banana whereby colour, perspective, proportion, balance and artistic creativeness were highly observed. Also they could display roughness/smoothness details on the skin of banana fruit through monochromatic scheme fulfilment. Students who attempted well this question showed the elements of pictorial composition in their painting, which are neatness, three-dimensional view, balance, perspective and good proportionality. However, they failed to score full marks as they drew two trunks of a tree instead of one branch of a low tree. Extract 3.1 shows a correct response to question 3 from one of the students.



Extract 3.1: A sample of correct responses to question 3.

Extract 3.1 presents a correct painting of which a student portrayed the picture with high personal painting abilities in imagination. The student showed good space utilization by showing the items such as bunch of banana fruits as the question demanded. Furthermore, the student showed

perspective by applying monochromatic. However, the students did not score full marks because of using green and blue colours which were not recommended. Also the student drew two tracks of trees.

Moreover, the analysis of data shows that, 93 (51%) students who scored 15 to 32 marks created pictorial composition from imagining as the question demanded. Some of the students applied water colour as the right medium, but most of them failed to apply monochromatic colour to finish their art work. In addition, other students in this category made fair painting by applying monochromatic scheme fulfilment to make texture, perspective, colour harmony, proportionality and balanced composition to make their pictures appear real. Unfortunately, they failed to secure higher marks because they did not meet the requirements of the question which demanded application of only one colour. Also, some of them they drew birds, sky and house which is not the centre of interest by applying more than one colour. Extract 3.2 illustrates a sample of student's average response in question 3.



Extract 3.2: A sample of average responses to question 3.

Extract 3.2 is a sample of averagely scored painting of a bunch of banana hanging on a rope on a branch of a low tree. Although the student understood the question's demand, but he/she failed to apply monochromatic colour scheme as required instead he/she applied many colour. Also, he/she failed concentrate on centre of interest instead of they drew house, birds, and sky in more than one colours.

Moreover, 87 (48%) students who scored from 7 to 14 marks failed to interpret the demand of the question. They lacked pictorial composition skills on colour uses as they failed to paint their pictures by using monochromatic scheme. Students in this category, depicted poor painting quality, and had inadequate knowledge in colour perspective, harmony and texture. Hence, their artwork lacked artistic creativeness. In addition, they depicted sketched pictures highlighted with pencils contrary to instructions. Some students in this category used crayons and coloured pencils which was against directives given in particular question. Others, failed to focus on the centre of interest in their compositions, where they ended up concentrating on extra details like huts, bushes and vegetation, thus deviating from the demand of the question. Furthermore, they failed to express their subject matter in background and foreground treatment which shows incompetence in monochromatic colour painting ability. Extract 3.3 illustrates a student with incorrect response in this question.



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

Extract 3.3 depicts a student's incorrect response as a student was not able to paint the intended centre of interest because the question needs to use a monochromatic colour scheme. Moreover, by painting the composition, the student failed to convey the composition's shape, forms, size, and other aspects. Student was therefore lacking painting skills and abilities

2.2.2 Question 4: Poster Design

The question required students to design a poster with the message” CORONA IS DANGEROUS”. By using block letters to construct the message on a (25 x 35) cm manila sheet. The square should be 1 cm. Use only two colours.

This question was attempted by 1113 (85.9%) students who sat for this assessment. The analysis shows that 308 (28%) scored from 0 to 14 marks, 735 (66%) scored from 15 to 32 marks and 70 (06%) scored from 33 to 45 marks. Generally, the performance of the students in this question was good since 805 (72%) students scored from 15 to 45 marks, though none of them scored 50 marks. Figure 4 summarises the performance in question 4.

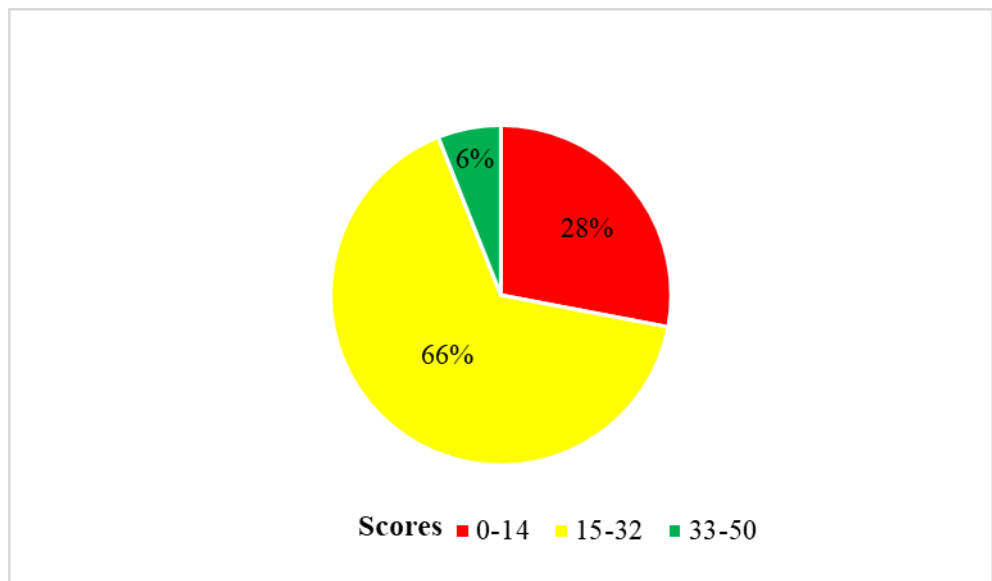


Figure 4: *Percentage of Students' Performance in Question 4*

Data analysis show that, 70 (06%) students who scored from 33 to 45 marks created the perfect poster design. Those students created a poster with good letter appearance where balance, forms and proportion in their

block letter were constructed well. Additionally, those students demonstrated abilities to control the visibility of the design. The letters shapes and forms were perfect; the balancing of the letter and message was created by applying the principles of art and design. They also displayed excellent colour choice and use, as well as painting techniques, and excellent block letters. Furthermore, they arranged the letters by using a square approach, with the required square measures of 1 cm. Moreover, they created a clean, evenly balanced poster. To support the message "CORONA IS DANGEROUS," a select few students in this group created artwork. The inclusion of this element demonstrates that the corresponding students had adequate design and lettering awareness, abilities and experience in the topic. Hence, good finishing and originality in the poster design were observed. Extract 4.1 is a sample of a good poster design.

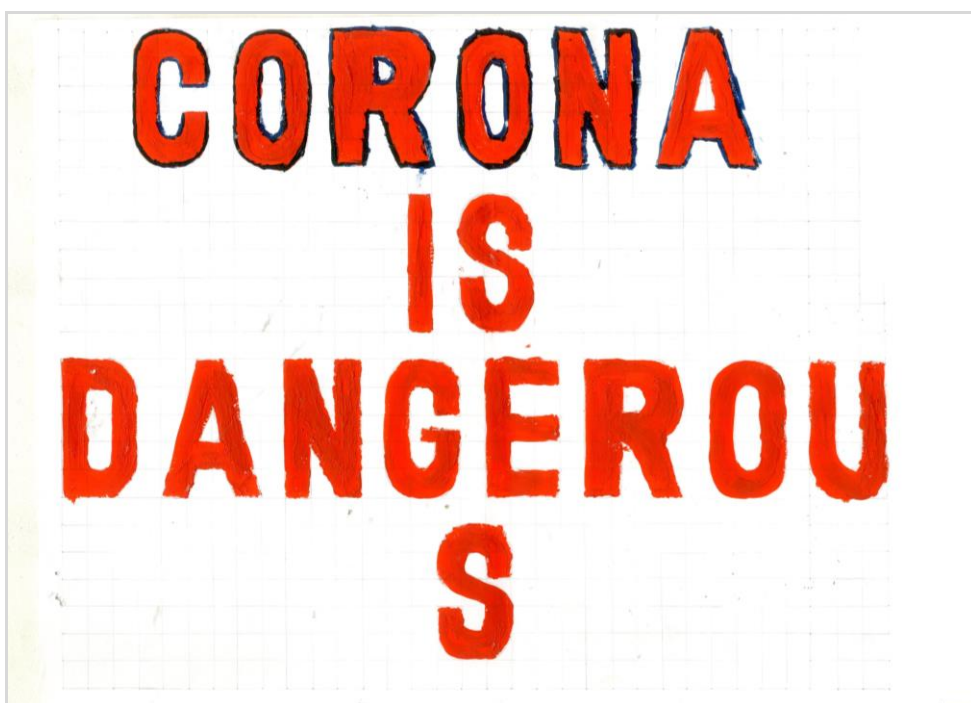


Extract 4.1: A sample of correct response to question 4.

Extract 4.1 shows a sample correct answer from a student who created the perfect poster design. The letter appearance, shape and forms were perfectly balanced and message was well created. Student used the space given by applying colour with proportion to the letters and hence the

message has clearly seen. The student failed a little bit on form because of using pencils to shows depth of letters which is against question directives.

On the other hand, a total of 735 (66%) students had average performance as they scored from 15 to 32 marks. Those students demonstrated well lettering skills in block letters on the posters design. They used the needed square measurement (1.0 cm) and the proper word spacing to produce posters of fair quality. However, they included images in their artwork. Other students in this category paid little attention to some critical elements and principles of art and design. Those students did not maintain uniformity or proper use of space. Some of the students did not rub square grids on the paper used. Others failed to meet the requirements for colour applications. Contrary to the directions, they either utilised more than two colours or three. contrarily to the question demand. Extract 4.2 is a sample, of average scored response.

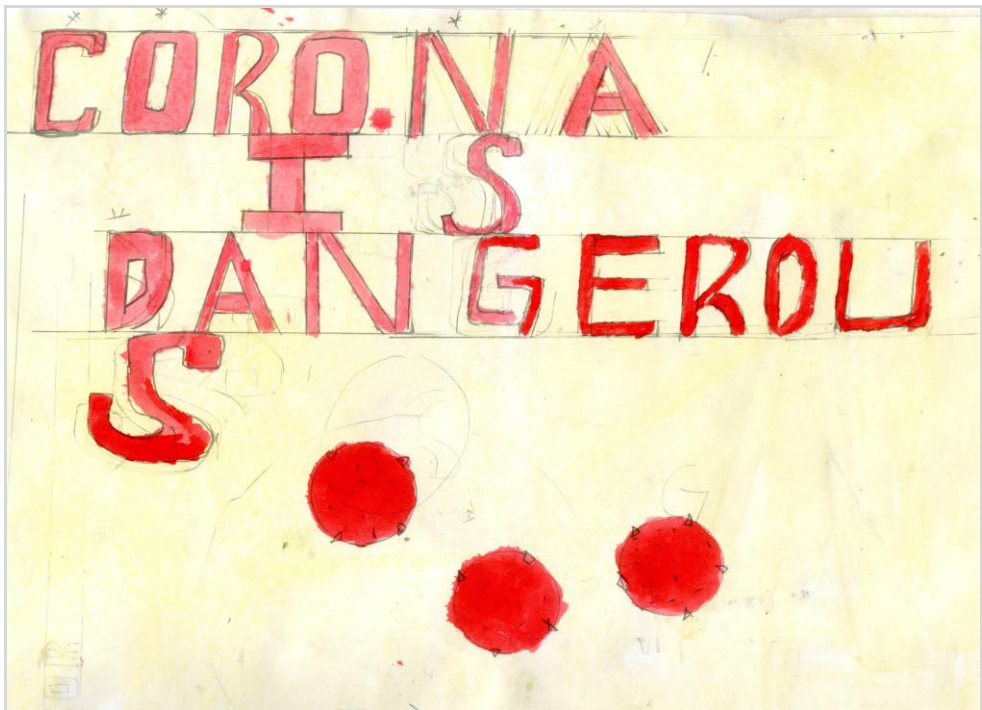


Extract 4.2: A sample of average response to question 4.

Extract 4.2 shows the average performance of the student who designed a poster using appropriate colour selection on the art work. However, the student failed to create shape, form, colour application and texture. In addition, he/she had poor balance on the poster design where some of the

letters were not stable especially word 'CORONA'. Moreover, he/she showed overlapping of colour and incomplete word 'DANGEROU' where letter 'S' was supposed to complete word.

Contrarily, 308 (28%) students who scored 0 to 14 marks lacked principles, elements and technical skills in creating posters and forming block letters. Some of those students failed to balance effectively between one letter, words, sentence and lines. Therefore, their layout was poor. Additionally, they did not follow the principles of art and design that's why they created posters without applying watercolours. Others highlighted their designs with coloured pencils and pens. Some of them substituted the required statement "CORONA IS DANGEROUS" with merely images, while others sketched the wrong posting. As a result, their works turned out dirty and shapes of letters were incorrect and unreadable. Generally, their works lacked creativity as needed. Therefore, the poster designed had poor quality. Extract 4.3 is a sample of an incorrect response to his question.



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

Extract 4.3 is a good example of the response from a student lacked of poster design knowledge. The student was not able to move smoothly by balancing one letter, word and sentence which lead to the dirty artwork and unclear message. Additionally, he or she failed to create appearance of the letters by showing its forms, shapes, or space, as a result the poster does not attract the viewers.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

Four (4) topics were assessed in the Form Two National Assessment (FTNA) 2022. The analysis of the students' performance in these topics reveals that, students performed well in three (03) out of four (4) topics assessed. These topics are: *Still Life*, *Drawing from Nature* and *Designing*. On other hand, the students performed averagely in one (1) topic which is *Pictorial Composition*.

The general performance in this assessment was good as 75.75 per cent of students passed the assessment. The topic of *Still life* that was tested in question 1 had a good performance of 93 per cent, *Drawing from Nature* that was tested in question 2 had a good performance of 86 per cent, *Pictorial Composition* that was tested in question 3 had an average performance of 52 per cent, and *Designing* that was tested in question 4 had good performance of 72 per cent. Figure 5 summarises the general performance across the topics in 2022 assessment.

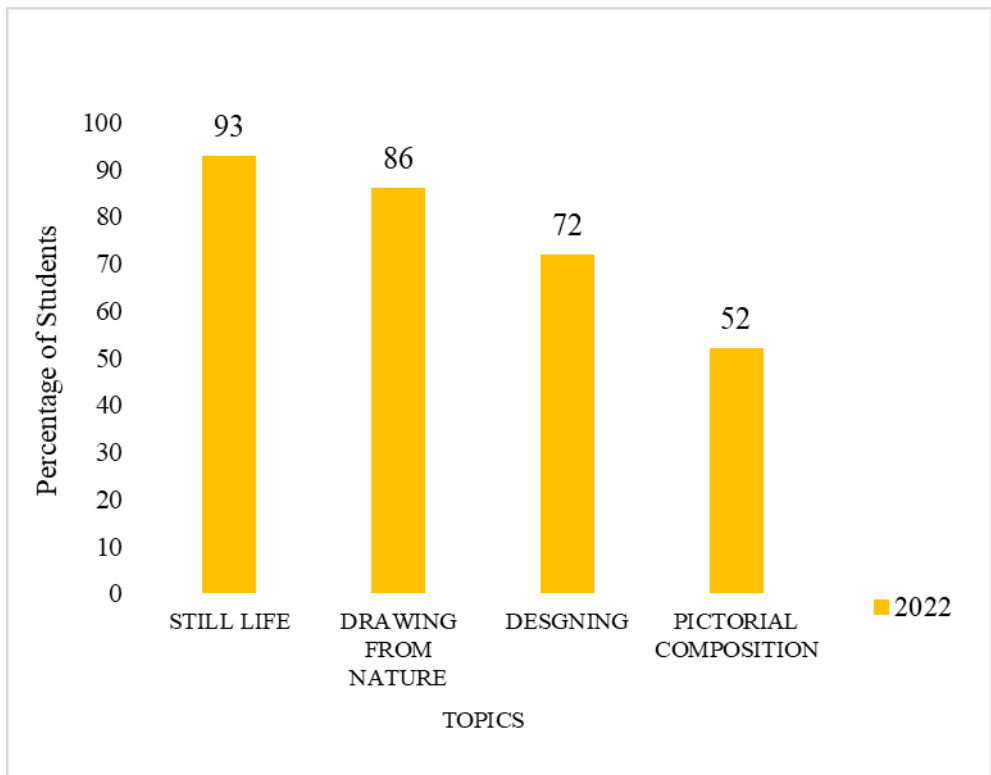


Figure 5: Percentage of Students' Performance in Each Topic

By comparison, the students' performance in each topic in Fine Art subject showed that in *Still Life*, the performance decreased by 1.70 per cent from 94.70 per cent in 2021 to 93 per cent in 2022. The performance in *Drawing from Nature* decreased by 2.55 per cent from 88.55 per cent in 2021 to 86 per cent in 2022. Moreover, the performance in *Pictorial Composition* decreased by 13.01 per cent when compared to 2021, where performance was 65.01 per cent as compared to 52 per cent in 2022. However, in *Designing*, the performance decreased by 4.91 per cent from 76.91 per cent in 2021 to 72 per cent in 2022. The comparison of students' performance per topic between FTNA 2021 and FTNA 2022 in Fine Art is summarised in figure 6.

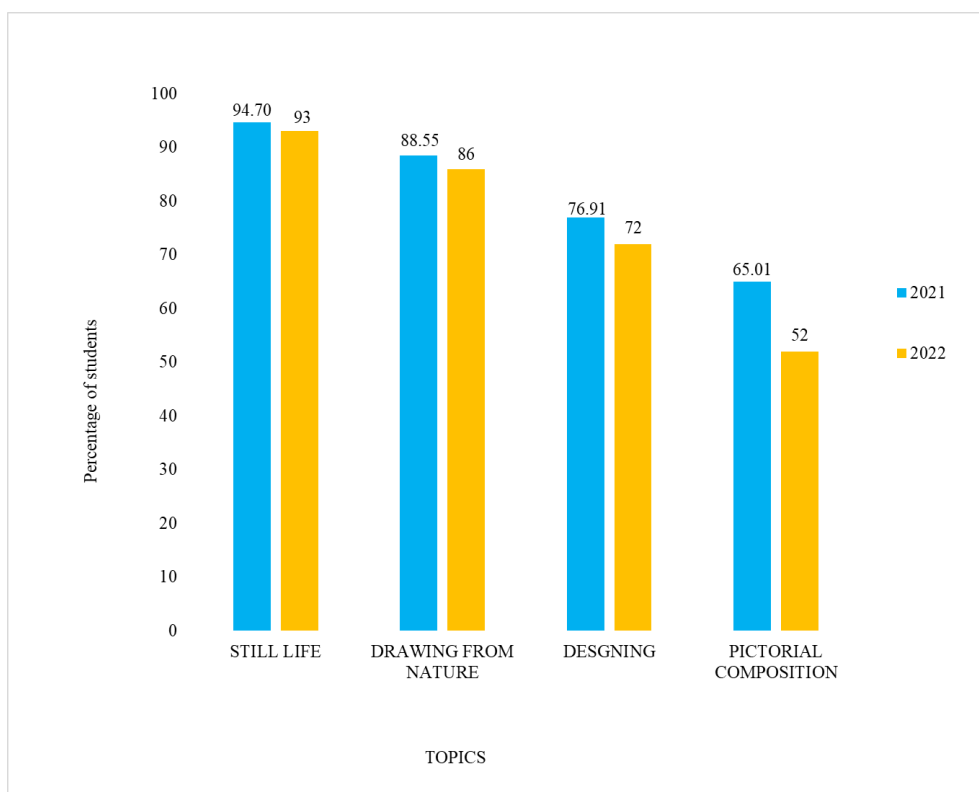


Figure 6: Comparison of Students' Performance in Each Topic between 2021 and 2022

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) 2022 was good. A total of 1,092 (87.92%) out of 1,295 students passed the Assessment. Most of them were able to use their practical ability in attempting the questions since they portrayed knowledge and abilities to accomplish the need of the items used to test them in this assessment. Moreover, 150 (12.08%) students whose performance was weak had challenges to incorporate their awareness on the principle and element of art with practical skills. They failed to understand the requirement of the questions which tested Drawing ability in *Still life* and *Drawing from Nature*, painting ability in *Pictorial composition* and designing ability in *Designing*.

4.2 Recommendations

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

- (a) In learning process, the fine art students are insisted to adhere to the general examinations instructions, rules and regulations. Adherence to such instruction would benefit students to score higher marks.
- (b) During the time of practice, students are encouraged to seek for assistance from art experts who would impart them with unique technical skills in drawing, painting, designing and other visual related forms art.
- (c) In teaching and learning process, students are emphasized to explore different materials on their own. Self-exploration would help students to reduce a culture of over reliance on teachers. This can be done by surfing from online sources.
- (d) Since the quality of the responses in this assessment signals that students with more practices had their art works done better than those with less practices, students are encouraged to develop a culture to always practice in developing artworks especially on the topic of *pictorial composition*.
- (e) Students should develop a culture to participate in art field trips, art tours, art exhibitions and interact with street artists. Such engagements would expose students to learn and acquire new skills, techniques and principles applied in different artwork. Hence they will be able to practice and developing good artworks.
- (f) Students should have their own art materials and equipment to ensure that they have enough practices during the extra time. Repeated practices will aid them to be competence and gain enough skills to develop artworks especially the topic like pictorial composition in colour and nature drawing. Hence, it will bring about good results in Form Two National Assessment (FTNA).

Appendix I: Summary of the Students' Performance in Each Topic for FTNA 2022

| S/N | Topics | Question Number | Total Number of Question per Topic | Percentage of Students who scored 30% or above | Remarks |
|------------|------------------------------|------------------------|---|---|----------------|
| 1 | <i>Still life</i> | 1 | 1 | 93 | Good |
| 2 | <i>Drawing from Nature</i> | 2 | 1 | 86 | Good |
| 3 | <i>Designing</i> | 4 | 1 | 72 | Good |
| 4 | <i>Pictorial Composition</i> | 3 | 1 | 52 | Average |

Appendix II: Comparison Summary of Students' Performance per Topics for FTNA 2021-2022

| | | 2021 | | | 2022 | | |
|-----|------------------------------|---------------------|--|---------|---------------------|--|---------|
| S/N | Topics | Number of Questions | Percentage of Students who scored 30% or above | Remarks | Number of Questions | Percentage of Students who scored 30% or above | Remarks |
| 1 | <i>Still life</i> | 2 | 94.70 | Good | 1 | 93 | Good |
| 2 | <i>Drawing from Nature</i> | 2 | 88.55 | Good | 1 | 86 | Good |
| 3 | <i>Craft and Design</i> | 2 | 76.91 | Good | 1 | 72 | Good |
| 4 | <i>Pictorial Composition</i> | 2 | 65.01 | Good | 1 | 52 | Average |

