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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2021

FINE ARTS

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FOREWORD

The National Examinations Councils of Tanzania is pleased to issue this report on Candidates' Item Response Analysis (CIRA) on the performance of the candidates for the Certificate of Secondary Education Examinations (CSEE) 2021 on the Fine Art subject. The report has been prepared in order to provide feedback to candidates, teachers, policy makers and other stakeholders in education on the candidates' performance on this subject. It also aims to show the extent to which instructional goals and objectives were met. The National Examinations Council of Tanzania expects that this report will serve as basis for enabling all educational stakeholders to identify proper measures to take in order to improve candidates' performance in the future examinations administered by the Council.

The candidates had good performance on the topic concerned with drawing. The average performance was observed in *Designing, Painting, and Fine Art Entrepreneurship* topics. For the topic on *Theory of art,* they had poor performance. Analysis shows that the general performance of the candidates on this subject was average (58.7%).

Factors that have contributed to the candidates' good performance on this examination include understanding the questions, having basic knowledge of subject matter, possessing skills in drawing, designing, painting, and mastering the English language and essay writing skills. The candidates who scored lower marks depicted contrary attributes. In this report, the analysis of performance on each question has been done, and different categories of information have been shown by figures.

The National Examinations Council of Tanzania is grateful to all examination officers and other stakeholders who provided valuable assistance during the preparation of this report in different capacities.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of the candidates on the Fine Art subject for the Certificate of Secondary Education Examination (CSEE) 2021. The examination covered the Fine Art syllabus of 2005 and adhered to the examination format issued in 2019.

The paper comprised ten questions in three sections, namely A, B and C. The candidates were instructed to answer all questions in sections A and B and two out of three questions in section C. The candidates were required to answer a total of nine questions which weighed 100 marks.

The report shows the candidates' performance on each question by presenting the strengths and weaknesses in various areas of the answers provided by the candidates. The report also presents the analysis of scores in percentage for each group and finally provides the conclusion and recommendations based on the analysis. The extracts of candidates' answers have been attached in appropriate questions to illustrate the points being made.

Furthermore, the candidates' performance per topic has been grouped into three categories based on the percentage of the candidates' scores. The performance from 65 to 100 per cent is considered to be good. That from 30 to 64 marks is regarded to be average. Poor performance concerns these scores from 0 to 29 per cent. These groupings have been presented in the appendix with specified colours in which Green, Yellow and Red represent good, average and poor performances, respectively.

A total of 755 candidates were registered for the Fine Art examination out of whom, 724 (95.89 %) sat for the examination and 665 (91.85 %) candidates passed with the following grades: For A, there were 15 candidates (2.26 %), for B, there were 102 (15.34 %) candidates. As for C, there were 289 (43.46 %) candidates. For D, there were 259 (38.94%) candidates and 59 (8.15 %) candidates failed. The analysis of candidates' results showed that the general performance of this paper was good.
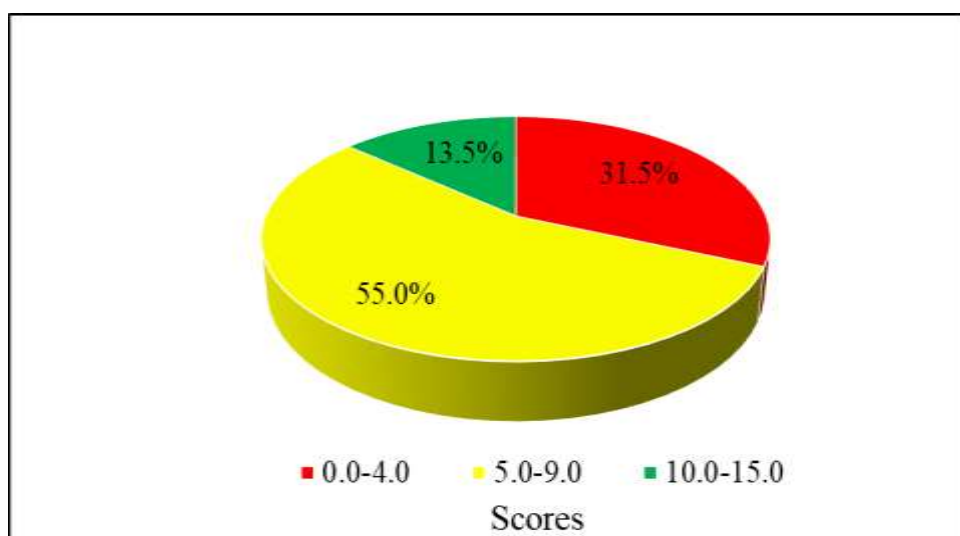
2.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION

2.1 SECTION A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of 15 multiple choice items derived from three topics, namely Designing, Painting, and Drawing. The candidates were required to choose the correct answer from the given alternatives and write its letter beside the item number in their answer booklets. The total marks allocated for this question were 15.

The question was attempted by 724 (100%) candidates who sat for this examination, out of whom, 228 (31.5%) candidates scored 0 to 4 marks, 398 (55.0%) candidates scored 5 to 9 marks and 98 (13.5%) candidates scored 10 to 15 marks. The candidates' performance on this question was generally good since 68.0% of the candidates scored 5 to 15 marks. The performance on this question is further illustrated in Figure 1.

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

In item (i), the candidates were required to identify the most important factor in designing a poster. The correct answer was A, *Decoration*. The candidates who answered it correctly were knowledgeable about poster designing. The posters are placards

displayed on walls, vehicles, and any other flat surface to convey information. The most important factors required in designing posters are the materials being used, size, text and image publication, colour selection and positioning. The candidates who opted for distracters B, *Beautification,* C *Communication*, D, *Layout* and E, *Packaging* failed to realise that all these options were not most important factors of designing posters.

In item (ii), the candidates were required to describe the elements of design which can be used to describe quality of surface of an object. The correct response was B, *Texture*. Texture refers to roughness or smoothness of a surface. The candidates who chose the correct response had adequate knowledge of elements of design which are used to describe quality surface in design. The candidates understood how texture plays vital part in design for example, it can be used to define shape, highlight forms, create illusion of space and depth, and make the surface appear lively, interesting or dull and create harmony.

The candidates who opted for distracter A, *Colour* failed to understand that colour is an element in design perceived by the sense of sight. Other candidates who opted for distracters C, *Space* failed to identify the elements used to describe shape. Space refers to the area that a shape or form occupies. It also refers to the background against which we see the shape or form. The candidates who chose D, *Line* did not understand the use of line as an element of design. A line is defined as a point moving in space where its length is greater than its width. Lines can be two or three dimensional. The candidates who chose E, *Packaging* did not understand the use of packaging. The packaging design is the connection of form, structure, materials, colour, imagery, typography, and regulatory information with ancillary design elements to make a product suitable for marketing. Therefore, packaging is not an element of design.

In item (iii), the candidates were required to identify tools which are used to draw, add details of outlines and make cross hatching textural lines with big ranges of leads. The correct response was D, *Pencil.* The candidates who chose the correct response had adequate

knowledge of the tools used in drawing to add details of outlines and make crosshatching textural line in big ranges of lead. The candidates who opted for distracters A, *Charcoal,* B, *Crayon,* C, *Chalk* and E, *Pen* had inadequate knowledge concerning the tools used in drawing since all these tools do not use lead to make textural lines.

Item (iv) had the following scenario. Mwanaidi was assigned to compose a picture reflecting the element of composition form. The candidates were required to select an art which could be used to express ideas, feelings or mood in pictorial. The correct response was C, *Painting*. The candidates who answered this question correctly were aware that colours are powerful in creating ideas, expressing mood and feelings in a work of art. The candidates who opted for distracter A, *Drawing* failed to recognise that drawing is not part of pictorial composition since it does not use paint. The candidates who chose distracter B, *Sculpture* failed to understand that sculpture is an artistic form in which hard or plastic materials are worked into three-dimensional art objects. The candidates who opted for D, *Printing* failed to recognise that printing is a process of decorating textile fabrics by application of pigments, dyes, or other related materials in the form of art. The candidates who opted for E, *Weaving*, were not aware that the art of making cloth with yarn or thread is known as weaving.

In item (v), the candidates were required to identify a system representing the size and distance of an object in a unified visual space. The correct option was C, *Linear perspective*. The candidates who chose the correct option had sufficient knowledge on types of perspectives and they knew that linear perspective has the ability to assist an artist to define size and distance of objects in an art work. The candidates, who chose distracter A, *Aerial perspective*, had inadequate knowledge on perspective. *Aerial (or atmospheric) perspective* is a technique used primarily in landscape painting to suggest distance or depth. The candidates who opted for B, *Bird's eye perspective* failed to understand that a bird's eye perspective is an elevated view of an object from above. The candidates who opted for distracter D, *Convergence perspective* failed to understand that lines that are parallel converge together as they run along to a point at a

person's eye level in the picture place. The candidates who opted for E, *worm's perspective* lacked knowledge of a worm's-eye view as a view of an object from below, as though the observer were a worm the opposite of a bird's-eye view.

In item (vi), the candidates were required to identify the shading technique which uses smooth drawing of dark values by pressing harder on the drawing. The correct answer was D, *Smudging.* The candidates who opted for the correct answer were aware of smudging shading technique as the next step after mastering the technique of line drawing. When an artist uses this shading technique, he/she can achieve subtle gradations in shade and tone, making it possible to give an image volume and expressiveness. Those who opted for distracter A, *Crosshatching* did not know that this is a technique that utilizes parallel, intersecting lines to shade an illustration. The candidates, who chose B, *Hatching,* did not understand that it is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines. The candidates who chose C, *Blending,* failed to understand that it is a technique of shading that focuses less on specific mark-making. It focuses more on concealing the application of marks by either applying them seamlessly or by rubbing in the media. Those who selected distracter E, *Stippling,* failed to realise that stippling does not use smoothly drawing of dark values since it is presented by a dots where stippling is the creation of a pattern simulating varying degrees of solidity or shading by using small dots.

In item (vii), the candidates were required to identify the components of emblems. The candidates who chose the correct answer B, *Symmetrical designs with motto and visual images* were aware that an emblem is an object that is used to represent a particular person, group, or idea, or a picture of the object. The candidates who chose distracter A, *various letters in graphic design and motto,* failed to understand that letters in a graphic design and motto is the components of emblems but this option was a distracter. Other candidates who opted C, *Various images in a graphic design,* failed to understand that image only cannot make a complete design of the emblems. It needs another component like symmetrical design to

make a good emblem design. The candidates who chose D, *symmetrical design with pictures and motto,* were not aware that it involves pictures. The candidates who chose distracter E, *visual information*, were not aware of the components of emblems since visual information is needed but with support of other components.

In item (viii), the candidates were required to provide the meaning of the term pictorial composition. The correct answer was C, *Arrangement of ideas and principles on surface*. The candidates who opted for the correct answer had sufficient knowledge of the term "pictorial composition" as a specific content of an image as well as the spatial relationship of its elements with respect to aesthetic quality and communication efficacy. Those who chose distracter A, *Surface qualities of painting* had inadequate knowledge of pictorial composition because the surface qualities represent the texture and not pictorial composition. Those who opted for B, *Arrangement of elements of painting*, were not aware that a pictorial composition cannot be defined by arrangement of elements of painting only. The candidates who chose D, *qualities of two and three –dimensions form and arrangement of set object in drawing* had inadequate skill about the term pictorial composition.

In item (ix), the candidates were required to identify the position where written summary about subject matter fulfilments in a book cover design is found. The correct response was A, *at the back*. The candidates who selected the correct answer were aware that a summary of a book is always placed on the back part of the book cover. The candidates, who opted for B, *at the spine*, did not know that the spine in a book cover includes the title of the book and the name of author and not the summary of the book. Those who opted for C, *at the front part*, did not know that the front part of the book includes title of the book, image which presents the title and the name of the author. Those who opted for distracter D, *Centre part* were not aware that the central part involves the pages of the book with contents and not the summary of the book. Those who selected E, *inside of the book,* failed to understand that inside the book there are contents of the book and not summary.

In item (x), the candidates were given the following scenario. The Tanganyika academy needs certificates which would awarded to candidates who excelled in various academic and circular activities. The candidates were required to identify the type or lettering that will fit to design a certificate. The correct option was B, *Calligraphic*. Those candidates who chose the correct answer had clear knowledge of the use of different types of lettering styles. Calligraphy is the design and execution of lettering with a pen, ink brush, or other writing instrument. Calligraphic letters are used to create beautiful and decorative words that can be used on anything from letters, cards, or handwritten signs. Therefore, it is the best letter used in designing certificates. The candidates who chose distracter A, *Typographic*, failed to understand that typographic is the art of arranging a message in a readable and aesthetically pleasing composition. The candidates who chose distracter C, *Roman letters*, failed to understand that the Roman alphabet is the one that was used by the Romans in ancient times and that is used for writing most western European languages, including English to day. The candidates who chose D, *Block letters*, were not aware that Block letters are a sans-serif style of writing Latin script in which the letters are individual glyphs, with no joining. The candidates who chose E, *Lower case,* failed to realise that lower case involves straight lines and carves, and that some have ascending and descending stroke. Therefore, do not fit in designing certificates.

In item (xi), the candidates were required to identify the element of art and design which is used to enclose shape, define forms, suggest movement and create different moods and emotions. The correct option was A, *line*. The candidates who responded correctly had the knowledge that a line is the element that encloses the shape. Without the line, there is nothing visible in a work of art. The candidates who opted for distracter B, *Texture*, were not aware that texture refers to the roughness or smoothness of a surface. Texture can be used to define shape, highlight forms and create the illusion of space and depth. The candidates who opted for distracter C, *Colour*, failed to understand the function of colour that it is used to describe form, to model form, to suggest movement, and to create different moods and emotions. The candidates who opted for D, *Value,* failed to

understand that it is the degree of lightness or darkness of a surface. The candidates who opted for E, *Size* were unable to recognise that size is an estimate or measure of something's dimensions.

In item (xii), the candidates were required to identify the correct statement which is true about colour. The correct answer was C; *Primary colours cannot be obtained by mixing any other colours.* The candidates who selected the correct option had the knowledge that primary colour is obtained from nature and through them all other colours originate. The candidates who opted for A*, primary colours are obtained by mixing two hues* failed to understand the colour theory, because when you mix two hues the results obtained are secondary colours and not primary colours. Those who opted for B, *Primary colours are obtained by mixing primary and secondary colours* were not aware that when you mix primary and secondary colours the results obtained are intermediate colours and not primary colours. The candidates who opted for D, *Primary colours are obtained by mixing red and blue colours* failed to realize that when blue and red colours are mixed, the result is magenta and not primary colour. Candidates who selected distracter E, *Primary colours are obtained by mixing two secondary colours were not aware* that, when you mix two secondary colours, the results obtained are the tertiary colours and not primary colours.

In item (xiii), the question required the candidates to identify the meaning of a texture as an element of design. The correct response was E, *Qualities of surface*. The candidates who opted for the correct response had the knowledge that any drawn or painted object must have either soft or rough texture on its surface. The candidates who chose the option A, *two dimensions*, failed to recognise that two dimensions mean that the composition possesses the dimensions of length and width but does not possess depth. Those who opted for B, *Shape of an object* failed to realize that shape is an enclosed space, a bounded two-dimensional form that has both length and width. Moreover, the candidates who opted for C, *Effect of distance* had inadequate knowledge about texture as an element of design. They were not aware that effect of distance is concerned with perspective. The candidates who opted for E, *proportional parts* were not able to

distinguish proportional parts with texture as an element of graphic design. Where by proportional parts is harmonious relation of parts to each other or to the whole and texture is concerned with surface.
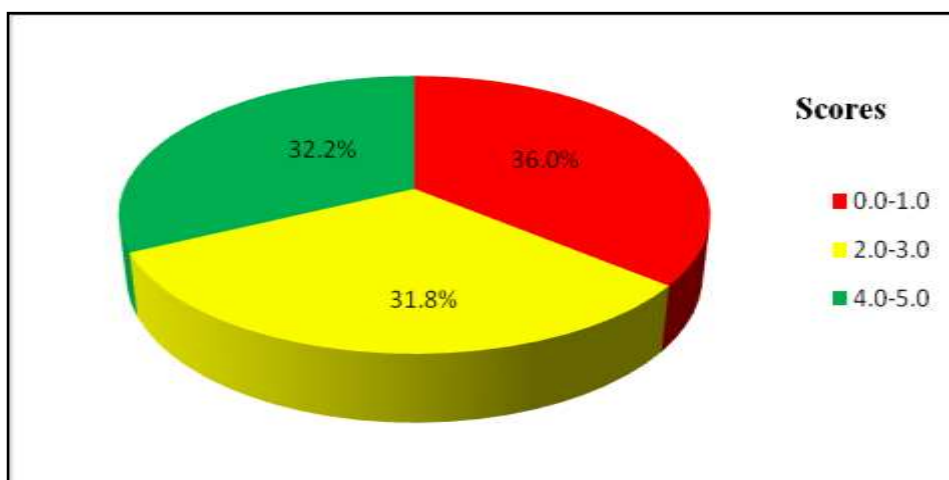
In item (xiv), the candidates were required to select an option that explains why perspective is applied in a picture. The correct response was C, *to create distance.* The candidates who opted for the correct answer had adequate knowledge of why perspective is applied in a picture. The candidates who opted for A, *to create shade;* B, *to create sizes;* D, *to create shadow;* and E, *to create length* had insufficient knowledge concerning the meaning of perspective as applied in a picture.

In item (xv), the candidates required to identify the principle which is used by the artist to carry the viewer's eye from part of the work. The correct option was A, *emphasis*. The candidates who opted for the correct answer had adequate knowledge on the principle of pictorial composition. They understood that emphasis is a principle that helps an artist to create more focus of view eyes to/on one particular part of the work of art. The candidates who opted for distracter B, *proportion*, failed to understand that it is the relation based on size between parts or objects within a composition. The candidates who opted for distracter C, *Movement*, failed to understand that movement refers to a sense of motion as the eye is guided through a work of art. This can be accomplished by showing figures in motion, or simply through visual elements. The candidates who opted for D, *Harmony*, failed to understand that Harmony is the visually satisfying effect of combining similar or related elements. The candidates who opted for E, *rhythm*, were not aware that Rhythm is a principle of design that suggests movement or action. Rhythm is usually achieved through repetition of lines, shapes, and colours.

2.1.2   Question 2: Matching Items

The question consisted of five matching items derived from the topic on Drawing. The question required the candidates to match the descriptions of shading techniques in List A with the corresponding technique names in List B by writing the correct response beside the item number in the candidates' answer booklets.

The question was attempted by 724 (100%) candidates out of whom, 261 (36.0%) candidates scored 0 to1 marks, 230 (31.8%) candidates scored 2 to 3 marks and 233 (32.2%) candidates scored 4 to 5 marks. The candidates' general performance on this question was good since 64.0 per cent of them scored 2 to 5 marks. The candidates' general performance is further illustrated in Figure 2.

Figure 2: *The Percentage of Candidates' Performance on Question 2*

In item (i), the candidates were required to identify the shadow technique which uses a series of parallel lines that is placed close together for dark areas and further apart for light shading. The correct answer was B, *Hatching*. The candidates who matched it correctly had adequate knowledge of shading techniques and realised that hatching technique deals with lines that work in parallel way. The candidates who matched with incorrect answers failed to understand that hatches are the only shading technique which can have parallel lines placed close together for the dark part of a picture.

In item (ii), the candidates were required to identify the appropriate term for a shading technique which uses two sets of hatching lines (parallel lines) that cross one another to create a dark and light area. The correct answer was C, *Crosshatching.* The candidates who matched this item with the correct response had enough knowledge of shading techniques. They knew that lines should cross each other in order to create

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darkness. Contrarily, those provided a wrong answer proved to lack enough knowledge of the shading techniques.

In item (iii), the candidates were expected to identify a shading technique which allows an artist to use finger or a blending stick (compressed paper) to spread the medium on the surface. The correct choice was F, *smudging*. The candidates who opted for the correct answer knew that smudging is obtained by using the smooth tone hence the need for extra smoothing equipment such as clothes, cotton bags, piece of paper (soft paper) and a finger. Furthermore, the candidates who selected other options failed to differentiate the shading techniques.

In item (iv), the candidates ware required identifying the shading techniques which use the side of the tool in a back and forth motion to create area of shadings and its shade effects are closely similar to shading. The correct answer was E *Scrubbing*. The student who chose the correct answer was aware that unlike smudging, scrubbing involves lines that go in a back and forth motion. The candidates who selected incorrect options had poor knowledge of shading techniques.

In item (v), the candidates were required to identify a shading technique which uses the point of drawing tool to make small dots in order to create an area of dark or light on the surface. The correct response was A, *Stippling*. The candidates who opted for the correct response had the knowledge that dots can be used to create light and dark tone. *Stippling* is sometimes called dotting. Contrarily, the candidates who chose the remaining options proved to lack knowledge of shading techniques. Other candidates who opted for distracter D, *Wrapping* and G, *curved line,* failed to understand that a curved line and wrapping was correct among the shading techniques.
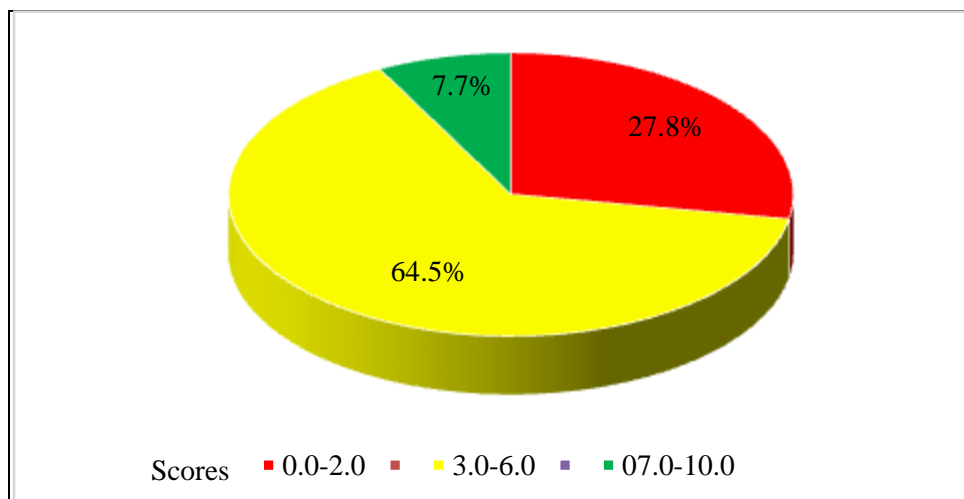
2.2   SECTION B: Short Answer Questions

2.2.1   Question 3: Drawing

The candidates were required to describe four perspectives used in art work with illustrations. This question had a total of 10 marks. The question was attempted by 724 (100%) candidates who sat for the examination. The analysis shows that 201 (27.8%) candidates scored 0 to

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2 marks, 467 (64.5%) scored 3 to 6 marks and 56 (7.7%) candidates scored 6 to 10 marks. The candidates' general performance on this question was good since 523 (72.2%) of them scored 3 to 10 marks. Figure 3 illustrates the candidates' performance on this question.
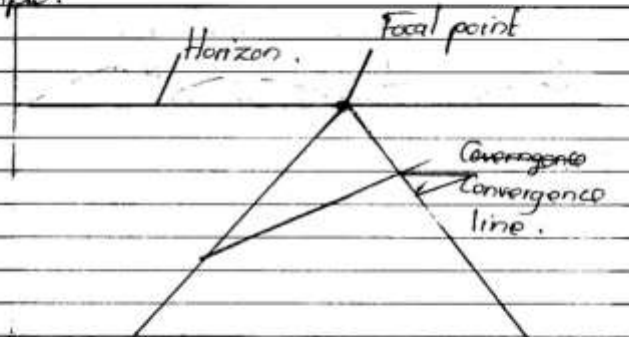

Figure 3*: The Percentage of Candidates' Performance on Question 3*

The analysis of the candidates' responses shows that 56 (7.7%) candidates who scored 7 to 10 marks described the four types of perspective correctly with clear illustrations as follows: - *Linear perspective as a system used to develop three dimensional surface and develop the optical phenomenon of diminishing size by treating edges as converging parallel lines; bird's eye view perspective as the way of looking down from the sky into the centre of the city; worm's eye perspective as the three –point perspective used when an artist views an objects from an exaggerated position. lying on the ground and looking up at a tree; Aerial perspective is the variation in colour from a distance. Distant trees and grass seem to be greyer, while the closer ones look greener though they are all of the same hu*e. Those candidates also supported their answer with well drawn diagrams. Extract 3.1 shows a sample of correct responses to question 3.
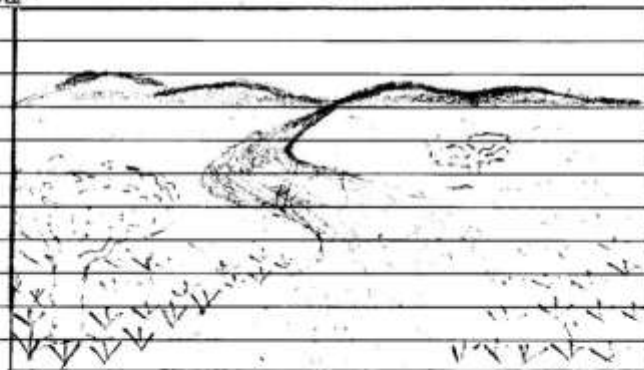
3. i. Linear perspective; This is a type of perspective in which two convergence line meet at one point that is focal point. The things of front side is seen bigger than middle and background things.

Example:

ii. Aerial perspective; This is the type of perspective in which the distant object look like bluish bluish.
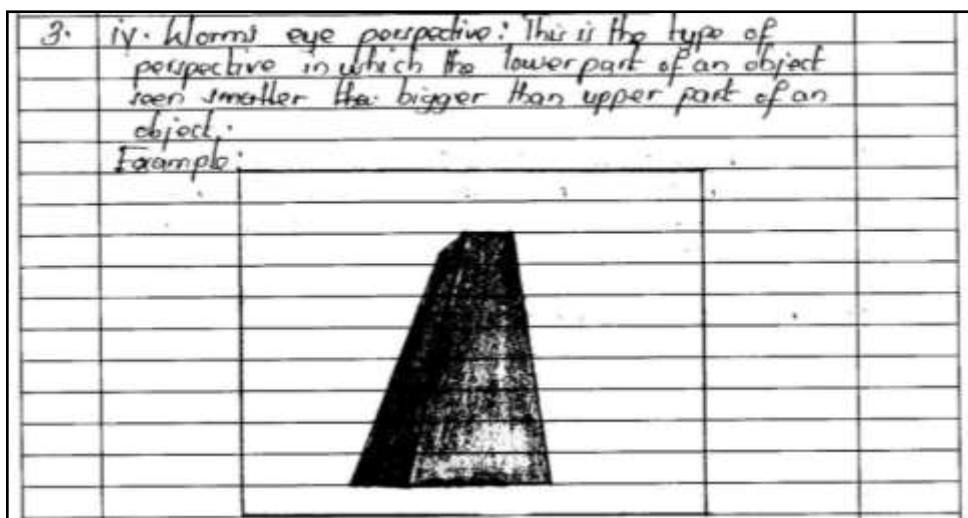
Example.

iii. Bird's eye perspective; This is the type of perspective in which the upper part of an object seen bigger than lower part of an object.

Example.

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3. iv. Worms eye perspective: This is the type of perspective in which the lower part of an object seen smaller the bigger than upper part of an object.
Example:

Extract 3.1: A sample of a correct response to question 3

Moreover, 467 (64.5%) candidates who scored from 3.0 to 6.0 marks managed to mention the four types of perspectives such as; *Linear perspective, Bird's eye perspective, Worm's eye perspective* and *Aerial Perspective* without explanations. Some candidates mixed correct answers with incorrect answers such as the principle of art and perspective while, others described fewerer points. Other candidates in this group failed to make illustrations to support their answers. Yet some of them provided characteristics of perspective, while other candidates drew illustration without explanations.

On other hand, 201 (27.8%) candidates who scored 0 to 2 mark. could not understand question. Most of them wrote incorrect responses. For example, one candidate wrote incorrect points such as *symmetrical, asymmetrical radial* which are types of balance and not perspectives. Another candidate mentioned parts of linear perspective such as *horizon line, convergence lines and vanishing point.* Other candidates explained principles of art instead of types of perspectives. Yet other candidates mixed the principles of art such as *emphasis, proportion, movements* and technique of shading which are *hatches* instead of the types of perspectives. Extract 3.2: provides a sample of an incorrect response to question 3.
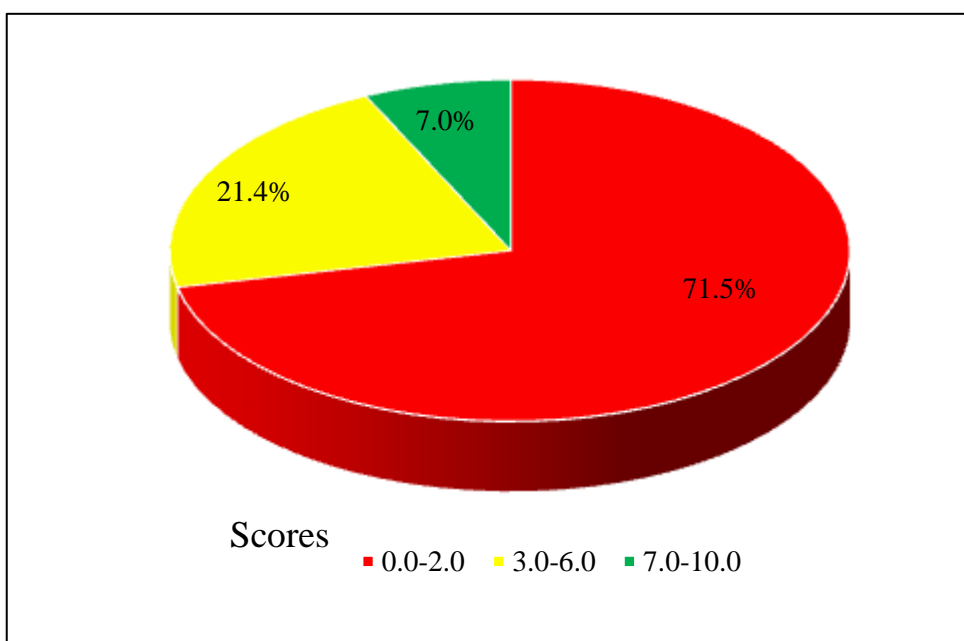
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Extract 3.2: A sample of an incorrect response to question 3

In extract 3.2, the candidate explained the principles of art such as balance, movement, proportion and unity instead of the four perspectives used in art work.

2.2.2 Question 4: Theory of Art

In this question, the candidates were required to (a) Elaborate the importance of unity, texture and proportion in accomplishing any art work, (b) Briefly, describe five functions of a line as the basic element of design. The question carried a total of 10 marks.

The question was attempted by all 724 (100%) candidates of whom 518 (71.5%) scored 0 to 2 marks, 155 (21.4%) candidates scored 3 to 6 marks and 51 (7.0%) scored 7 to 10 marks. The candidates' general performance on this question was poor since only 206 (28.4%) Candidate scored 3 to 10 marks as illustrated in Figure 4.

Figure 4: *The Percentage of Candidates' Performance on Question 4*

The analysis of the candidates' responses shows that 518 (71.5%) candidates who scored 0 to 2 marks showed lack of knowledge and skills in Theory of Art. This led to the candidates provide incorrect answer in many parts of the question.

In part (a), most of the candidates failed to elaborate the importance of unity, texture and proportion in accomplishing any artwork. The candidates wrote about the procedure of logo design such as; *discuss the composition, keep it simple, make several sketches, ensure it is visible symbol or sign of the idea* instead of talking about importance of unity, texture and proportion. Other candidates wrote elements of art and characteristics of principles such as; *it helps to share picture, it helps to led to buy, it helps to get money, it helps to bring respect and it helps to get money. It helps to bring respect and it help to get very performance* instead of writing; *Unity helps to show harmony and completeness. Unity helps to avoid disunity of a single element to stop the eye and trap it in one specific place; hence it destroys disunity and forms a pleasing whole; texture is used to express the truth of shape by using varied intensities of soft patterns. The importance of texture is also to show distance in the artwork. Artists can use some texture to make the illusion of space and*

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depth, Proportion is a relationship of parts and elements to the whole artwork and to each other, proportion is important to art because it helps some figures to mark the reality; On the other hand, some candidates left the page blank without writing anything.

In part (b), most of the candidates were not able to give the functions of lines as the basic elements of design. Some of the candidates mentioned elements of art such as *colour, texture; direction, shape*, and *form* instead of writing the functions of lines. Other candidates mentioned types of lines such as *zigzag, wavy, horizontal,* and *vertical.* Others listed the element of art and mixed it with principles of art trying to give the importance of line instead of functions of line which are as follow: *Lines can be used to pronounce the shape of an objective and describe an edge as on a piece of structure or it may mark a meeting of areas where value, texture or colour differences do not blend in a drawing. Lines express feelings and nervous energy. Lines are expression of value and texture.*

Extract 4.1: A sample of incorrect responses to question 4

In Extract 4.1, a candidate skipped item 4 (a) and in part (b), he/she wrote the components of pictorial composition such as decorate the picture, help to know the distance of the picture, size of the picture and simplifies the work instead of describing the five functions of a line as an element of design.

Furthermore, 155 (21.4%) candidates who scored 3.0 to 6.0 marks had moderate understanding of the question. Some candidates showed the characteristics of drawing in 4(b) where they wrote: *it uses texture*, *it uses*

quality surface instead of talking about the function of a line. The other one did not attempt 4(a) at all and jumped to 4b. Some candidates described four functions of a line including; *it helps to create various figures, describe line to create different moods and emotion* which ware the correct responses and to suggest movements. Other candidates failed to give the importance of unity, texture and proportion as the principle in art work. These candidates were not familiar with the topic tested and hence wrote incorrect responses which were as follow; *unity used to create visual tension of the object drawn*, *texture it makes good arrangement in artworks*.

Moreover, a total of 51 (7.0 %) candidates who scored 7 to 10 marks were knowledgeable on the topic on *Designing*. This is because they managed to answer the question correctly in spite of the facts that there were variations of marks which were due to the strengths and weaknesses of their responses.

In part (a), candidates were able to elaborate the importance of unity, texture to include the following; it helps to describe and show the quality of surface at an object in art work, Unity helps to show harmony and completeness, Texture is used to express the truth of shape by using varied intensities of dull of soft patterns, The importance of texture also is to show distance in the artwork, Artists can use some texture to make the illusion of space and depth, It is a relationship of parts and elements to the whole artwork and to each other, proportion is important to art because it helps some figures to mark the reality and proportion.

In part (b), the candidates were able to describe functions of line as a basic element of design as follows; line can be used to pronounce a shape of an objective and describe an edge as on a piece of structure or it may mark a meeting of areas where value, texture or colour differences do not blend in a drawing, Lines express feelings and nervous energy, Through the choice of line, the subject may be altered or enhanced and the work becomes an interpretation of that subject. Also a line helps in the expression of value and texture, thus illustrating the impossibility of making a real separation between the elements of art structure. Extract 4.2 provides a sample of a correct response to question 4.

4 (a) stability in art work. Unity can be achieved by using similar art elements such as line colour, shape, direction value tone, and space. The importance of unity in an artwork is Unity gives good impression of the work of art but also unity enable the work of art to be stable and seen as a whole, thus discourages disunit distortions and misunderstanding in the work of art.

Texture: Refers to the surface quality of any art work. Texture may be smooth or rough.

Texture in any artwork creates the feeling of harmony and truly look of the object as perceived in the work of art.

Proportion: Is the relationship of size of objects, type and illustrations as perceived in the work of art. Proportions creates the feeling of equal weight, stability, unity and size of objects and illustrations in the artwork.

(b) The following are the function of line as the basic element of design.

1. Lines are used to create various shape which are required and used in the work design. For example the shape of letters and pictures are created by line.

2. Line helps to show the direction of objects, type and illustration as perceived or shown in the work of art.

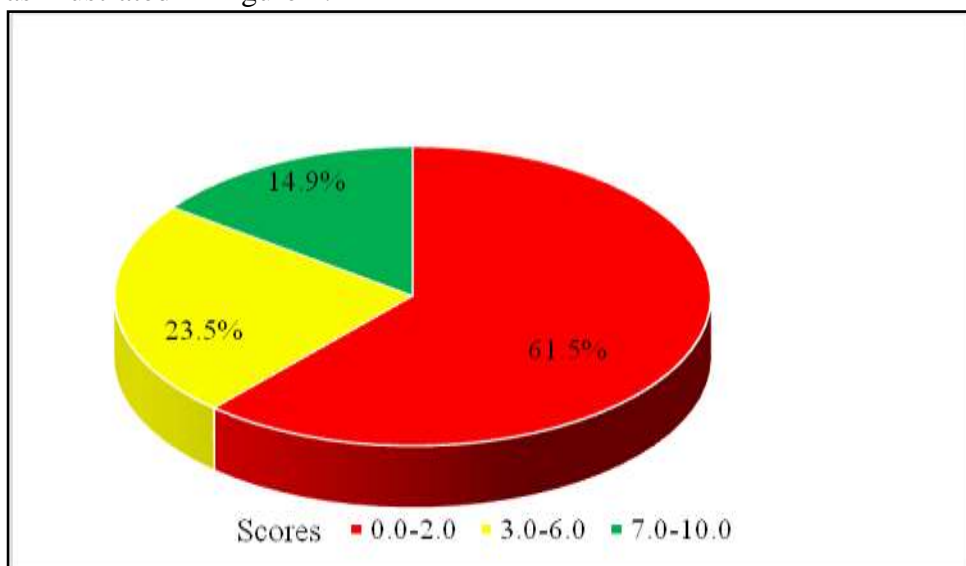3. Lines are used in defining other elements of design such as shape, space, texture, direction and form.

4. Imaginary centre lines are used in graphic design to implement ~~balance~~ proportion which is the

Extract 4.2: A sample of a correct response to question 4

2.2.3 Question 5: Designing

The question required the candidates to describe five characteristics of a good poster. The total marks allocated for this question were 10.

The question was attempted by 724 (100%) candidates of whom 446 (61.6%) scored 0 to 2 marks, 170 (23.5%) scored 3 to 6 marks and 108 (14.9%) scored 7 to10 marks. The candidates' general performance on this question was average since only 278 (38.4%) scored 3 to 10 marks as illustrated in Figure 4.

Figure 5: *The Percentage of Candidates' Performance on Question 5*

The analysis of the candidates' responses shows that 446 (61.6%) candidates scored 0 to 2 marks had insufficient knowledge of the characteristics of a good poster. Some candidates provided incorrect points about the characteristics of good poster design.

Others showed examples of the incorrect answers on the answers provided. Some of responses included *graphics; to design objects to design more colour* and *paper*. The points are not characteristics of a poster design. Other candidates misinterpreted the question. .For example, one candidate wrote principles of art such as *functional to viewer, harmonious, also a poster must be harmony to viewers* instead of the characteristics of a poster.

Another, candidate wrote elements and principles of art, such as *texture* and *perspective* which is actually not the characteristics of a good poster. Another one wrote the procedures of designing a poster with points such as; *make several sketches, keep it simple, it is visible, determined from group they required the believe use, and name of letters* instead of talking about the characteristics of a good poster design. Extract 5.1 provides a sample of an incorrect response to this question 5.

5 Characteristics of a good poster
i, Title; It means that the good poster are involve the title for show message of the poster consist.

ii, image; It means that the good poster are consist of image for describe the message of poster.

iii, Shape; It means that the good poster are involve of a shape for show the balance in the poster.

iv, Space; It means that the good poster are involve the space for introduce high message in the poster.

v, Colour; It means that the good poster are consist of an image for to use colour to painting for decorate and intertaine.

Extract 5.1: A sample of an incorrect response to question 5

In Extract 5.1, the candidate explained the elements of art like shape, colour and space instead of characteristics of a good poster design. The candidate also explained parts of a book cover such as title and image contrary to the question.

On the other hand, the analysis shows that 170 (23.5%) candidates who scored 3 to 6 marks had moderate knowledge of the characteristics of a good poster. They described two to three characteristics of a good poster contrary to what the question demanded. Other candidates mixed correct with incorrect responses such as *a good poster design should be having a*

number, which can help people to communicate, should be seen and *well and should be short and clear.*

Moreover, 108 (14.9%) candidates, who scored from 7 to 10, had adequate knowledge of the topic on designing. Most of those candidates were able to describe five characteristics of a good poster to include points such as; a *poster should have a few words, with a complete message for its reader. It tells everyone who looks at it what they are supposed to know right away*, *a poster should be attractive enough to bring in the target customers. It is usually a good idea to include offers on the posters to gain attention, also include a picture or image that interesting information that pertains to the subject.* This is because most of them managed to answer the question correctly despite the variation of marks which was due to the strength and weakness of their responses. Extract 5.2 provides a sample of a correct response to this question.

5 i) A good poster have to contain pictures; this is the charactenstic of a good poster which help the poster to be very attractive to the reader and make the reader to understand the poster easily since it have illustration.

ii) A good poster have to be legible from distance; a good poster is supposed to be readable from distance which means even the reader is far will help him or her to read and understand it.

iii) A good poster must contain few and meaningful words; this can help the reader to understand the aim of the poster by reading those few words which have meaning.

iv) Good poster have to contain colour contrast; a good poster is supposed to have different colours that can attract the readers to read the posters.

v) One poster should carry one message; a good poster is supposed to carry only one message that can help to make the reader to understand the aim of the poster easily.
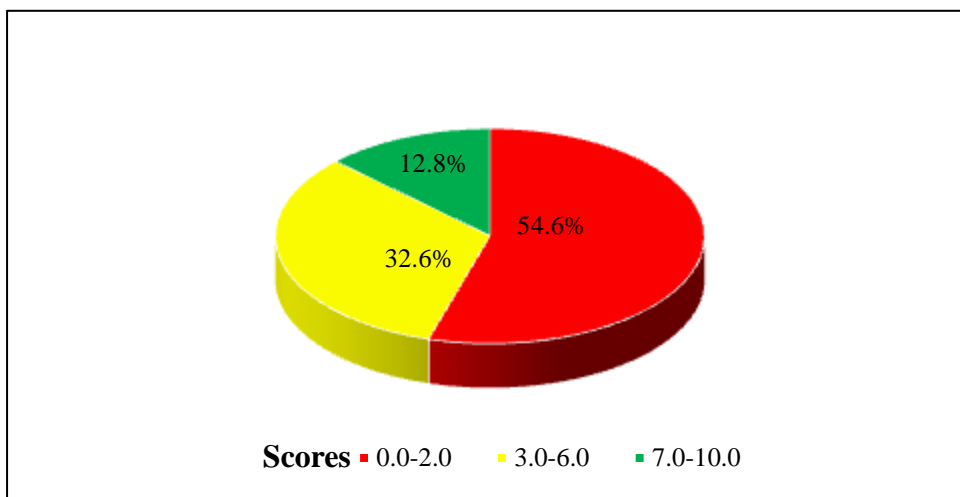
Extract 5.2: A sample of a correct response to question 5

2.2.4 Question 6: Fine Art entrepreneurship

The question required the candidates to give out five points that concern the importance of advertising art works to the public. The total marks allocated for this question were 10.

The question was attempted by 724 (100%) candidates. The analysis shows that 395 (54.6%) candidates scored 0 to 2 marks; 236 (32.6%) scored 3 to 6 marks and 93 (12.8%) scored 7 to 10 marks. The candidates' general performance on this question was average since 395 (45.4%) candidates scored from 3 to 10 marks as illustrated in Figure 6.

Figure 6: *The Percentage of Candidates' Performance on Question 6*

The analysis of the candidates' responses shows that 395 (54.5%) candidates who scored 0 to 2 marks misunderstood the question. Those candidates had lacked knowledge and skills on the topic on *Fine Art Entrepreneurship*. This led the candidates to provide incorrect answers such as; *it is different language, it is source of income, it provides employment, it relieves stress, it gives confidences which are* the part of importance of art and not the importance of public advertisement.

Some of candidates wrote importance of art such as *artwork helps us to have employment*; *art work helps us to learn visually*, *artwork helps to communicate with other people, art help to show the talent of a person* instead of talking about the importance of public advertisement. Those candidates confused art with public advertisement.

This shows that the candidates had inadequate knowledge of importance of advertising to the public. Extract 6.1 illustrates by providing a sample of an incorrect response to question 6.

Extract 6.1: A sample of an incorrect response to question 6

In Extract 6.1, a candidate drew parts of the head such as ears, eyes, nose and mouth instead of explaining the importance of public advertisement.

On the other hand, the 236 (32.6%) candidates scored 3 to 6 marks. Some of these candidates managed to mention the importance of public advertisement as follows: *-it attracts the customers, it convinces the customers, it makes people aware on what is of the market* without clear descriptions of their responses. Others wrote two to three points instead of five as per what the question demanded.

Moreover, the 93 (12.8%) candidates who scored 7 to 10 marks had adequate knowledge of the topic on *Fine Art Entrepreneurship*. They mentioned all the required points correctly concerning the importance of advertising to the public to include the following; *helps to publicize and promote the products to the public, thereby helping to improve sales, Helps to save consumers times by pointing them to specific products, helps consumer to be more specific during shopping. Consumers can be make their choice before going shopping, they become aware of new businesses*

and new products and brand. Help to reduce distribution costs because advertising reaches a mass audience, the cost of personal selling and distribution is greatly reduce. Advertising generate jobs for people in companies due to expanding products and sales, because of the highly competitive marketing environment. Extract 6.2 provides a sample of a correct response to question 6.
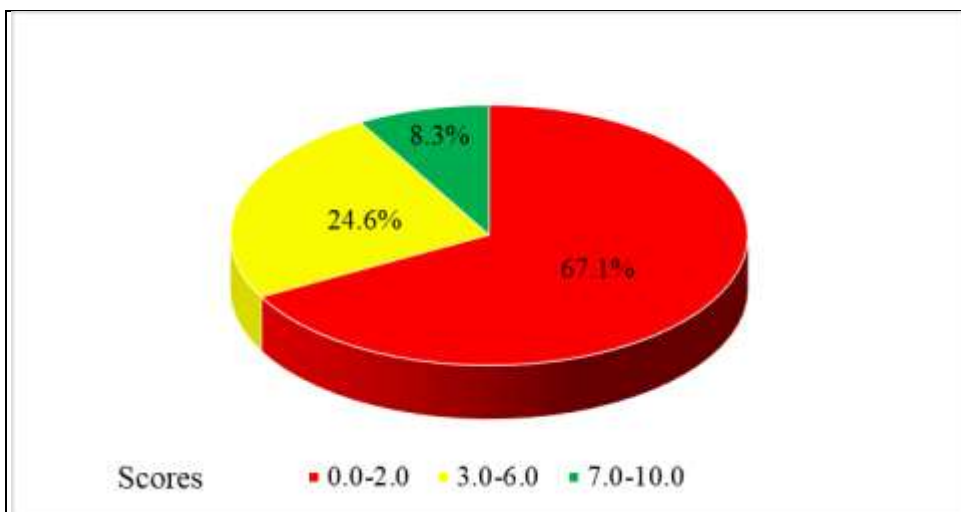

Extract 6.2: A sample of a correct response to question 6

2.2.5 Question 7: Painting

The question required the candidates to explain the role of colour in composition. The total marks allocated for this question were 10.
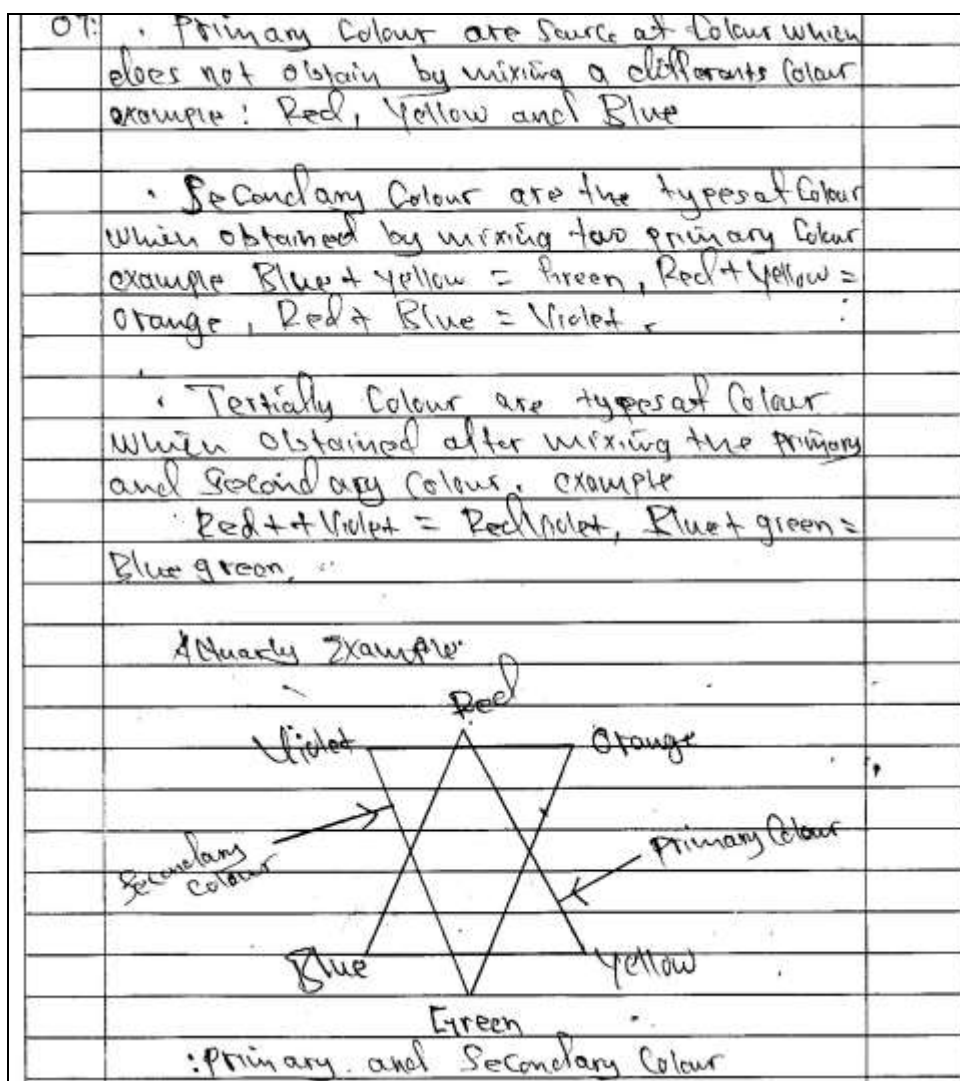
The question was attempted by 724 (100%) candidates who sat for the examination. The analysis shows that 486 (67.1%) candidates scored 0 to 2 marks; 178 (24.6%) scored 3 to 6 marks and 60 (8.3%) scored 7 to 10 marks. The candidates' general performance on this question was average since 238 (32.9%) scored 3 to 10 marks. Figure 7 illustrates the candidates' performance on this question.

Figure 7: *The Percentage of Candidates' Performance on Question 7*

The analysis of the candidates' responses shows that 486 (67.1%) candidates who scored from 0 to 2 marks had insufficient knowledge about painting. Those candidates were unable to explain the role of colour in composition. Some candidates wrote properties of colour such as; *colour is an element of art made up of hue, value, and intensity* instead of talking about the role of colour.

Other candidates wrote the principles and elements of art in composition to include points such as ; *principle include emphasis, unity, balance proportion, rhythm,* but also elements of art including *line, texture, shape, size, form direction and value tone* instead of writing about the role of colour. Extract 7.1 a sample of a shows incorrect response to this question.

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07. • Primary Colour are Source at Colour which does not obtain by mixing a difforonts Colour oxample : Red, Yellow and Blue

• Secondary Colour are the typesat Colour which obtained by mixing two primary Colour oxample Blue + yellow = Green, Red + Yellow = Orange, Red + Blue = Violet.

• Tertially Colour are typesat Colour which Obtained after mixing the primary and Secondary Colour. example
Red + + Violet = Red violet, Blue + green = Blue green.

A Quarly Example

: Primary and Secondary Colour

Extract 7.1: A sample of an incorrect response to question 7

Extract 7.1, a candidate wrote about groups of colours such as primary colour, secondary colour and tertiary colour instead of the role of colour in composition.

Furthermore, the 178 (24.6%) candidates who scored 3 to 6 marks had moderate knowledge the role of colour in composition. Those candidates explained the role of colour in pictorial composition. Some candidates explained two to three points only. Examples of the correct points were: *colour used as decorative value and beauty, it creates relationship*

between an objects and composition, another, candidates failed to differentiate between drawing and the role of colour in a composition.

On other hand, 60 (8.3%) candidates who scored 7 to 10 marks had adequate knowledge of painting, especially the role of colour in composition. On top of that, they understood the question and hence were able to explain the role of colour in compositions as follows: - *to create illusion; colour creates illusion of volume and depth gives a painting to be attractive, to give /add value in painting, create mood, to arose emotions; colour in composition give different emotions like happiness and sadness. Suggest and define forms, colour creates three dimensions in composition.* The variations of their marks were due to the differences in the strength and weakness and accuracy of their responses. Extract 7.2 provides a sample of correct responses to question 7

(i) It decorate the area or It decorate the Illustration or picture. This is because of the use of different colours which beauty the illustration or the picture that have been drawn and make the picture to look look lively or to look reality.

(ii) It create mood or feelings. for example black black colour can create feeling or mood of sadness. Orange can create mood of joy and happyness.

(iii) It define form. Colour can help to defint different forms for example cone figures, cylinder can be defined by using colour. For example the intensity of colour can be used to differentiate different forms.

(iv) It create depth. Colour can help in creating depth of an object through the intensity of the colour

(v) It Suggest movement. Colour help in Suggesting movement of the object from one place to another place by Showing the direction of the point the object is moving.

(vi) It help in expressing ideas. Colours enable a person to express his or her ideas through painting by using colours which may help to educate the society. or

Extract 7.2: A sample of a correct response to question 7

2.3   SECTION C: Essay Questions

2.3.1   Question 8: Drawing

The question required the candidates to explain seven uses of materials and equipment for drawing. The total marks allocated for this question were 15.

The question was attempted by 475 (65.6%) candidates of whom 135 (28.4%) candidates scored 0 to 4 marks, 191 (40.2%) scored 5 to 9 marks and 149 (31.4%) scored 10 to 15 marks. The candidates' general performance on this question was good since 340 (71.6%) candidates

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scored 5 to 15 marks. The performance for this question is further illustrated in Figure 8.

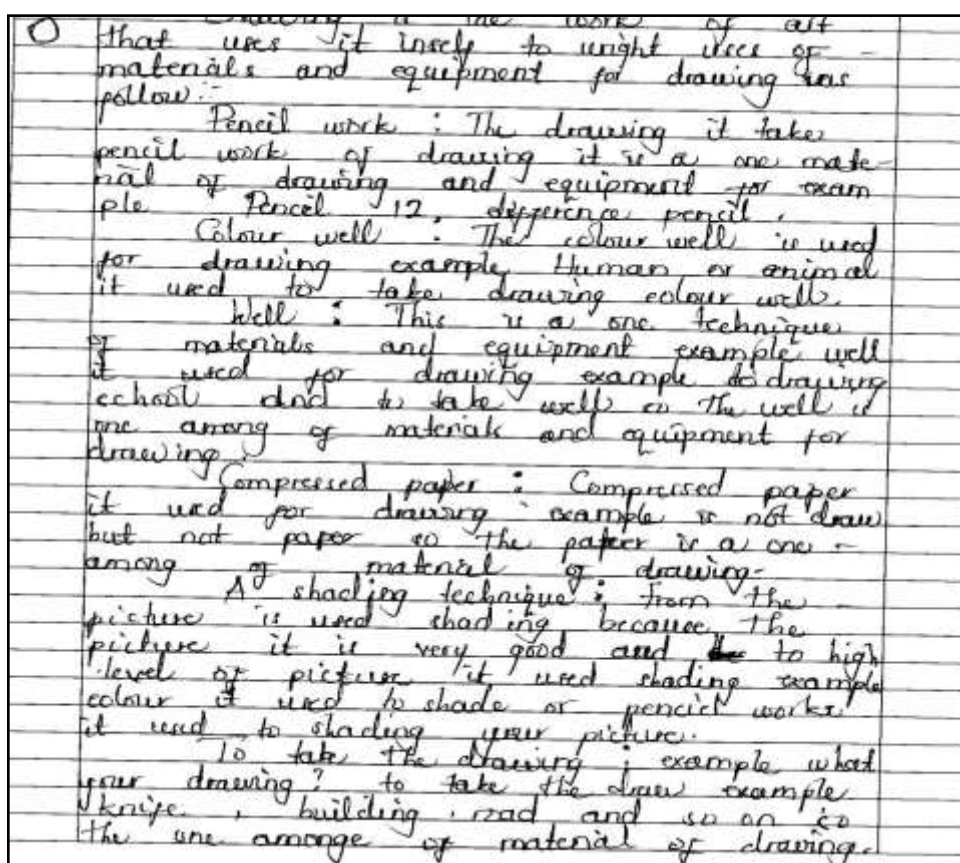**Figure 7:** *The Percentage of Candidates' Performance on Question* 8

Furthermore, the 149 (31.4%) candidates who scored 10 to 15 marks had sufficient knowledge of the equipment and materials used in drawing and they understood the question. Those candidates were able to explain the equipment and materials used in drawing which are; *Pencils this is among of the materials used to sketch and to make details of the pictures that as drawn; Ruler also among of material used in drawing line and frames; Drawing boards this equipment that used in drawing used to put on paper for drawing; Rubber is the material used for drawing to erase where there is dirtiness; drawing chalks re well distinguished from chalk used on chalkboards. These are drawing sticks that are composed of pigment and a binder which makes it fast on paper and Charcoal is a material that is made from burnt wood, comes in a range of grades from hard to soft. It is also used to produce crumbly lines and is ideal for smudging*. Extract 8.2 is a sample of a correct response to question 8.

08. Material and Equipment for drawing refer to the things that artists use to make a drawing or painting a picture, which this material and equipment are pencil, Ruber, paper, table, Board and many other that used in drawing and painting.

The following are the use of the material and equipment used in drawing which includes:-

Pencil; This is among of the material used in drawing which is main used to Sketch the and make details of the picture that was drawing.

Paper; This is the material used in drawing that is mainly used as the surface to draw a picture or a place that the picture are to be drawn on.

Ruler; Also is among the material that used in drawing that a ruler used to make lines and to measure the distance and to make bo. frame of the picture.

Ruber; This was the material that used in drawing, the mainly use of a ruber is to rub the mistake during stretching or Shading.

Drawing Board; This is the equipment that used in drawing, that mainly used to be put the picture on during drawing to get a smooth Surface, to draw.

Table; Also is among the equipment used in drawing which help the artist to put on other material that used to draw during the process of drawing.

Crayon Colour; This was among of the material used in drawing, which this is a dry colour that make used by the artist to make a picture without the use of water.

Generally the material and equipment are the main thing that make the artist to make a drawing of picture to seen clear and quality due to the quality of the material and equipment used.

Extract 8.3: A sample of a correct response to question 8

On other hand, 191 (40.2%) candidates who scored 5 to 9 marks had moderate knowledge on equipment and materials used in drawing. Most of the candidates in this category mixed correct and incorrect answers. Others explained fewer points contrary to what the question demanded. Another candidate explained three materials such as *pencils, paper,* and *drawing boards.*

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The analysis of the candidates' responses shows that 135 (28.4%) candidates who scored 0 to 4 marks had insufficient knowledge of the equipment and the materials used in drawing. Those candidates were unable to explain seven uses of materials and equipment for drawing. Example of incorrect responses were *labour used to move the pencil clean and attractive*, *Colour helps to portray information due to arm colours and many other colours*. Those candidates were not aware that colour is neither part of drawing materials nor equipment. The incorrect responses given showed that the candidates failed to understand the topic. Extract 8.1 shows incorrect response to this question.
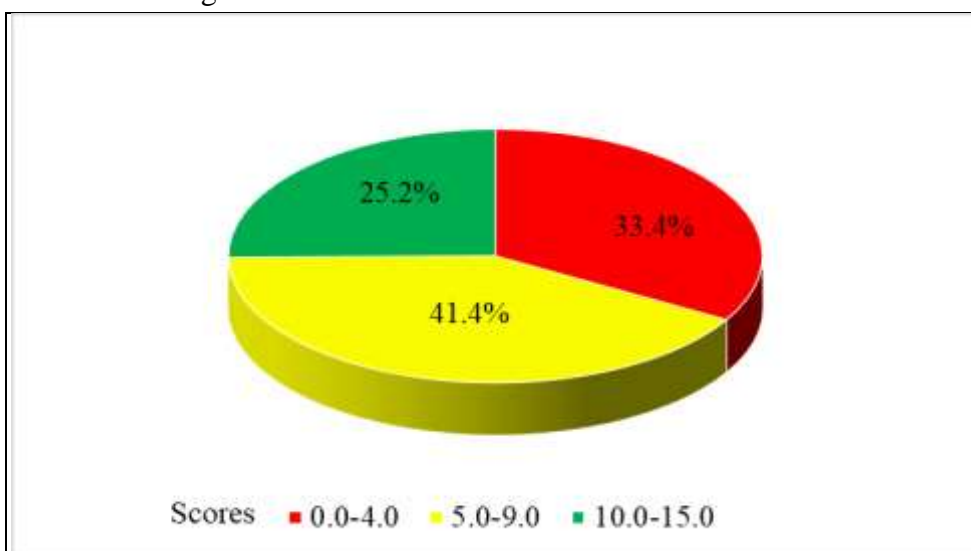

Extract 8.1: A sample of an incorrect response to question 8

In Extract 8.1, the candidate wrote incorrect responses such as *to take a drawing, a shading technique comprehend, color well, pencil work*, *compressed paper* and *shading technique* instead of equipment and materials used in drawing.

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2.3.2   Question 9: Drawing

The question required the candidates to describe visual elements of art as used in art and design. The question carried a total of 15 marks.

The question was attempted by 584 (80.7%) candidates of whom 195 (33.4%) scored 0 to 4 marks, 242 (41.4 %) scored 5 to 9 marks and 147 (25.2%) scored 10 to 15 marks. The general performance of the candidates on this question was good since 389 (66.6%) candidates scored 5 to 15 marks. The performance on this question is further illustrated in Figure 9.

Figure .9: *The Percentage of Candidates' Performance on Question 9*

The analysis of the candidates' responses shows that 147 (25.2%) candidates who scored 10 to 15 marks had sufficient knowledge of drawing and hence they described correctly visual elements of art as used in art and design. Those candidates explained the application of elements of art in graphics design. Such as; *Value, this is a degree of lightness or darkness of an art work, Texture, this is a roughness or smoothness of the material and design it is used to create the surface of an art work that is either smooth or rough. Line as an element of art that mark in artwork, Shape, is an element of art created by means of lines that shows the figure, colour, explained as an element of art mostly is used on painting, forms it means the three dimensions when working with art and designed.* Extract 9.1 shows the correct response to the question.
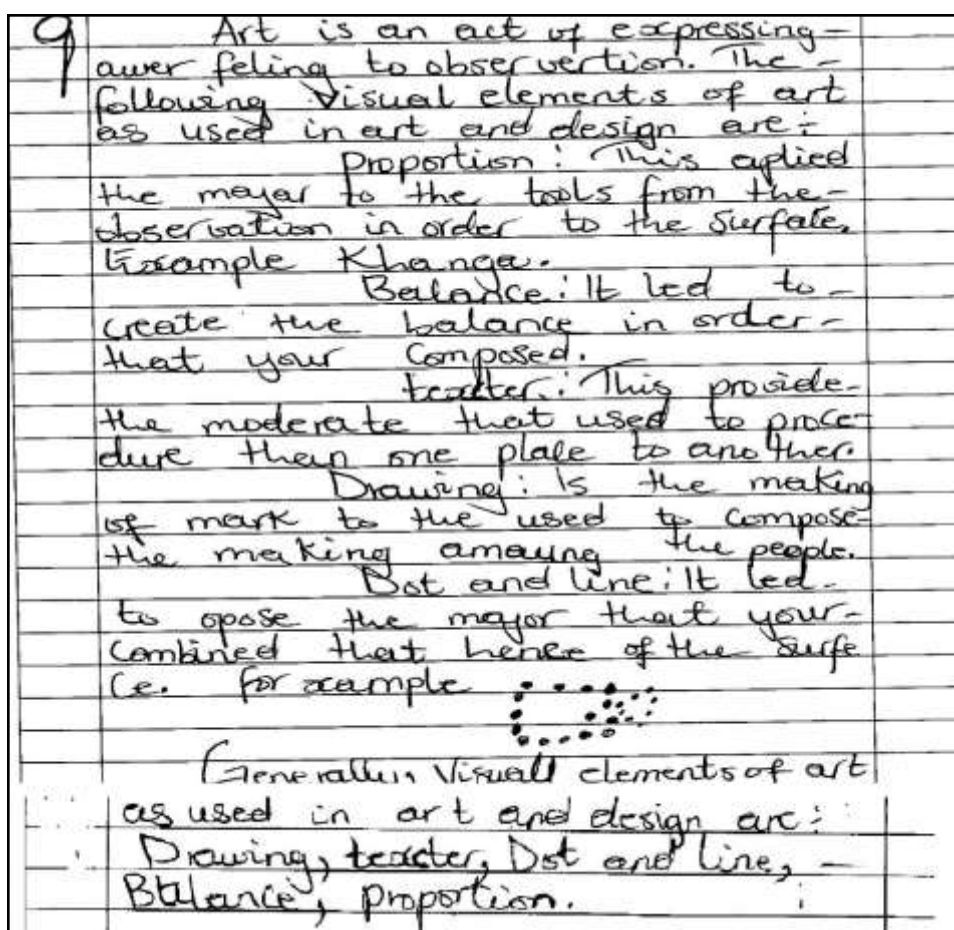
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Visual elements of art they are the elements of arts and design different forms of artworks. This visual element of arts used to reveal idea, mood and feeling, used to decorate form and model forms and also use to create different illusion in an art worker. There are so many visual elements of arts as used in art and design. The following are the visual elements of arts including :-

Shape : This it is an enclosed space with specific boundaries. This is one among of the visual elements of art and design. For example of shapes are triangle, cylinder and square. This element used to in arts and design different shapes of an objects.

Space : This is an empty or filled area around, above or within an object. This is another visual elements of arts as used in art and design. The space are used to create the distance and suggest the movement in art works.

Colour : This is the form of light which have wave length and which it capable to reflect light. Also this is among of the visual elements of arts as used in art and design. This colours used in application of painting. For example Red, blue and yellow. Secondary colours are Purple, orange and Green.

Value : This is lightness and darkness of an object. The lighter value called Tint and dark value called shade. But also this one among of the visual elements of arts as used in art and design. The value used to shows the application of light and dark area in an object.

Texture : This is the degree of roughness and smoothness of an object. Furthermore this is another visual elements of arts as used in art and design. The texture it indicates the the physical appearance of an object it shows either the object is rough surface or smooth surface used to create different forms of an objects.

Line and dotes : Lastly this is among of the visual elements of art as used in art and design. The line and dotes used to create and suggest movement of an object in art works. There are two types of line that are vertical that drawn in vertical surface and horizontal line that are drawn in horizon surface.

Therefore : The visual elements of arts it is important because it shows the different illusion of an object.

Extract 9.1: A sample of a correct response to question 9

Moreover, the 242 (41.4 %) candidates who scored 5 to 9 marks had moderate knowledge on visual elements of art. The candidates managed to describe three visual elements of art as used in art and design. One candidate wrote, *colour is the first elements of art as used in art and design because colour is used to express feeling, idea, or mood in a pictorial. Texture, is other visual elements of art and design because the shape shows the roughness and smoothness of an object in the art.* Other candidates mentioned elements of art and design such as *line, value, and shape without explanations.* Other candidates mixed correct with incorrect responses such as *colours, dots* and *line* mixed with *size* which is the techniques used in perspective.

On other hand, about 195 (33.4%) candidates who scored from 0 to 4 marks had insufficient knowledge of visual elements of art as used in art and design. Some of them lacked knowledge of the topic on drawing because they failed to understand question, Hence, they wrote about incorrect responses. Some of them wrote principles of art and design instead of writing elements of art. For example, one candidate wrote; *movement, this is the first visual elements of art which art move from one place to another to get are good position. Emphasis, this is the second visual elements of art which the size of are picture in the paper take place. Balance, this is the third point of visual elements of art which the balance of picture is balance in the picture. Harmony, this is another point of visual elements of art that artist used to draw the picture and sculpture. Perspective is another point of visual elements of art which the artist used to design.* Other candidates mixed elements of art with principles of art as they wrote; *rhythm, unity, unity* instead of elements of art and design. Extract 9.1 provides a sample of an incorrect response to this question.

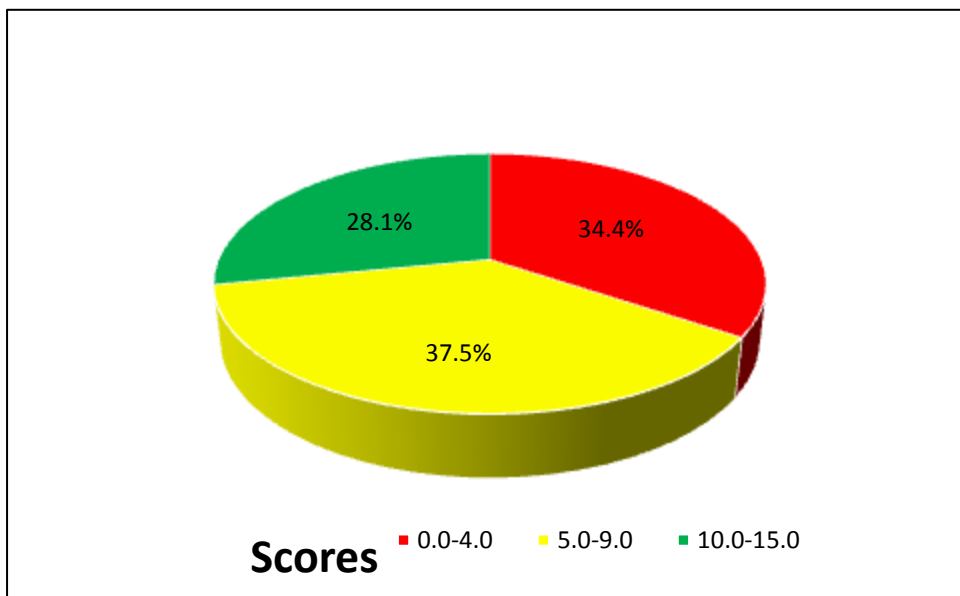Extract 9.2: A sample of an incorrect response to question 9

In Extract 9.2, The candidate wrote balance, and proportion which are the principles of art and drawing which is a genre of fine art instead of elements of art as used in art and design.

2.3.3 Question 10: Designing

The question required the candidates to describe seven basic principles to consider when working with visual and creating graphics. The total marks allocated for this question were 15.

The question was opted by 192 (26.5%) candidates. The analysis of candidates' performance showed that 66 (34.4%) scored 0 to 4 marks, 66 (37.5%) candidates scored 5 to 10 marks and 50 (28.1%) candidates scored 10 to 15 marks.

The candidates' general performance on this question was good since 122 (65.6 %) scored 5 to 15 marks as illustrated in Figure 10.

Figure 10: *The Percentage of Candidates' Performance on Question 10*

The analysis of the candidates' responses showed that 50 (28.1%) of the candidates who scored 10 to 15 marks had sufficient knowledge of designing, especially the basic principles to consider when working with visual and creating graphics. The candidates presented correctly the principles considered when working with visual graphics and creating graphics with clear clarifications as follows; *Perspective is a graphic system that creates an illusion of depth between two or more lines, Alignment: is an important fundamental of design since it helps to create a sharp, ordered appearance by ensuring the elements have a pleasing connection with each other. Repetition: is a major factor in the unity of multiple pages. It can be used to create graphic elements such as patterns, as long as it does not become overwhelming. Proportion is most important for any design. A design indicating proportion shall display parts or shapes corresponding. To achieve good proportion in a layout, the designer must regulate the space assigned each element. Balance: is the distribution of visual weight in art work of art which can be symmetrical, asymmetrical or radical in a work. When the designer design work of art should make sure to create equal distribution of weight, colour, texture and space. Contrast creates visual excitement*

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and adds interest to the work, typically created by change in size, shape, tone, colour and direction. The use of different text styles such as bold, italic or underline and vary font point sizes add contrast and serves to emphasize areas in the message. Unity: is the most important principle of design. Every part of a design should look as though it belongs with the rest. To achieve unity, the relationship of one element to another in placement must be considered. Each element needs to be placed on the page in a pleasing relationship with the other elements. Variety: variety in graphic design may add interest and excitement. Good variety should be simple yet creative. The design should be appropriate to the subject matter of the printed piece. It is the designer's responsibility to see that the publication is produced in an acceptable manner. The strengths and weaknesses in their clarifications rendered them to differ in their scores. Extract 10 is a sample of a correct response to this question.

10 | Creating graphics Is the create design Used by Artist to produce or making tools or things example cards, stencil, procece and posters, EMblem and sculpturing. The followings are the basic principles ppincip to consider when working Visual or creating graphics which are;-

Proportion; this is the relationship between the size of objects. Also proportion is important so as to make actual object on a works of arts example Tea bottle with Tea cup should be proportional so as to show actual shapes and reality.

Balance; Is the relative stability between objects in a work of arts. Also balance either formal, Informal or radial those show balance types in a work of arts.

Perspepedtive; this is the primary focus of middle fore and back ground that show actual seen or the eye see on the parts of the ground example linear Is became horizontally with surface.

Emphasis; allow of movements of arts during drawing and seen the object those make emphan's so, this prinaiples Used in principles of design an emblem

Movements; also during making an emblem the movements should shown either and occur on seen objects and drawn on a paper this movement between your eyes and the objects that drawn example an emblem

Rhythm; this is the repetition of works of arts which consist an emblem this show the reality in a works of arts that principal is very essential in a works of arts especially an emblem.

Harmony; this show the emblem became actually because of that principles many artist Used harmony So, as to make their pictured actual and see and show experience of artist.

Generally; through the principles but some Artist does not allow or Use all principles and at the end of the day thin art works became not well and their work became Uneeded to the people

Extract 10.1: A sample of a correct response to question 10

Moreover, 66 (37.5%) candidates who scored 5 to 10 marks had moderate knowledge and they were able to describe a few basic principles to consider when working with visual and creating graphics. Other candidates managed to write two principles such as; *Emphasis is the principle of creating a centered interest in an art work, often achieved by color contrast and by lines which direct the eye to it.* The candidates failed to differentiate between principles and elements of art where they wrote the elements of art such as; *Texture, tone value,* and *line.* Others mixed correct and incorrect answers.

On other hand, the analysis of candidates' performance showed that 66 (34.4%) candidates who scored 0 to 4 marks had misconceived in the question, where they failed to describe the basic principles to consider when working with visual and creating graphics. One candidate wrote; *to know the kind group/company in order to suggest type of design, to make several rough sketches about emblem design* Other candidate wrote *the elements of art and design such as; Texture, tone value, and line* instead of principles. Other candidates wrote the procedures to design the emblem instead of the basic principles to consider when designing an emblem. Some candidates wrote about types of balance such as*: is the distribution of visual weight in art work of art which can be symmetrical, asymmetrical or radical in a work* instead of the basic principles of art and design. Another candidate wrote about elements of art when the designers design works of art such as; *colour, texture* and *space* instead of the principles of art. Furthermore, other candidates mixed correct with incorrect answers. Some examples of incorrect answers were; *motto* and *colour* which are elements of art. These were incorrect responses. Extract 10.2 is a sample of incorrect answer to question 10

10   An emblem is one among the sign which used define group of peopl, which use small word and small designed. The following are basic principles that consider when working with visual and creating graphics

   The first principle is to know the finding group/company. A designer suppose to know kind of group eg school member in order to know how type of design suppose to use.

   To suggest type of design which cered to prepare emblem in order to be unique and award to be similer with others

   To discus with important member of the group about the type designe chosed by designer and get best one.

   To draw a several rough about chosen design and to compair their atradion

   To make a suggestion for the best one use it for maintaining a perious emflem.

   To make senious emflem by ceuing importance key word and importance emage only and not name of all member groups.

   To convey to their member by not their promis when they engage with deginer.

   By conclurion the principle of drawing and preparing emblem are like above and also have time consuming because is very difficult to suggest best design.
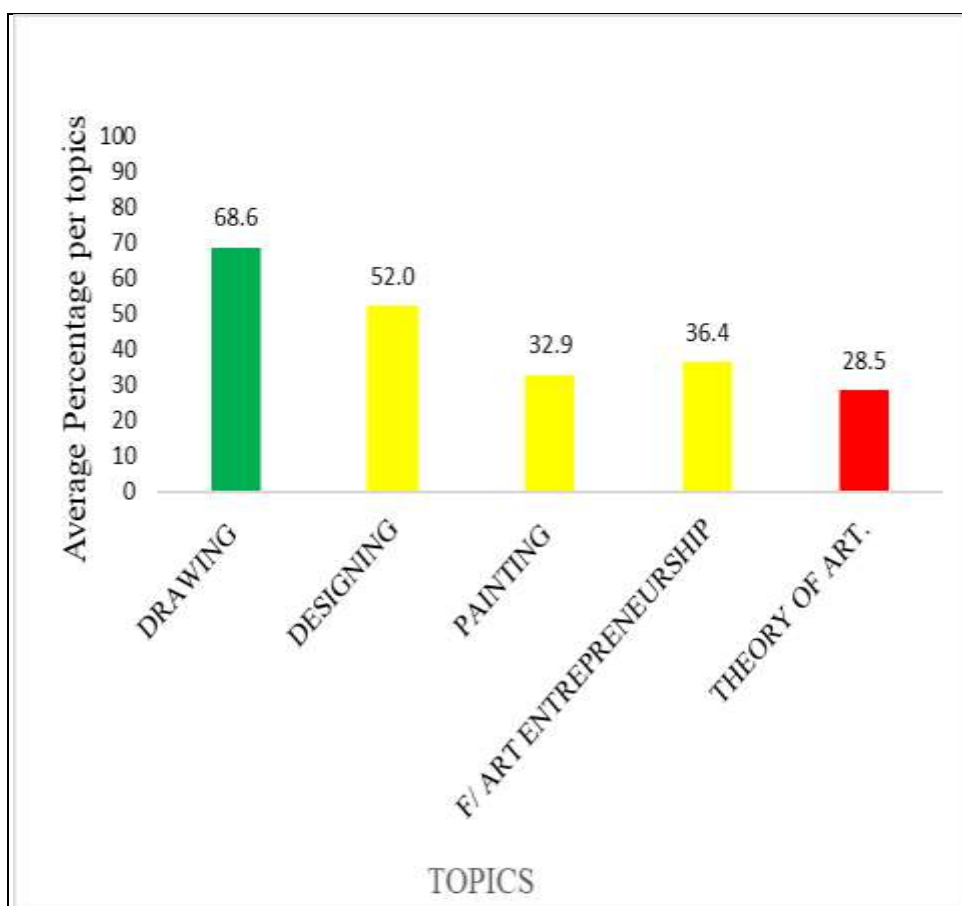
Extract 10.2: A sample of an incorrect response to question 10

In Extract 10.2, the candidate wrote the procedures of designing an emblem instead of the basic principles used in designing an emblem.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Fine Art paper in CSEE 2021 tested five topics, namely *Painting, Drawing, Designing, Fine Art Entrepreneurship and Theory of Art*. The analysis of candidates' performance per topic shows that, candidates had an average performance of 58.7 per cent on these five topics. *Drawing* topic had the good performance of 68.6 per cent. The topics which had average performance were; *designing,* which had 52.0 per cent; *Fine Art Entrepreneurship,* which had 45.4 per cent and *Painting,* which had the performance of 32.9 per cent. On the other hand, *Theory of Art* had 28.5 per cent which was poor performance. The general performance across the topics is summarised in Figure 11.

Figure 11: *Percentage of Candidates' performance Per Topic*

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The general performance of the candidates on Fine Art in the CSEE 2021 was good since majority of the candidates that 422 (58.7%) scored above 30 per cent in the five topics. The candidates whose performance was below 30 per cent were 297(41.3%).The analysis shows that the candidates' average performances was attributed to limited ability to identify the tasks demanded in the question and limited knowledge of the subject matter, skills and competences related to the topics. However, the candidates performed averagely in three topics namely; *Painting, Designing*, and *Fine Art Entrepreneurship*. The candidates' performance in various topics is summarized in the appendix attached to this report.

4.2 RECOMMENDATIONS

In order to improve the students' learning for sustainable performance in the future examination, the following recommendations are made.

(a) Teachers should guide students to use the learning materials available in their environments to improve performance on the topics on which candidates had poor performance including Theory of art, Designing, and Fine Art Entrepreneurship. That is important because poor performance suggests inadequate teaching including use of teaching resources in the learning.

(b) Teachers are advised to made more efforts to lead the students to do more practical exercises on the elements and principles of art since the candidates seemed to confuse these two aspects of art.

(c) Since some candidates showed lack of adequate knowledge of some aspects of Fine Art, teachers should provide enabling environment for the students to interact with various sources of Fine Art materials. They ought to provide education and techniques to access the most relevant sources in different routes such as the internet sites, magazines and books. This will help to raise their knowledge, skills and familiarity.

(d) Since English seems to be one of the challenges that affect performance on this subject, it is recommended that stakeholders should take initiative to improve the language.

Appendix: A Summary of the Candidates' Performance Per Topic CSEE 2021

S/N	Topics	Total Question Number	The Percentage of Candidates who Scored an Average of 30 per cent or Above	Remarks
1.	Drawing, Design, Painting, Fine art, Theory of Art.	1	68.5	Good
2.	Drawing	5	68.6	Good
3.	Designing	2	52.0	average
4.	Painting	1	32.9	average
5.	Fine Art Entrepreneurship	1	36.4	average
6.	Theory of Art	1	28.5	weak