



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) 2022**

FINE ART



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016 FINE ART

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Table of Contents

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION IN PAPER 1	3
2.1 SECTION A: Objective Questions	3
2.1.1 Question 1: Multiple Choice Items	3
2.1.2 Question 2: Matching Items	9
2.2 SECTION B: Short Answer Questions	11
2.2.1 Question 3: Drawing	11
2.2.2 Question 4: Theory of Art	14
2.2.3 Question 5: Drawing	17
2.2.4 Question 6: Greetings card	21
2.2.5 Question 7: Still Life Drawing	23
2.3 SECTION C: Essay Questions	27
2.3.1 Question 8: Painting	27
2.3.2 Question 9: Materials and Equipment for Drawing	31
2.3.3 Question 10: Fine Art Entrepreneurship	35
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION IN PAPER 2	40
3.1 Section A: Drawing and Imaginative Compositions in Colour/Pencils	40
3.1.1 Question: - Human Figure	40
3.1.2 Question 2: Imagination composition	44
3.2 Section B: Designing	47
3.2.1 Question 3: Greetings card	47
3.2.2 Question 4: - Poster design	52
4.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC ..	56
5.0 CONCLUSION AND RECOMMENDATIONS	56
5.1 CONCLUSION	56
5.2 RECOMMENDATIONS	57
Appendix: A Summary of the Candidates' Performance per Topics CSEE 2022 ..	58

FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the Fine Art subject in Certificate of Secondary Education Examination (CSEE) for 2022 has been prepared in order to provide feedback to educational administrators, teachers, parents, students, policy makers, school quality assurers and other educational stakeholders about the candidates' performance in the aforementioned subject.

The analysis provided in this report is intended to contribute towards understanding of the possible reasons behind the candidates' good or poor performance in the Fine Art subject. The analysis indicates that, some of the candidates scored high marks because they identified the tasks of the questions had adequate knowledge of grammatical rules and sufficient skills in various topics which were tested. The report also highlights some of the factors that made some candidates fail to score high marks in the questions. These factors include lack of knowledge of grammatical rules in Fine Art, the inability to understand the requirements of the questions, insufficient skills in various topics tested and the inability to express themselves in English Language.

It is expected that, the feedback provided in this report will enable school managers, teachers, students, educational administrators and other educational stakeholders to identify proper measures to be taken to improve the teaching and learning process in Fine Art. This will eventually improve the candidates' performance in future examinations administered by the Council.

The Council would like to thank all those who participated in the writing and preparing the analysis of the data used in this report.



Dr. Said Ally Mohamed
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) 2022. The examination covered the Fine Art syllabus of 2005 and adhered to the examination format issued in 2019.

The examination comprised of two papers which are 016/1 Fine Art 1 and 016/2 Fine Art 2. The 016/1 Fine Art 1 consisted of ten (10) questions which were distributed in three (3) sections, A, B and C. Candidates were required to answer all questions in sections A and B and two questions from section C. Section A carried twenty (20) marks, section B fifty (50) marks and section C carried thirty (30) marks. In addition, Paper 016/1 Fine Art 1 covered five topics, namely *Theory of Art, Drawing, Painting, Designing* and *Fine Art Entrepreneurship*.

Paper 016/2 Fine Art 2 consisted of two (2) sections, A and B with total of four (4) questions. Candidates were required to answer a total of two (2) questions (one from each section), together weighing 100 marks. Paper 2 covered two topics, namely *drawing* and *designing*.

The report shows the candidates' performance on each question and highlights the strengths and weaknesses of the candidates' responses. The report also analyses scores in percentage for each group and finally provides the conclusion and recommendations based on the analysis. The extracts of candidates' responses have been attached in appropriate questions to illustrate the specific quality of answers.

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, from 30 to 64 marks is regarded as average and scores from 0 to 29 per cent is considered weak. 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 981 candidates were registered to sit for Certificate of Secondary Education Examination (CSEE) in 2022 for this subject whereby 940 (95.8 %) of the registered candidates sat for the examination. The performance

of the candidates was good as 771 (83.71%) passed with the following grades; A - 8 (1.04 %), B - 44 (5.71 %), C - 310 (40.21%), D - 409 (53.04%). However, 150 (16.29 %) candidates scored grade F.

Compared with the 2021 results, the performance in 2022 has decreased by 8.14%. In 2021, 724 (95.89%) candidates sat for Certificate of Secondary Education Examination (CSEE) out whom 665 (91.85%) candidates passed. The comparison of candidate performance in CSEE 2021 and 2022 has illustrated in Table.1.

Table 1: Comparison of candidates' Performance in Fine Art Subject in the CSEE-2022 and 2021.

Year	Sex	Grades					Passed	
		A	B	C	D	F	Number	Percentage
2022	M	08	29	209	295	59	429	87.91
	F	0	15	200	260	91	342	78.98
	Total	08	310	409	555	150	771	83.71
2021	M	12	68	193	134	28	407	93.56
	F	3	34	96	125	31	258	89.27
	Total	15	102	289	259	59	665	91.85

The standard grading system used in CSEE grades performance in five categories namely A, B, C, D and F. Grade A is awarded to the Candidates who score from 75 to 100 marks signifying excellent performance, B (65-74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) failed.

2.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION IN PAPER 1

2.1 SECTION A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of 15 multiple choice items derived from four topics: *Theory of Art, 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 936 (100%) candidates who sat for this examination 375 (40.1%) candidates scored 0 to 4 marks, 501 (54.1%) candidates scored 5 to 9 marks and 55 (5.8%) candidates scored 10 to 12 marks. None of them scored 13 to 15 marks. The candidates' performance on this question was average since 59.9 percent of the candidates scored from 5 to 12 marks. The performance on this question is further illustrated in Figure 1.

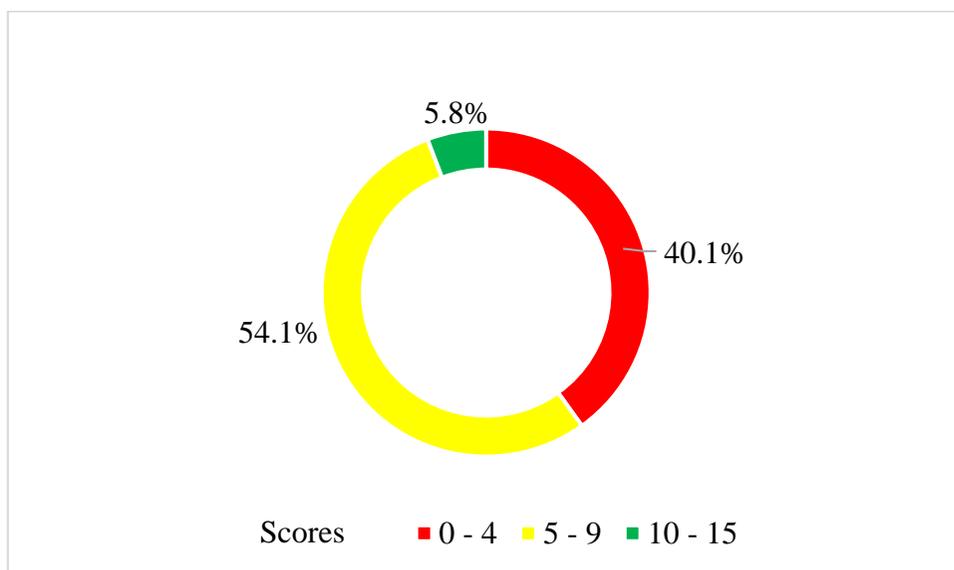


Figure 1: The Percentage of Candidates' Performance in Question 1

In item (i), the candidates were required to identify the most common function of a line during art work creation. The correct option was B *sketching*. The candidates who chose the correct option had sufficient knowledge on the functions of a line in creating art works. Such candidates knew that sketches are always developed by the use of various types of lines such as dotted lines, jagged lines and curved lines. Candidates who opted A, *designing*, had no adequate knowledge on the functions of lines and did not interpret well the question. Also, these candidates were not aware that lines are applied on a design after one has finished a sketching. Similarly, some candidates who chose option D, *shading* and E, *drawing*, failed to interpret the question and some did not know how lines are applied in the art works, so it may be because of inadequate teaching materials, teachers, class or environment.

In item (ii), the candidates were required to identify the key elements in water colour painting. The correct answer was B, *Paints, Brushes and Paper*. The candidates who chose the correct answer had sufficient knowledge on the key elements in water colour painting. They were aware that water colour refers to a solution containing water and to apply it on any artwork could need a brush and paper (surface) as key element in water colour painting. Candidates who chose A, *Paints, Brushes and Pencil* failed to realize that a pencil is not a key element because one can even paint water colour by using a brush on the paper/surface without pencil sketches. Candidates who chose D, *Paper, Pencil and Ink* and E, *Paints, brushes and water* had inadequate knowledge on the key elements of painting and failed to recognize that, water colour is already a water solution in nature thus contains pigment and binder in viscous state that can at times be painted without mixing water and ink.

In item (iii), the candidates were required to identify the name of the surface quality of an object formed in drawing. The correct answer was C, *Texture*. The candidates who chose the correct answer had sufficient knowledge on the terms used in visual elements and works of art. They were able to interpret the meaning of each element asked in the question. Candidates who opted for A, *Value* and D, *Tone*, failed to understand that the two terms meant the degree of lightness and darkness of the surface. Candidates who opted for B, *Form*, did not realize that form refers to a three dimensional object with volume and thickness and those who opted for E, *Shape*, which

means the area enclosed by lines and edges to form three-dimension structure did not understand the meaning of texture visual element in art.

In item (iv), the candidates were required to identify the right term used to denote an enclosed area with well-defined boundaries. The correct answer was E, *Shape*. The candidates who opted for the correct answer were familiar of the meaning and had knowledge of the principles of designing a work of art. Contrarily, the candidates who opted for A, *Harmony*, had knowledge on design but failed to interpret the principle in design which is placing or arranging objects /elements in a proper way to give a pleasant outlook. Candidates who chose B, *Unity*, were not aware that the term unity refers to the arrangement of elements uniformly as if they belong together. Those who chose alternative C, *Balance*, which means distribution of equal visual weight in a design and, D, *Proportion*, which deal with relative sizes in designs, did not know the meaning of other important principles of design.

In item (v), candidates were to imagine that they were looking at a long straight road. At the far distance they see as if the two edges of the road meet. They were required to identify the name of the point where the roads meet. The candidates who opted for the correct response A, *vanishing point*, had knowledge about the terms used when observing the features in a straight line along the road in a far distance/perspective. They were aware that vanishing point is the point that expresses the illusion of the point where two points meet when looking in a straight line/road. They also knew that parallel lines converge to a single point and so they form a vanishing point depending on distance given. Candidates who chose distractor B, *horizon point*, had inadequate knowledge on perspective drawing. Such candidates failed to know that horizon line is a limit of converging lines in its perspective where eyes meet their seeing limit when looking from a distance make an illusion that the sky seem to touched the earth. Candidates who opted C, *perspective point*, had no adequate knowledge on perspective which means expression of illusion of depth in a work of art. Candidates who opted D, *convergence line*, failed to understand that if stands on a straight line when looking at a road perspective, lines converge to the eye view limit and so ends up forming a vanishing point. Candidates who opted E, *linear perspective*, had insufficient knowledge on the topic since perspective is a term used to describe sizes and distances of objects in a unified visual space

Item (vi) required the candidates to identify painting media among the alternatives given. The correct answer was A, *coloured chalk*. Candidates who answered correctly had knowledge on the medium which are used in painting. These include water color, pastels, oil paints and acrylic colours. Candidates who opted for distractors, B, *a brush* and D, *a pallet*, did not understand that a brush and a pallet are considered as equipment used for painting but not a media for painting. Candidates who opted for C *cartilage paper* and E, *sugar paper*, did not realize that the two are materials which provide a surface where painting can be done.

Item (vii) required candidates to identify the tool for drawing which is made from firewood twigs and is sold in different thicknesses. Candidates who opted for the correct answer B, *Charcoal*, these candidates had adequate knowledge on drawing instruments and they understood the nature of charcoal as a drawing material. Distracter A, *Pencil*, is often used to draw, to add details of outlines, make crosshatching textural lines with their big range of leads. Candidates who chose distractor C, *a crayon* D, *a pen* and E, *paste* failed to identify that all these tools are not made from fire wood twig.

Item (viii) needed the candidates to make a colour wheel with water colors in equal proportions. They asked to tell the colours they would mix in equal proportion to get orange colour. The correct response was A, *Yellow + Red*. Candidates who opted B, *Violet + Blue*, failed to know that, if violet is mixed with blue the result is blue-violet as a tertiary colour. Candidates who opted C, *Green + Red*, failed to understand that such colours if mixture would result into Green-Red as tertiary colour. Candidates who opted D, *yellow + Violet*, also failed to understand that, if yellow and violet are mixed together, results to yellow-violet as tertiary colour. And those who opted E, *Blue + Yellow*, were not aware that if you mix blue and yellow colours the resultant color is blue-yellow as tertiary color.

Item (ix) required candidates to identify the number of heads they would use when drawing a male model. The correct answer was D, *One-eighth*. The candidates who opted for correct answer had knowledge of the principles of drawing human figure by considering the ratio number of heads that will guide them to get the right proportion of the head to the whole human body. Candidates who opted for distractors A, *one-quarter*,

B, *One-fifth*, C, *One-sixth*, and E, *One-nine*, did not have enough knowledge on technicalities of developing a proper human figure drawing.

In item (x), the candidates were required to identify a technique which can be used to construct letters. Candidates who opted for the correct answer B, *Calligraphy*, had an adequate knowledge on the techniques involved in letter construction. Candidates who opted for A, *Painting*, failed to know that painting is just a form of art which involves application of colours of the sketched artworks. The candidates who opted for C, *Typography*, failed to understand that typography means a large number of visual communications and designs that possess letters. It sometimes refers to types of drawing. Those who opted for D, *Sculpture*, were not aware that sculpture is the art that involves building up shapes by using some materials to end up producing three dimensional structures. Those who opted for E, *Printing* was not aware that printing is the process of reproducing object shapes, forms on the surfaces.

In item (xi) the candidates were required to identify the name of the colour which is bold, strong, brilliant and opaque for design work. The correct answer was A, *Gouache*. The candidates who answered it correctly were knowledgeable about painting techniques and colour theory. *Gouache* refers to a type of opaque water colour that has distinctive chalky effect. For candidates who chose D, *Tempera*, were not aware that it refers to a painting medium with pigment mixed with egg yolk and water. Candidates who opted for B, *Violet*, did not understand well the colour theory. Violet is a secondary colour obtained when blue is mixed with red colour in equal proportions. Candidates who opted for distracter E, *Wash*, were not aware of the painting technique which involves application of the diluted paint. Candidates who opted for C, *Opaque*, were not aware of colour theory and painting techniques as well. Opaque colours are often mixed with solvents such as turpentine to obtain a thinner but thick and faster drying paint.

In item (xii) the candidates were required to identify the term which refers to arrangement of visual and written images as a way of problem solving. The correct option was C, *Poster Design*. Poster design denotes posters placard displayed on wall, vehicles and any other flat surface to convey information. The main purpose of poster is to visually communicate printed or written message. The candidates who opted for distracters A, *Painting* and *drawing*, B, *Textile Design*, D, *Letter Design* and E, *Graphic Design*

had inadequate knowledge on the other types of design. For those who opted distracter E, *Graphic Design*, were wrong because the term refers to design that guides designers who are laying out various elements in advertisement, brochures, or magazines page based on sensitivity visual concepts. The candidates who opted for A, *Painting and Drawing*, did not understand that painting is included in other works of art to add the aesthetics of colour. Drawing means accounts for a number of courses at the trial stage to draw or sketch what would be feasible within the limits of individual skills. The candidates who opted for B, *Textile Design*, failed to understand that textile design means the art of embellishing clothes or fabrics for pleasant appearance. Option D, *Letter Design*, was not the correct answer because it refers to procedure of constructing letters by drawing straight lines which result into a grid of squares to comprise assembled forms and shapes.

In item (xiii) the candidates were required to identify the element used most often to create an impression of distance in a picture. The correct option was D, *Use of linear perspective*. The candidates who chose the correct response were aware of the types of perspectives. Linear perspective defines size and distance of objects in the artwork. The candidates who opted for distracter A, *use of vertical format*, failed to understand that it is a surface used to sketch. The candidate who opted for C, *the use of soft pencils*, failed to understand that soft pencils are produced in categories of most frequently requested grades. The soft type of pencils makes strong lines. The candidates who chose distracter E, *Use of light, shade and shading*, had inadequate knowledge in shading which refers to application of texture on objects by using shading media such as pencils, colour, crayons etc. Light and shade on objects create forms and shadow around the object drawn. All these aspects are collectively applicable in drawing a picture with good impression of distance because when elements interact, they make principles.

In item (xiv), candidates were to identify a kind of print one would produce by applying colour in a cut out part of a stencil. The correct response was B, *a positive print*. The candidates who answered the question correctly had enough knowledge on printmaking. Positive print refers to print that produced from negative cut-out a part of stencil. The candidates who opted for A, *Negative Print*, did not have enough knowledge in printmaking. Negative print means the print that comprises all area surrounding and

beneath positive print. The candidates who opted for option C, *Motif*, were not aware of printmaking techniques. Motif is a basic unit, tile or original pattern of a decorative design with similar shape and recurring size and the smallest repeating design unit closely related pattern. For candidates who opted D, *Repeat Print*, failed to distinguish it from other types of print. Repeat print refers to ways a repeated pattern used to decorate fabrics in different approaches. For example, it can be done by using a square network, full drop, regular and half drop, alternate and inverses. Candidates who opted for E, *Curtain Print*, did not understand that curtain print means the arrangement of motifs and patterns vertically on curtain.

In item (xv) the candidates were required to identify the source of image when drawing a portrait of male model presumably standing in front of the candidate. The correct response was C, *Observation*. Drawing from observation is the ability of using eyes to copy what you see or observing by using drawing skills to sketch contrasting shapes to convey a pure and successfully artwork or design. Candidates who opted for E, *drawing from Imagination*, failed to understand that it means bearing on untrue or invention stories which may be fictitious. Candidates who opted A, *drawing from Memory*, had inadequate knowledge because drawing from memory applies when the artist recalls some real images captured by brain long time ago. The candidates who opted for B, *drawing from Heart*, had inadequate knowledge on the classification of drawing. It is referred to fancy drawing sometimes means that people can draw because they wish to express their emotional feelings in visual form. The candidates who opted for D, *drawing from Experience*, which means the artist has been predisposed to certain kind of environment, hence become expert on that particular angle of drawing. Such candidates had inadequate knowledge on classification of drawing hence failed to correctly respond to the question.

2.1.2 Question 2: Matching Items

The question consisted of five matching items derived from the topic on *Painting*. The question required the candidates to match the descriptions of painting techniques in List A with the corresponding painting colours in List B by writing the letter of the correct response beside the item number in the answer booklets.

The question was attempted by 936 (100%) candidates out of whom, 516 (55.1%) candidates scored 0 to 1 mark, 380 (40.6%) candidates scored 2 to 3 marks and 40 (4.3%) candidates scored 4 to 5 marks. The candidates' general performance on this question was average since 44.9 per cent of them scored 2 to 5 marks. The candidates' performance in this question is further illustrated in Figure 2.

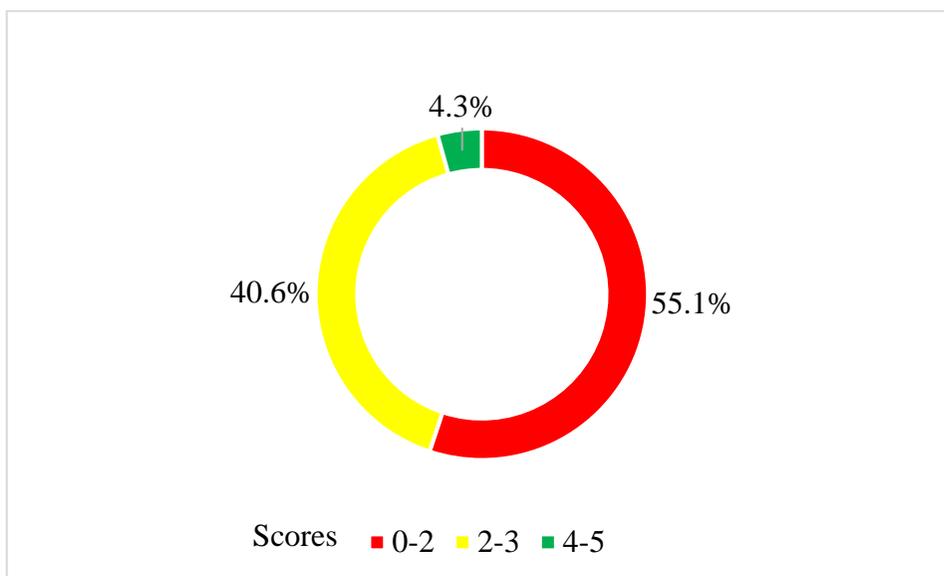


Figure 2: *The Percentage of Candidates' Performance in Question 2*

In item (i), the candidates were required to identify the painting technique in which pigment is applied to a wall spread with plaster. The correct answer was C, *Fresco colours*. The candidates who matched it correctly had a knowledge of painting techniques and realized that fresco colours is a technique of applying water based colour or pigment to wet lime on a wall surface or ceiling. The candidates who matched it incorrectly failed to understand the painting techniques in details.

In item (ii), the candidates were required to identify the painting medium in which pigment is mixed with water and gum Arabic. The correct answer was D, *water colours*. Water colour is the soluble containing water, pigment and binder used for painting. The candidates who matched it incorrectly failed to understand that water colour is the soluble containing water, pigment and binder used for painting

In item (iii) the candidates were required to identify the painting medium which is formed by combining two primary hues. The correct answer was F, *secondary colour*. Secondary colours refer to mixture of two primary colours in more or less equal proportions. For example, orange results from mixing red and yellow. The candidates who matched it incorrectly were not aware of the generic colour name hue. There are unlimited numbers of variations that may be created by mixing any two colours, yet for the sake of simplicity, artists recognize the hues as identified on the twelve step colour wheel.

In item (iv), the candidates were required to identify a painting medium with pigment mixed with the egg yolk and water. The correct answer was A, *Tempera colours*. Egg tempera painting refers to a method of creating artworks with a water base paint mixed with an egg yolk (as binder) and water. It is usually fit for use on an already primed surface (to prevent absorption). The candidates who matched it incorrectly lacked knowledge on tempera colours.

In item (v), the candidates were required to identify the painting medium with plastic binders. The correct answer was E, *Acrylic colours*. These colours refer to a substance of glue, easy to be watered down or diluted with water during painting. They don't possess a solvent type of smell and they are easy to extract from a tube or tin. The candidates who did not match it correctly lacked sufficient knowledge on painting techniques and colour theory.

There were two remaining distracters; Distracters B, *Oil colours* didn't match to any explanation given. Oil colours are conventional materials which are durable shiny surfaces assisted by their pure colour reflections. Distractor G, *Opaque colors* is often mixed with solvents such as turpentine to obtain a thinner faster drying paint.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Drawing

The candidates were required to identify five visual elements of arts in pictorial composition. This question had a total of 10 marks. The question was attempted by 936 (100%) candidates who sat for the examination. 355 (37.9%) candidates scored 0 to 2 marks, 438 (46.8%) scored 3 to 6 marks

and 143 (15.3%) candidates scored 7 to 10 marks. The candidates' general performance on this question was average since 581 (62.1%) of them scored 3 to 10 marks. Figure 3 illustrates the candidates' performance on this question.

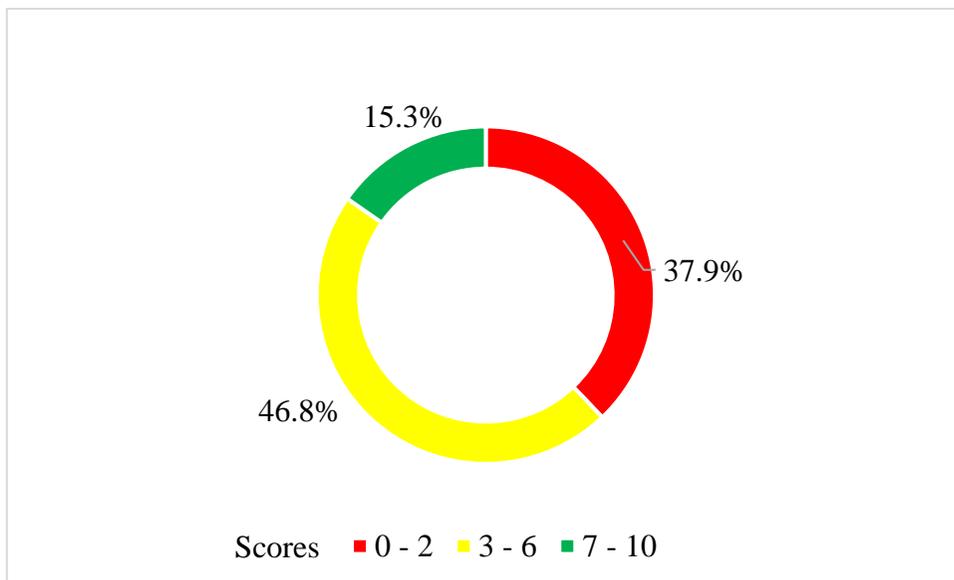


Figure 3: *The Percentage of Candidates' Performance in Question 3*

Candidates who scored 7 to 10 marks 143 (15.3%). candidates correctly mentioned all the required points concerning the elements of pictorial composition which are: *Form; are the underlying structures or compositions in a work of art. Shapes are elements of art and design. Colour; is one of the most important element in pictorial composition. Texture; is an element of pictorial composition which can be experienced by touching or by seeing. Value; is degree of lightness or darkness of the surface. Lines; are continuous marks made on a surface to join one or more points. Space; is the area between, around, along, below or within the area in artwork. Dots; are small lines or round spots exist in different forms, color or texture. Mass and volume; are elements of three dimensional art and design.* The candidates also supported their answers with good explanation. Extract 3.1 shows a sample of correct responses to question 3.

3.	(i) Line - This is the element of pictorial Composition / art which can be referred to as the combination of two or more dots.
	(ii) Shape - This is the element of pictorial Composition / art which can be referred to as the combination of two or more lines.
	(iii) Texture - This is the element of pictorial Composition / art that can be defined as the roughness or smoothness of an object in a work of art.
	(iv) Tone - This is the element of pictorial Composition / art that can be defined as the lightness or darkness of the colour.
	(v) Form - This is the element of pictorial Composition / art that can be defined as the physical value of shape and the space it occupies.

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

In extract 3.1, the candidate explained correctly the element of arts pictorial composition such as lines, shape, texture, tone, space and forms.

Moreover, 438 (46.8%) candidates who scored from 3.0 to 6.0 marks managed to mention fewer elements of arts in pictorial composition. Some candidates mixed correct answers with incorrect ones. Examples of incorrect answers were *emphasis*, *proportion*, *movement* which is the principle instead of elements of pictorial composition. Other candidates identified elements of pictorial composition without explanations.

On the other hand, 355 (37.9%) candidates who scored 0 to 2 marks did not understand well the question and wrote incorrect responses. Some candidates suggested types of balance such as symmetrical, asymmetrical and radial balance in place of elements of pictorial composition. Others identified types of perspective such as linear perspective, bird's eye

perspective worm's eye perspective and aerial perspective. They further illustrated their answers with wrong illustrations. Extract 3.2 provides a sample of an incorrect response to question 3.

3.	The visual elements of pictorial composition are:	
i)	• Fore ground. This can be described as the front part of the - pictorial composition.	
ii)	• Back ground. This can be described as the back ground or back components of the pictorial composition.	
iii)	• Middle ground. This can be described as the middle composition of the pictorial composition.	
iv)	• Sky scape. This can be referred as the sky view on the - Pictorial composition.	
v)	• Side grounds. These can be described as the side grounds on the pictorial composition.	

Extract 3.2: A sample of incorrect responses to question 3

In extract 3.2, the candidate wrote incorrect responses such as foreground, background, middle ground, sky scape and side ground these are the part of composition instead of visual elements of pictorial composition which are lines, shape, texture, tone, space and forms.

2.2.2 Question 4: Theory of Art

In this question, the candidates were required to briefly describe with examples, the importance of drawing, painting, sculpture, and designing as forms of art to human life. The question weighed 10 marks.

The question was attempted by all 936 (100%) candidates of whom, 583 (62.3%) scored 0 to 2 marks, 251 (26.8%) candidates scored 3 to 6 marks and 102 (10.9%) scored 7 to 10 marks. The candidates' general performance on this question was average since only 353 (37.7%) scored 3 - 10 marks. Candidates' performance in this question is further illustrated in Figure 4.

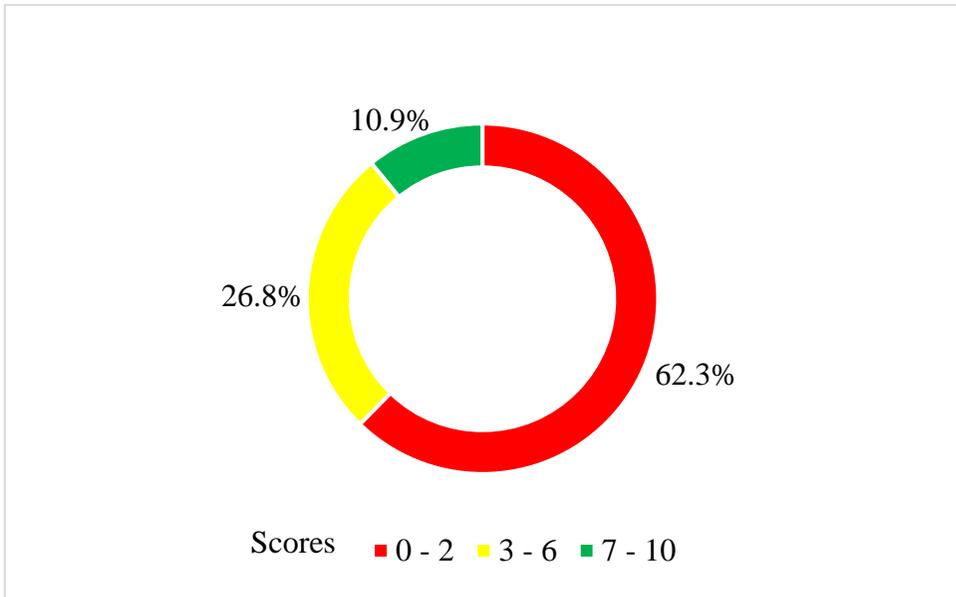


Figure 4: *The Percentage of Candidates' Performance in Question 4*

The analysis of the candidates' responses shows that 583 (62.3%) candidates who scored 0 to 2 marks showed lack of knowledge and skills on describing the importance of drawing, painting, sculpture and designing in human life. This led to the candidates to provide incorrect answers in many parts of the question. Some candidates wrote *colour help to give type of pictures*. Some mixed their descriptions with the principles of design. Generally, those candidates lacked the knowledge and skills in theory of art. Some candidates wrote the importance of drawing, painting, sculpture and designing in the society in general which are; *it helps to get money and brings respect, it helps to give time of picture of the drawing* which is wrong. Extract 4.1 provides a sample of incorrect responses to question 4.

4.	i). Decolour; is the decoration by the picture of the surface example environment and another.
	ii). To keep history; is the picture of drawing in keep of history and decoration of the picture.
	iii). Religious belief belief; is the keep the history of religious belief like pictures of Jesus at church.

Extract 4.1: A sample of incorrect responses to question 4

In extract 4.1, a candidate wrote the importance of drawing, painting, sculpture, and designing as religious belief, keep history decorate which was incorrect.

Furthermore, 251 (26.8%) candidates who scored 3.0 to 6.0 marks had moderate understanding of the question. Some candidates mixed correct and incorrect descriptions. The incorrect descriptions were; - *painting beautify the object, design it gives out a message to a society*. Other candidates produced two or three points because they were not familiar with the topic tested and hence wrote fewer correct responses.

On the other hand, a total of 102 (10.9 %) candidates who scored 7 to 10 marks were knowledgeable on the topic. Some candidates highlighted the importance of each form of art that were asked. Some described two to three forms only. The candidates who responded the question correctly described the importance of each form of art to human life as follows: - *Drawing is a two dimensional approach of executing representative artistic image or object on the two-dimension surface by way of sketching using pencils, pen, chalks as well as charcoal. It is used as visual communication through images. Sculpture is the art of creating three dimensional forms that occupy or interact with real space. Painting is the art of using colour to express ideas, feelings or mood in pictorial forms. Graphic design is the functional visual language of art and design where artful images are arranged*

alongside with text to make information known and to set things in order. Some candidates skipped some of the forms of arts hence, failed to score full marks. Extract 4.2 provide a sample of a correct response to question 4.

4. I. It decorate; the drawing and painting they are used to decorate because when in painting they can help to decorate when use good colour example when drawing and painting with good colour they can decorate.
II. It create beauty; that the form of art they can help to create beauty example when designing good design and paint with good colour they create.
III. source of Income; that when the person can draw and paint with good colour they can buy to some people that are attracted and increase income and some people are drawing the picture example picture of president and buy can increase income.
IV. Create mood; that some people are used drawing to create the mood of people example happy, sad, hungry and other.
V. give message; some people design the letter and used to colour with the same designed letter to give message.

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

In extract 4.2, a candidate wrote the importance of drawing, painting, sculpture, and designing as it decorates the picture, gives message, creates mood and source of income. The answer was correct but does not have correct grammatical order.

2.2.3 Question 5: Drawing

The question required candidates to use illustration in describing two value techniques which can be created on surface of still life drawing. The total marks allocated for this question was 10.

The question was attempted by 936 (100%) candidates of whom, 801 (85.9%) scored 0 to 2 marks, 84 (9.0%) scored 3 to 6 marks and 48 (5.1%) scored 7 to 10 marks. The candidates' general performance on this question was weak since only 132 (14.1%) scored 3 to 10 marks as illustrated in Figure 4.

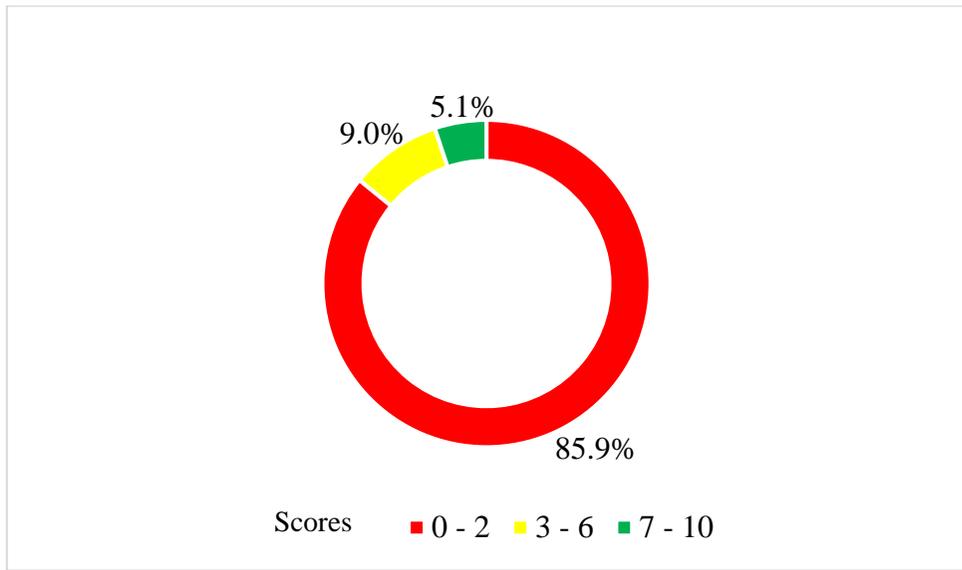


Figure 5: The Percentage of Candidates' Performance in Question 5

The analysis of the candidates' responses shows that 804 (85.9%) candidates who scored 0 to 2 marks had insufficient knowledge to use illustration in describing two value techniques which can be created on surface of still life drawing

Most of the candidates supplied incorrect answers. such as *nature* and *good shading or drawing*. These are not the two value techniques which can be created on a surface of still life drawing. Other candidates misinterpreted the question. For example, one candidate wrote forms of art such as *painting and drawing* instead of the value technique created on a surface of still life drawing. Another, candidate wrote types of shading technique, such as *cross hatches* and *dotted technique*, which is actually not the value technique. Another one wrote the characteristics of drawing with points such as; *in door drawing*, and *outdoor drawing* instead of writing about the value technique. Extract 5.1 provides a sample of incorrect responses to this question.

5.	The value technique which can be created on a surface of still life drawing
i)	Cross shading, is the shading technique Using cross to shade the work of art.
	
ii)	One line shading, is the type of shading technique in the work art where by an artist Using a line to shade the drawn object
	

Extract 5.1: A sample of incorrect responses to question 5

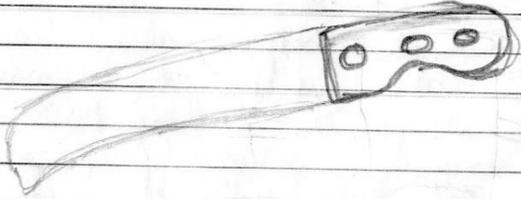
In extract 5.1, the candidate explained the incorrect shading technique such as cross shading of art and one-line shading instead of describing the two value techniques which are contrary to the question.

On the other hand, 84 (9.0%) candidates who scored 3 to 6 marks had moderate knowledge to describe the value technique which can be created on the surface of still life drawing. Most of the candidates described one value such as *shading* instead of two. Also, they did not support their answers with illustrations as the question demanded. However, some candidates had correct explanations but incorrectly illustrated diagrams. Other candidates presented incorrect answers by misinterpreting the techniques used to show tonal values with the type of textures in the drawings such as smooth texture, rough texture and glossy texture. Other candidates provided types of shading such as smudging, crosshatching and

dot shading instead of the value technique which can be created on the surface of still life drawing.

Moreover, 48 (5.1%) candidates who scored from 7 to 10 marks had adequate knowledge of the topic on drawing. Most of these candidates described and illustrated two value techniques which can be created on a surface of still life drawing such distributions were as follow: - *Shading refers to the process of darkening the surface to reduce the ability of the surface or medium to reflect light. Tinting refers to the process of lightening the surface to increase the ability of the surface or medium to reflect light.* Most of those candidates answered 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 correct responses to this question.

5 Value: is the whiteness or darkness of
of a surface and this value
have the following techniques.
Shading: is the technique of value
which added the darker medium
tinting: is the value technique which
added the white medium.
The illustration of these techniques is
the following.



When you see carefully this panga you
may see other part of panga is dark and
other is light.

Extract 5.2: A sample of a correct response to question 5

In extract 5.2, the candidate described with aid of illustrations two value technique which can be created on the surface of still life drawing such as shading and tinting.

2.2.4 Question 6: Greetings card

The question required the candidates to describe two features of graphic design which can be used to create a greetings card. The total marks allocated for this question were 10.

The question was attempted by 936 (100%) candidates. 706 (75.4%) candidates scored 0 to 2 marks, 173 (18.5%) scored 3 to 6 marks and 57 (6.1%) scored 7 to 10 marks. The candidates' general performance on this question was weak since 230 (24.6%) candidates only scored from 3 to 10 marks as illustrated in Figure 6.

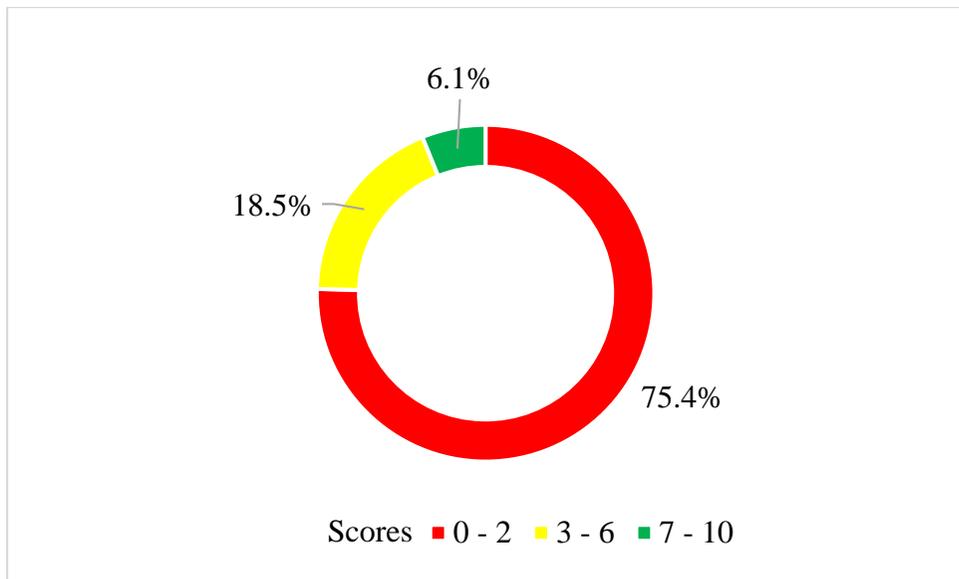


Figure 6: The Percentage of Candidates' Performance in Question 6

706 (75.4%) candidates who scored 0 to 2 marks misunderstood the question. These candidates had lacked knowledge and skills on the topic on *designing*. The candidates wrote the principles of art instead of features of graphic design. Other candidates provided incorrect features of greeting cards such as; *it builds credibility* and *it enhances communication* which had no direct connection to the greetings cards. Furthermore, some wrote medias

used to design greetings card such as *paper* and *colour* instead of writing futures of graphic design. This shows that the candidates had inadequate knowledge on the futures of graphic design which can be used when designing a greetings card. Extract 6.1 is a sample of an incorrect response to question 6.

6i	Balance is an ^{state of} equilibrium between element of art and composition.
	Designing greeting card should be balance in order to get a space for make different decoration.
ii	Unity is an equal proportion of an object. Unity in designing should be equal at both side in order to make the art work to be attracted.

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

In extract 6.1, a candidate described the principles of art and design such as balance and unity instead of describing the two features of graphic design which can be used when designing a greetings card which are Layout, Typography and image (illustrations).

Moreover, the 173 (18.5%) candidates scored 3 to 6 marks had an average performance. Some of those candidates mentioned the two features of graphic design such as calligraphy and illustrations without clear descriptions of their responses. Others wrote one point instead of two as per what the question demanded.

On the contrary 57 (6.1%) candidates who scored 7 to 10 marks had sufficient knowledge of the topic on *designing*. They correctly described two features required to be used when designing the greeting cards such features are; -: *Layout is an aspect of design that deals with arrangement of text or pictures on asset out page to communicate or present a message. Typography and image refer to large number of visual communication and designing possess letters and illustrations meant to function in specified*

ways. The image (illustrations) is an aspect of design that deals with arrangements of text or pictures on a set out page to communicate or present a message. Extract 6.2 provides a sample of a correct response to question 6.

06. Graphic design;- Refers to the process of visual communication and problem solving through the use of typography, photography and illustration. such as emblem, poster, Book covers.

- Features of graphic design which can used in greeting card are:-

(i) Calligraphic letters; This are letters of hand beauty writing. So this can be applied to create a good impression of a card.
Example of calligraphic letters are;
is

Hello dear

(ii) Illustration; A greeting cards also may involve some illustration which relate with the card to make it appear good and beautiful.
Example,



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

In extract 6.2, a candidate described the two features of graphic design which can be used when designing the greetings cards which are; - calligraphic letters and illustration.

2.2.5 Question 7: Still Life Drawing

The question required the candidates to describe five steps of still life drawing. The total marks allocated for this question were 10.

The question was attempted by 936 (100%) candidates who sat for the examination. 739 (79.0%) candidates scored 0 to 2 marks; 111 (11.8%) scored 3 to 6 marks and 86 (9.2%) scored 7 to 10 marks. The candidates' general performance on this question was weak because only 197 (21.0%) scored 3 to 10 marks. Figure 7 illustrates the candidates' performance on this question.

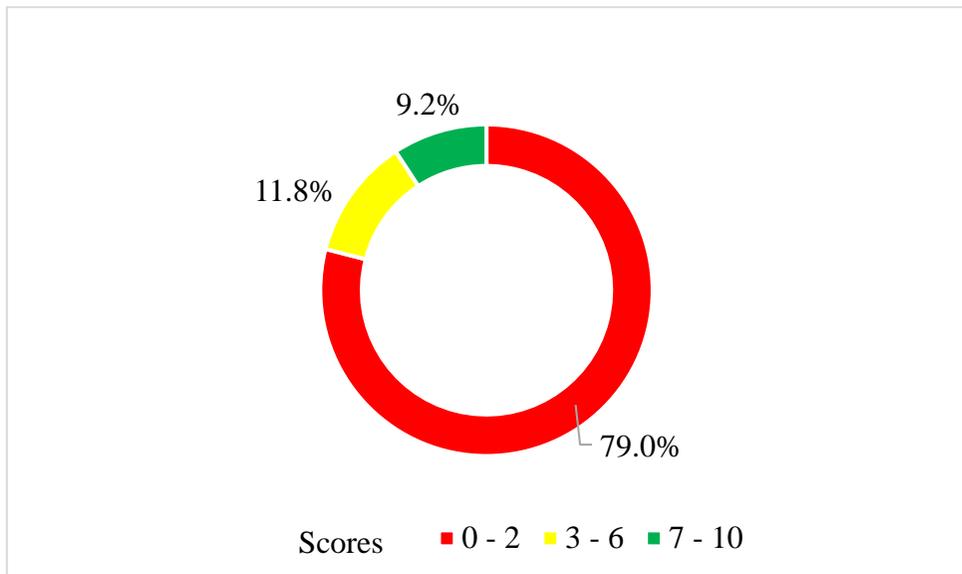


Figure 7: *The Percentage of Candidates' Performance in Question 7*

The analysis of the candidates' responses shows that, 739 (79.0%) candidates who scored from 0 to 2 marks had insufficient knowledge about steps of still life drawing. Those candidates were unable to describe five steps of still life drawing. Some candidates wrote elements of arts such as; *colour, shape, texture* and others wrote; *perspective* which is the principle of art instead of writing about the steps of still life drawing. Some of them, described genres of fine arts while, others described groups of colours evidencing that they had inadequate knowledge about still life drawing. Extract 7.1 shows a sample of an incorrect response to this question.

The following are the steps of still life drawing such as:-

By knowing the nature of area; through this can help any artist to draw a still life through knowing the nature of the area before drawing.

By knowing the space; due to still life drawing artist must be able to know the space and easy to balance which can simplify communication; so that can be the another steps of still life drawing.

By knowing the boundary; through still life drawing any artist must be able to know the boundary where he/she is work is ended in the place or area where art work can take place. so that can be the another step of still life drawing.

By knowing the up tone of an object; through still life drawing artist is able to know the tone of an object before drawing. so that can be the steps of still life drawing.

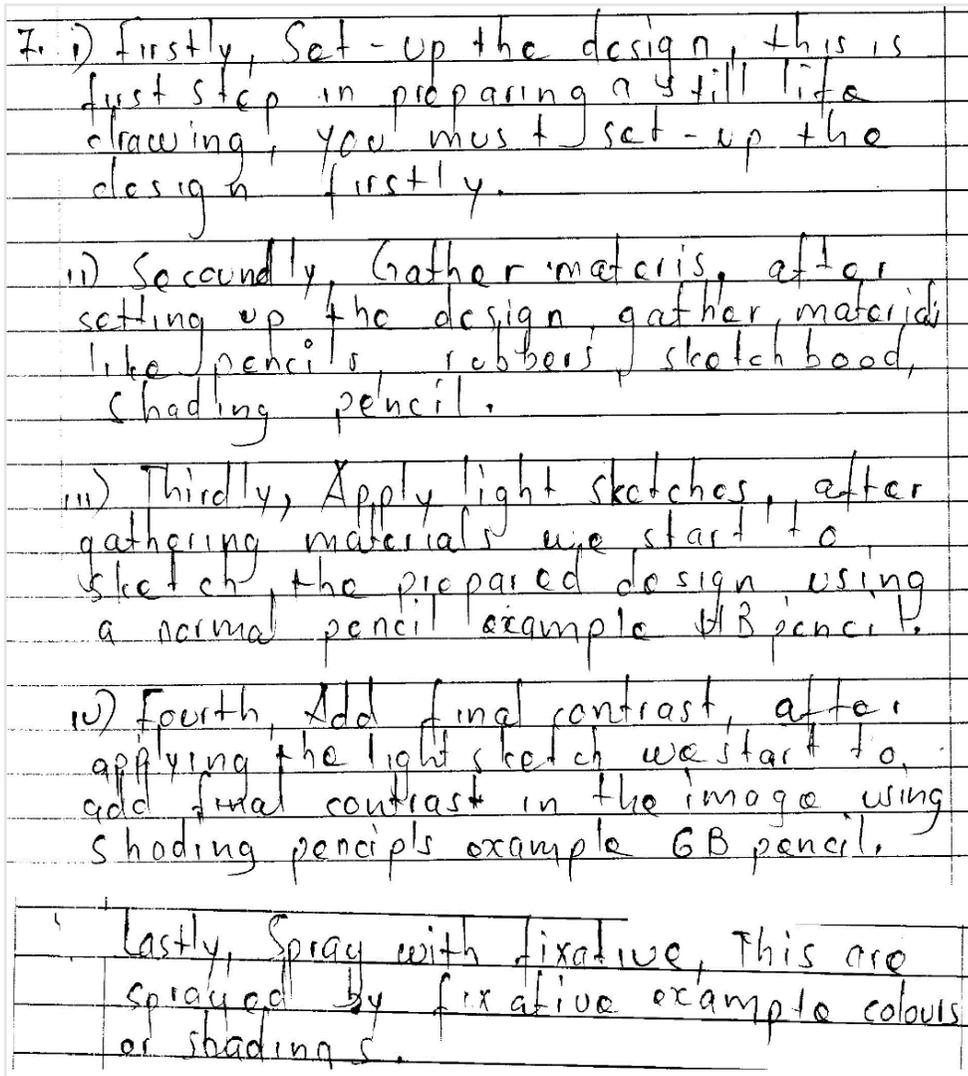
By knowing the perspective; due to still life drawing artist is able to know the still life is in linear perspective or atmospheric perspective so that can be the another steps of still life drawing.

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

In extract 7.1 a candidate wrote incorrect response, instead of the steps of still life drawing which are Set up still life, gather materials, lightly sketch the scene in a pencil, Add final contrast and details, Spray with fixatives.

Furthermore, the 111 (11.8%) candidates who scored 3 to 6 marks had moderate knowledge on the steps of still life drawing. Those candidates explained fewer steps of still life drawing such as *set up still life*. Some candidates wrote *gather materials*. Other, candidates failed to differentiate steps of still life drawing and the principle of still life drawing.

86 (9.2%) candidates who scored 7 to 10 marks had adequate knowledge of still life drawing. They arranged the five steps of still life in a good order. The five steps were; *Set up still life, gather materials, lightly sketch the scene in a pencil, Add final contrast and details, Spray with fixatives*. Extract 7.2 provides a sample of correct responses to question 7



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

In extract 7.2, a candidate described the steps of still life drawing such as; - set up design, gather materials, apply light sketches, add final contrast and spray with fixative.

2.3 SECTION C: Essay Questions

2.3.1 Question 8: Painting

The question required the candidates to justify the statement that “artists use colours to mold their own world” by demonstrating five functions of colours when painting by using imagination. The total marks allocated for this question were 15.

The question was attempted by 779 (83.2%) candidates of whom, 458 (58.8%) candidates scored 0 to 4 marks, 181 (23.2%) scored 5 to 9 marks and 140 (18.0%) scored 10 to 15 marks. The candidates’ general performance on this question was average since 321 (41.2%) candidates scored 5 to 15 marks. The performance for this question is further illustrated in Figure 8.

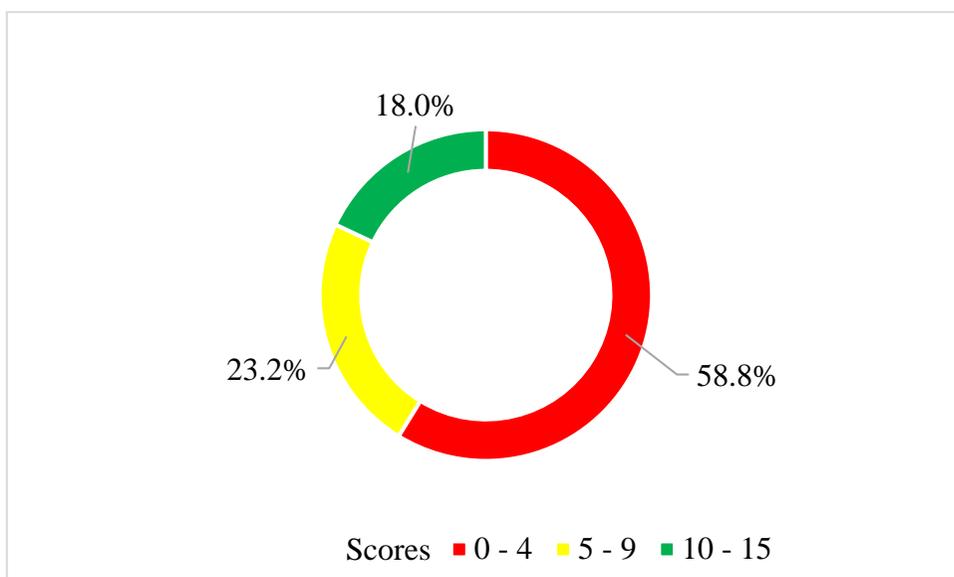


Figure 8: The Percentage of Candidates’ Performance in Question 8

The analysis of the candidates’ responses shows that 458 (58.8%) candidates who scored 0 to 4 marks had insufficient knowledge of the functions of colours when painting using imagination composition. Those candidates wrote incorrect points. Example of incorrect responses were; *colour it helps posters; it gives type of picture and help to give time picture*. Others wrote the shading technique such as *to reduce the parallel/hatching* which is not related with function of colour. The incorrect responses given showed that

the candidates failed to understand the topic. Extract 8.1 shows a sample of incorrect response to this question.

8	<p>Artists use colours to make their own world. The following are the functions of colours when painting using Imagination:</p> <p>It is used as Ornament. These are the one among of the function of colours when painting using Imagination is ornament in home and Office. So this are the among of the functions of colours when painting using Imagination.</p> <p>It used in drawing. Also these are the one among of the function of colour when painting using Imagination it is used in drawing. So this are the one among of the function of colour painting using Imagination.</p> <p>It used to sketching. Also these are the one among of the function of colour when painting using Imagination it is used in drawing. So this is one among of the function of colour painting using Imagination.</p> <p>It is used in balance. Also this are the one among of the function of colour when painting using Imagination it is used in drawing. So this is one among of the function of colour painting using Imagination.</p> <p>In Generally These are the one among of the Function of colours when painting using Imagination.</p>
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Extract 8.1: A sample of an incorrect response to question 8

In extract 8.1, the candidate wrote incorrect responses by explaining the principle and step in still life drawing instead of functions of colours when painting using imagination.

181 (23.2%) candidates who scored 5 to 9 marks had moderate knowledge on the functions of colours when painting using imagination. Most of the

candidates in this category mixed correct and incorrect answers. Examples of incorrect answers were; *colour entertainment* and *show the values*. Others explained fewer points contrary to what the question demanded. Another candidate explained the groups of colours such as *tempera colours*, *secondary colours*, *acrylic colour* and *opaque colours*, instead of explaining the functions of colour when painting using imagination.

Contrarily, the 140 (18.0%) candidates who scored 10 to 15 marks had sufficient knowledge of the functions of colours when painting using imagination as the question demanded. They exhausted all points by giving full explanations, relevant introduction about colour and ended by providing relevant conclusions. They explained that: *Colour describes forms. It is used to draw lines which are used by brushes to create shapes and then shapes are changed to be forms. Colors create illusion., It is used to shape and mould forms so that they look like real objects. Colours suggests movement in imaginative composition as it catches attention and direct our eyes to the more important aspects of the composition. Colours express ideas and feelings. Through use of colours the hidden feelings are portrayed. Colours arouses emotions. The mood created in pictures by use of colours ranges from joyful to gloomy. Colours are used for decorations.* Extract 8.2 is a sample of a correct response to question 8.

8.

Colour; This is the sensation which can catch the eye. There are two types of colour which are primary colour include yellow, red and blue while there is secondary colour include green, orange and purple.

The following are the demonstrating functions of colour when painting using imagination.

Used to create mood; For example sad and happy; Artist they can show mood by using colour and a picture and being in the form of the mood provided. Hence colour in painting is important element.

Used for decoration; Artist they can decorate a Art work by using a colour. For example the Artist provide a work and using a colour which can catch the eyes of customer so they can convince a customer and buying the Art work. Hence the colour in painting is the beneficial things.

To express Idea; Artist they can express the idea by using colour the message they being applied. So the colour they can used to transmitting idea of a Artist so is important in painting.

Used to expressing feeling; There some colour they can express the feeling in the daily life of human being. For example a colour of Red they expressing love while Black expressing the superstition and witchcraft. Hence colour in painting help people to know the feeling.

Used to create perspective; For example the types of perspective which so called Aerial perspective this are type of perspective which show by colour so the uses of colour is important in painting.
Therefore; Despite of the demonstrating functions of colours when painting using imagination there were technique of applying colour which a Glazing, Impasto, scumbling and transparent water-

Extract 8.2: A sample of a correct response to question 8

In extract 8.2, a candidate described the functions of colours when painting using imagination such as; - used to create perspective, for decoration, express idea, feelings and mood.

2.3.2 Question 9: Materials and Equipment for Drawing

The question required the candidate to explain how they can apply drawing materials such as pencils, eraser, charcoal, chalk and drawing equipment such as drawing board and sketch books. The total marks allocated for this question were 15.

The question was attempted by 627 (67%) candidates. 346 (55.2%) candidates scored 0 to 4 marks, 183 (29.2 %) scored 5 to 9 marks and 98 (15.6%) scored 10 to 15 marks. The general performance of the candidates on this question was average since only 281 (44.8%) candidates scored 5 to 15 marks. The performance on this question is further illustrated in Figure 9.

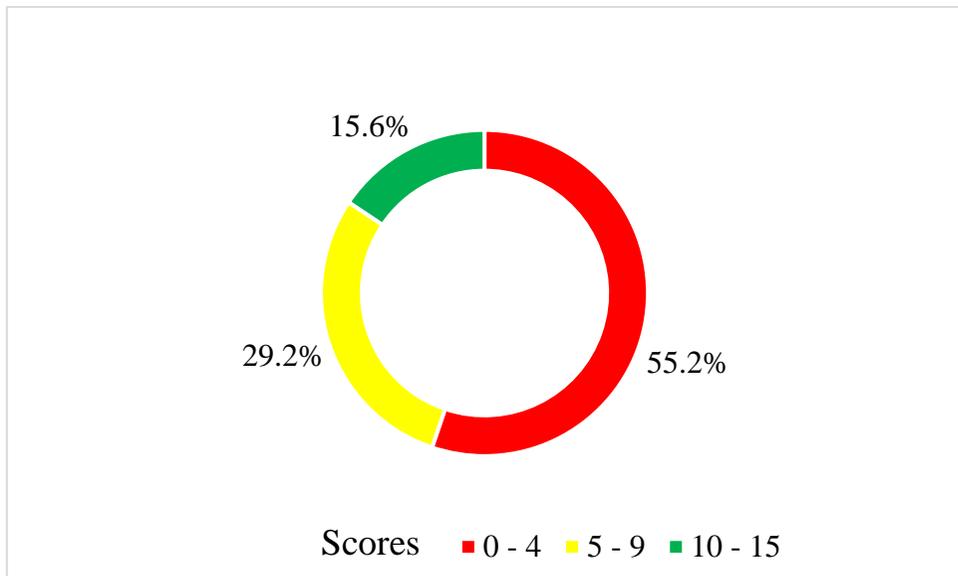


Figure .9: *The Percentage of Candidates' Performance in Question 9*

The analysis shows that, the 346 (55.2%) candidates who scored from 0 to 4 marks had insufficient knowledge in materials and equipment used for drawing. The candidates failed to explain the uses of materials and equipment for drawing. Some of them lacked knowledge of the topic on materials and equipment for drawing because they failed to understand the question. Most of them failed to explain the materials and equipment for drawing due to the language problems. For example, one candidate wrote incorrect response such as; *self-confidence, problem solving* and *planning skills* which was wrong answer. Others, they mentioned the materials and equipment for drawing as they wrote; *stool, knife, and table* instead of explaining how materials and equipment applied in drawing are applied. Extract 9.1 provides a sample of an incorrect response to this question.

7.	
	We apply these material and equipment in drawing.
	Sketch book: That are material which is equipment in drawing because if you don't drawing without sketch book.
	A drawing board: That are material which are good for drawing which you make & your picture to be are good picture.
	A piece of paper: That apply are material which are good for drawing because it simple the person to right your picture in piece of paper.

Extract 9.1: A sample of an incorrect response to question 9

In extract 9.1, the candidate failed to explain how to apply the materials and equipment in drawing. He/she wrote incorrect explanations on the materials and equipment in drawing.

Moreover, the 183 (29.2 %) candidates who scored 5 to 9 marks had moderate knowledge on materials and equipment applied in drawing. Most of the candidates in this category mixed correct with incorrect answers. Some explained points contrary to the questions' demand. Other candidates explained few materials such as pencils, paper and drawing board.

On the other hand, 98 (15.6 %) candidates who scored 10 to 15 marks had sufficient knowledge on materials and equipment used in drawing. Such candidates explained the equipment and materials used in drawing as follows: - *Drawing pencils, graphite pencils can be used to accomplish nearly all types of drawing techniques and make details of a picture found in a drawing. Drawing board is an equipment used to support or to lay the paper when drawing. Give comfort when drawing. Erasers are materials used to rub pictures when there are mistakes on pictures or wrongly sketched details in a drawing. Drawing chalks are sticks that are composed of pigment and binder which makes it fast on paper. Charcoal is the materials made from burnt wood and comes in grades from hard to soft. It*

is used to produce crumbly lines. Extract 9.2 shows the correct response to the question.

09	<h3><u>FUNCTIONS OF MATERIALS AND EQUIPMENT USED IN DRAWING</u></h3> <p>Drawing is one of form of art which doesn't used colours but mostly uses perspective theory in designing pictures. Drawing have some equipment used to construct drawings which these equipment and materials are used by arts in drawing. The following are the functions of material and equipment which are used in drawing which are as follows:</p> <p>Drawing pencils:- Drawing are one of the material used drawing. One function of drawing pencil in drawing is that drawing pencil are used in sketching objects or to put shape of an object.</p> <p>Sketch book:- In drawing one of the materials used is sketch book. Sketch book's use in drawing for putting all sketch which are</p> <p>An eraser :- One of the material or equipment used in drawing is an eraser. An eraser is an instrument or material in drawing which is used to correct mistakes which occur on drawing or drawn picture made by an artist.</p> <p>A piece of paper :- Also a piece of paper is the one of the instruments or materials used in drawing. A piece of paper in drawing is used for drawing of pictures which is done by an artist.</p> <p>Charcoal :- Another instrument which is used in drawing is charcoal. Charcoal is an instrument use in drawing used for putting darkness or shadow of an object which is drawn by an artist.</p>
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	Drawing charcoal :- By all instruments
	and material used by many artist another
	instruments or materials used in drawing is
	drawing charcoal. Drawing charcoal is an inst-
	rument or material that are found in drawing
	which its function is like drawing pencil is that
	drawing charcoal is used in sketching and
	put shape to an object.
	Generally these is function of tool or
	material or instruments used in drawing
	or are uses of materials or instruments.
	used in drawing which is used by an
	artist for construction of good pictures
	which can attract many peoples on all
	areas or in the world wide in general

Extract 9.2: A sample of a correct response to question 9

In extract 9.2, a candidate had sufficient knowledge on materials and equipment used in drawing. He/she explained the equipment and materials used in drawing.

2.3.3 Question 10: Fine Art Entrepreneurship

The question required the candidates to identify five uses of posters in advertising the kanga designs. The total marks allocated for this question were 15.

446 (49.8%) candidates responded to this question. 272 (58.4%) candidates scored 0 to 4 marks, 112 (24.0%) scored 5 to 10 marks and 82 (17.6%) scored 10 to 15 marks. The candidates' general performance on this question was average since 194 (41.6%) scored 5 to 15 marks as illustrated in Figure 10.

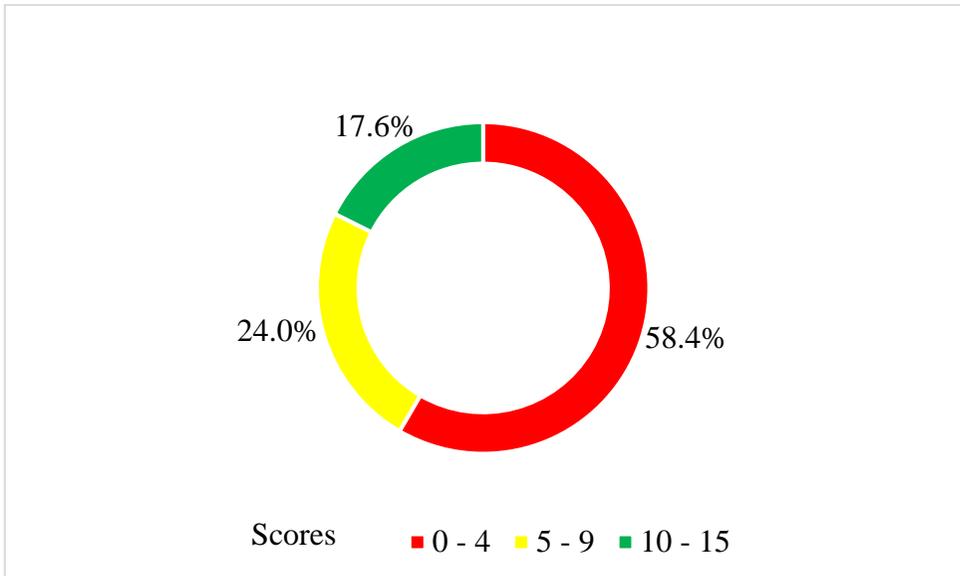


Figure 10: The Percentage of Candidates' Performance in Question 10

The 272 (58.4%) candidates who scored 0 to 4 marks had misconceived the question. They wrote incorrect response such as; *used in academic*, *used to create mood* and *used to provide emphasis* instead of the uses of poster in advertising the kanga design. Some candidates just picked some vocabularies related to Fine Arts, example *painting*, *colour* and *washing* which were wrong. Some candidates explained the importance of posters like; *it express culture*, *it warns* and *give information*. Some candidates wrote; *it shows details*, *it shows balanced* and *it show memorable* instead of describing the uses of posters in advertising kanga design. Extract 10.1 is a sample of incorrect answer to question 10

10.	<p>Poster, is the printed sheet of paper which created on the public area. The following are the uses of poster such as.</p> <p>Educate people it means that people get knowledge about that something created on the public area. It can be example create poster about the importance of preserve the environment so people get education about importance of environment - in our area which we live.</p> <p>Remind about the various matter. For example person create the poster about the lack of water in some area, so that people being reminded the lack of water for few day in some area so their being prepare in that situation</p> <p>convey message, also poster give people message about the various issue example to the message eat balance diet to develop the body immunity so that people get that message and start to eat balance diet.</p> <p>Also poster it attract the viewer. It means when person make poster by using illustration so that the illustration can cause view to read that poster which created on the public and to get information about what going on. so that poster also are very importance of our in the different area.</p> <p>Poster also can entertain people, for example when you create poster on the public by draw using drawing example you draw cartoon on your poster. It can entertain the viewer and source of income.</p> <p>Generally, the mentioned above are the uses of poster also there is character; since of good poster such as should attract the viewer, should be large enough- and so on.</p>
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Extract 10.1: A sample of an incorrect response to question 10

In extract 10.1, the candidate wrote the importance of poster design general which are educate, entertain, attract viewers and remind people instead of uses of posters in adverting kanga design which were to *promote the products, helping to improve sales and save consumers times*

Furthermore, 112 (24.0%) candidates who scored 5 to 10 marks had moderate knowledge and described a few uses of posters in advertising kanga design. Other candidates wrote two uses of posters in advertising kanga design such as; *helps to publicize* and *help to save the consumer time*. Those candidates failed to differentiate uses of advertising posters and other posters. Others mixed correct and incorrect answers. However, they failed to score higher marks due to poor arrangement of the essay and language problems.

On the other hand, 82 (17.6%) candidates who scored 10 to 15 marks had sufficient knowledge of uses of posters in advertising kanga designs. They defined advertisement as *the way in which information is provided to the potential customers, raising awareness on a product, generating sales and creating the brand royalty or service to the user or last consumer*. They explained the uses of posters and linked to the publication of kanga design as follows: *Helps to publicize and a promote the products to the public thereby helping to improve sales, helps to save consumers times by pointing them specific products, helps consumers to be more specific during shopping, consumers can make their choice before going to shopping, they become aware of new businesses and products and brands, help to reduce distribution costs, because advertising reaches a mass audience, the cost of personal selling and distribution is greatly reduced and advertising generate jobs for people in companies due to expanding products and sales, because of the highly competitive marketing environment*. The strengths and weaknesses in their clarifications rendered them to differ in their scores. Extract 10.2 is a sample of a correct response to question 10.

10. Poster is a large sheet with image, text and ideas with aim of conveying information for the target of audience. Example of poster design is Khanga design. The following are uses of poster in Khanga designing:

Used in advertising goods and services; Poster used to advertise products such as goods and services through advertising poster example, advertising product which is Khanga in order to get money for improvement of life.

Used in preserve and promote product; Poster enables to rise the quality of the product advertised and this enables human being to earn customer what they need and where can get or area where customer they are and this improve the or promote trade development.

Used in conveying information; poster can be used to make the audience to get information example designing of Khanga in which some part of design are written message or text which aim at conveying information to the society also used to warning people who have bad behaviour and should practise good behaviour.

Used in advertising events like seminar and conference; through poster people advertised their events example Khanga design which advertised the event which said "TEN YEAR OF CELEBRATING TEACHERS ASSOCIATION IN TANZANIA" this enables to advertise the important event in the society.

Used in providing education, campaign and motivation to the people in the society.

Through poster people get education on something and some people get motivation or affirmation example the motivation poster which said "WANAWA KE TUNAWEZA". this enables many women to get become or to see they have power like other people in the society.

Conclusively; Despite of having uses of poster also there are key feature which make the poster to see or to advertising something which are title is the head of the poster, text is the message or information, Graphics is the word and shape and white space is the empty space in art work.

Extract 10.2: A sample of a correct response to question 10

In Extract 10.2, a candidate described the uses of posters in advertising kanga designing such as promotion of kanga, publicize and campaign.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION IN PAPER 2

3.1 Section A: Drawing and Imaginative Compositions in Colour/Pencils.

This section consisted of two questions that required candidates to show their technical ability in drawing. The section carried a total of 50 marks.

3.1.1 Question: - Human Figure

The question required candidates to draw a picture of a boy carrying firewood on his left side shoulder and holding a *panga* on the right hand side. The question carried a total of 50 marks.

The question was attempted by 876 (94.1%) candidates of whom 246 (28%) candidates scored 33 to 50 marks, 593 (67.7%) scored 15 to 32 marks and 37 (4.2%) scored 0 to 14 marks. The candidates' general performance on this question was good since 839 (95.8%) candidates scored 15 to 50 marks. The performance for this question is further illustrated in Figure 11.

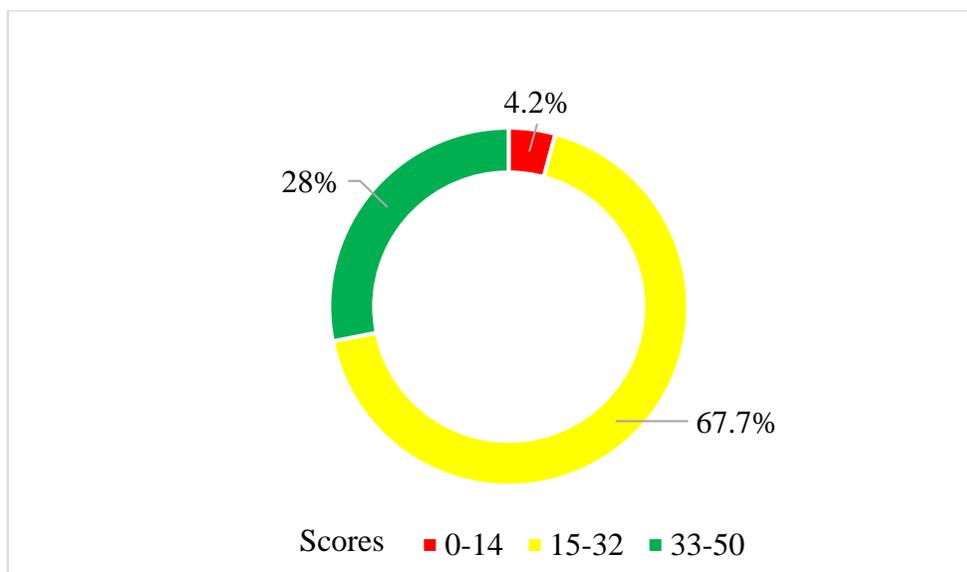


Figure 11: The Percentage of Candidates' Performance in Question 1

246 (28%) candidates who scored from 33 to 50 marks were knowledgeable of the question demand. They drew good pictures with the right posture and portrayed the right proportion of human figure as Centre of interest. Furthermore, the candidates had a suggestive perspective, balance and good utilization of the space with the application of light and shade to bring about attraction to the picture. In addition, they were able to organize the visual elements of arts such as texture to differentiate smooth and rough surface to acquire the exact appearance of intended picture. However, some candidates in this category failed to score full marks due to failure to apply well foreground and back ground. Extract 11.1 shows a sample of a correct response from a candidate.



Extract 11.1: A sample of a correct response to question 1

Extract 11.1 shows a sample of a good response from a candidate who portrayed a boy carrying firewood on his left side shoulder and holding a *panga* on the right hand side. He/she portrayed picture of a boy with clear shape, proportion on forms of the body by applying light and shade which bring about balance and clear center of interest.

Furthermore, the analysis show that, 593 (67. 7%) candidates who scored from 15 to 32 marks performed averagely in this question. They possessed moderate knowledge about drawing from imagination because they failed to exhaust all the principals of drawing. Most of the candidates treated well elements and principle of composition such as texture, balance, space, emphasis and direction which led to their composition to be more interesting to the viewer. Also, those candidates considered light and shade, and neatness to create composition. They only failed to show and define well perspective and foreground and background. Other candidates drew human body with poor perspectives and poor proportions hence reduced the quality of their pictures although the subject matter was portrayed.

On the other hand, 37 (4.2%) candidates who scored from 0 to 14 marks performed poorly. They failed to organize elements and principles of drawing which are key in human figure drawing. They portrayed poor proportions of human figures. For example, they drew big heads compared to chest and hands. Some pictures were drawn too flat (two dimensional figures) which lacked a real shape of human being. They failed to utilize the provided space well. Some candidates drew too small human figure. Some painted their works by using colored pencil and crayons, signifying that they lacked skills in human figure drawing. Some candidates drew firewood only and others drew the firewood and *panga* only without a boy (human figure). This indicated that, they were not able to understand the requirement of the question. Extract 11.2 shows a sample of an incorrect response from a candidate.



Extract 11.2: A sample of an incorrect response to question 1

Extract 11.2: shows a sample of an incorrect response from a candidate who failed to portray a shape of a boy carrying firewood on his left side shoulder and holding a *panga* on the right hand side. He/she portrayed a picture with poor proportion where the size of head, legs arms and firewood part lacked forms. The body appears as sketch with poor balance.

3.1.2 Question 2: Imagination composition

This question required candidates to create the title, “BACK TO SCHOOL” in pictorial composition by showing a candidate with rolled mattress, bucket and a boy waiting for a bus to go to a boarding school. The question carried a total of 50 marks.

A total of 55 (5.9%) candidates answered this question. The analysis of candidates’ performance showed that, 10.9 percent of them scored from 33 to 36 marks, 54.5 per cent scored from 15 to 32 marks and 34.5 per cent scored from 0 to 14 marks. None of them scored 50 marks. The candidates’ performance in this question was good since 65.5 per cent scored from 15 to 36 marks as illustrated in Figure 12.

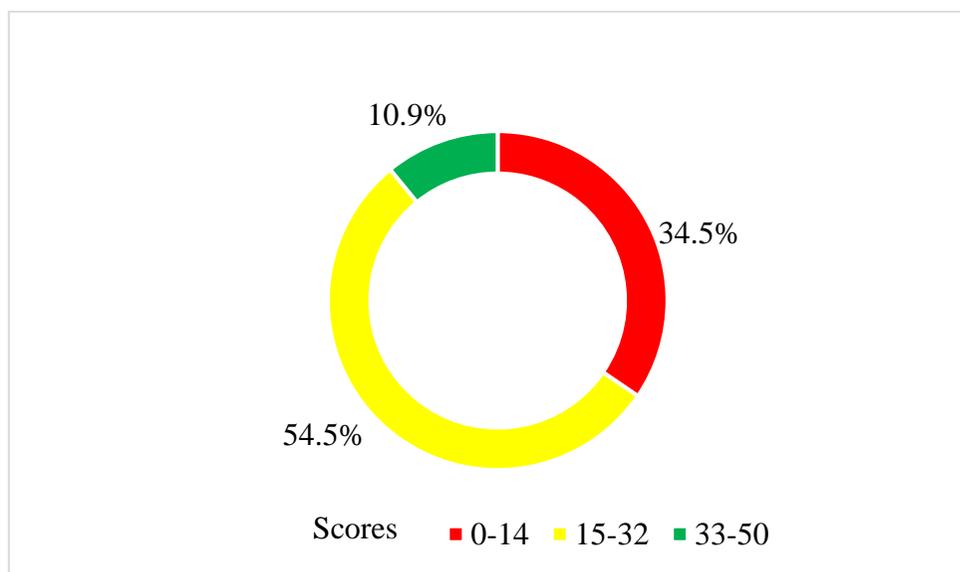
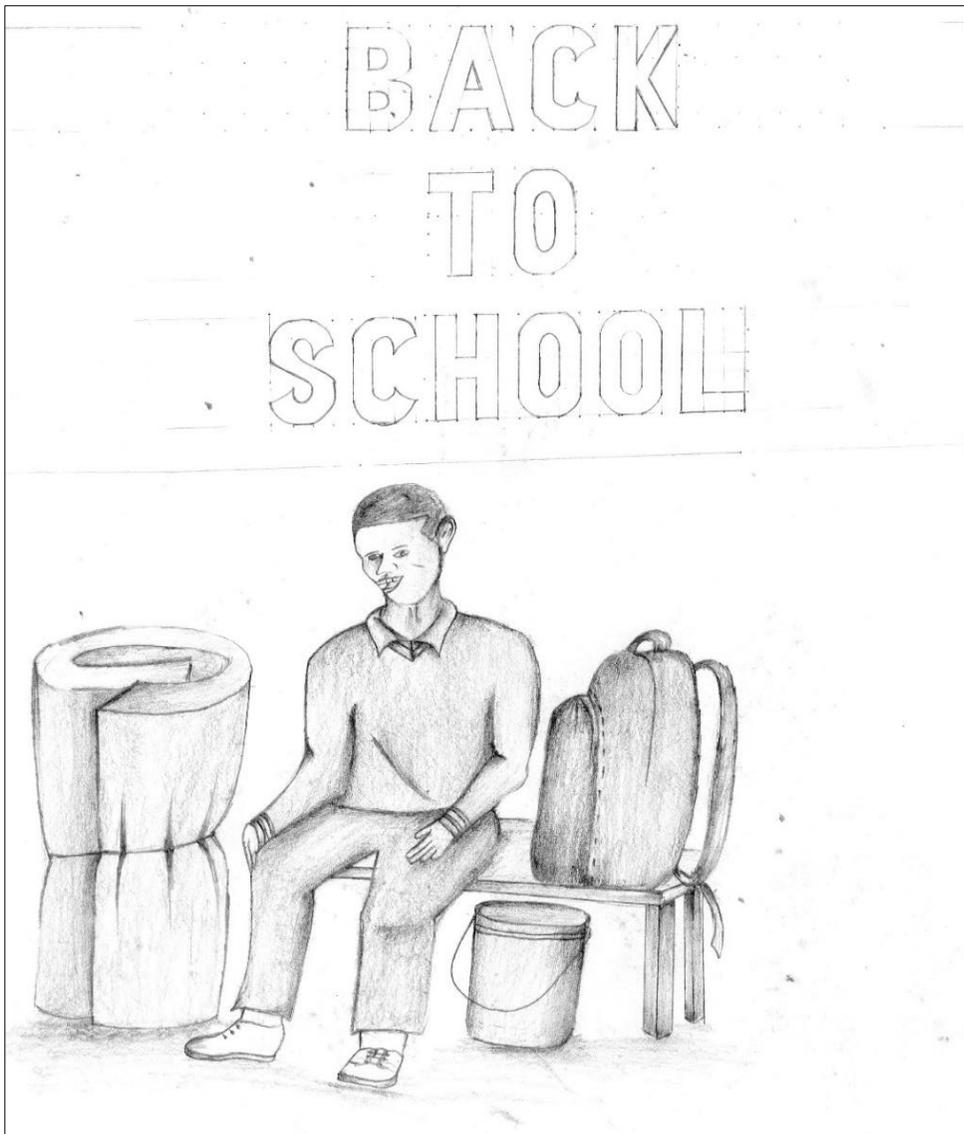


Figure 12: *The Percentage of Candidates’ Performance on Question 2*

Data analysis showed that, 6 (10.9%) candidates who scored from 33 to 50 marks created the perfect poster design by creating a good composition in pictorial form. Some presented their imaginative composition in pencil and some in colour since the question was open for candidates to use either pencil or colour. They produced good compositions and were able to portray elements of imaginative composition. Moreover, the candidates presented natural and physical features such as roads, houses, vegetation cover, mountains, some vehicles and buildings which made their composition live to meet the demand of question. Some candidates incorporated the text

“BACK TO SCHOOL” in their compositions which made the composition more active. However, they were not able to meet the higher scores because they had no creative idea in capturing human figure. They drew a man and not a school boy. Some candidates had no skills to depict the actions and movement hence drew stationary figures. Their good performance suggests that they had adequate knowledge and skills about imaginative composition in colour. Extract 12.1 shows a sample of a good response from a candidate.

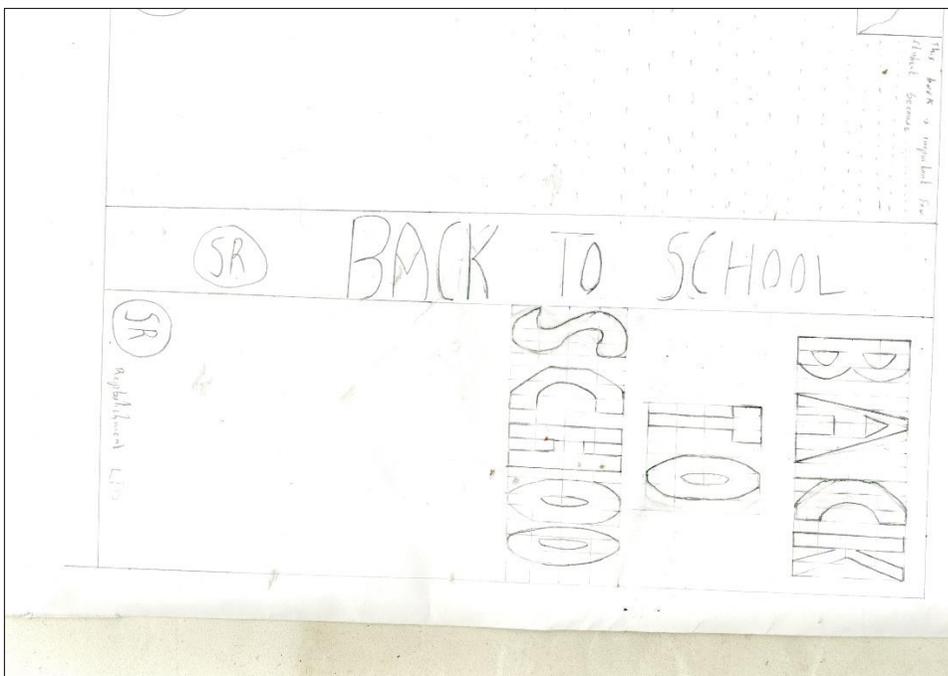


Extract 12.1: A sample of a good response to question1

Extract 12.1: is a sample of good response from the candidate who drew a good picture of the candidate waiting for bus with well rolled mattress, bucket and a bag to go to a boarding school. He/she was able to treat well tone and texture in those objects. Such candidate defined well space in the foreground, middle ground and back ground. The candidate depicted the focal point (emphasis) hence delivered the intended theme as per question demand. However, the picture did not include proportion on the parts of the body and text “back to school” were not required to be seen on the composition.

Further analysis shows that, 136 (56.9%) candidates’ scores were on average. Such candidates made moderate compositions of the scene and were able to treat well elements of composition such as *texture, balance, space, emphasis and direction*. They only failed to show and define well perspective and foreground and background. Some had poor colour selection and application. Other candidates drew human body with poor perspectives and poor proportions hence reduced the quality of their pictures although the subject matter was portrayed. The analysis showed that, they lacked skills in painting and had poor organization skills which were contributing factors to poor performance.

Contrarily, 4 (1.7%) candidates had weak performance. Candidates in this category depicted poor composition and had inadequate knowledge in elements of pictorial composition which include *emphasis, tone, texture, proportion space, shape, direction, colour and balance*. They failed to practically organize well their ideas and ended up giving few details. Other candidates failed to portray the real appearance of a candidate making it look too old. Others failed to define the perspective and proportionality of some features. Other candidates in this category misinterpreted the question by designing a poster with a message “BACK TO SCHOOL” instead of composing a picture. Most of the artworks in this category were incomplete. These scenarios indicated that, candidates in this category lacked knowledge on imaginative composition and painting. Moreover, this evidences that there was lack of much practices. Extract 12.2 shows a sample of candidates who performed poorly.



Extract 12.2: A sample of candidate's incorrect response to question 2

Extract 12.2 shows a sample of candidates with incorrect responses. He/she lacked knowledge on imaginative composition and painting, where he/she designed a book cover which was irrelevant to demand of the question.

3.2 Section B: Designing

In this section candidates were required to design and paint using water color.

3.2.1 Question 3: Greetings card

The question required candidates to design a wedding card with the message "WISHING YOU SUCCESFULL WEDDING". This question tested the candidate's ability in designing greeting cards. The question carried a total of 50 marks.

A total of 239 (25.7%) candidates opted for this question. The analysis of performance in this question shows that, 41.4% scored from 33 to 44 marks, 56.9% scored from 15 to 32 marks and 1.7% scored from 0 to 14 marks. None of them score 50 marks. The candidates' performance in this question was good since 98.3 per cent scored from 15 to 44 marks as illustrated in Figure 13.

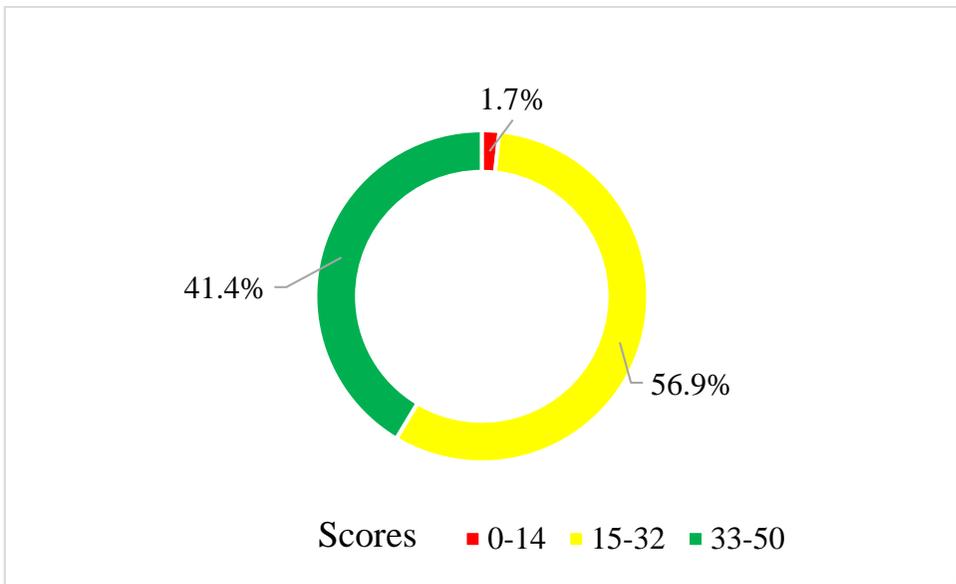


Figure 13: - *The Percentage of Candidates' Performance in Question 3*

The 99 (41.4%) candidates who scored from 33 to 50 marks. demonstrated ability in painting attractive and eye-catching layout design with illustrations and good color selection. They maintained neatness in their design hence the work gained its originality. This good performance indicates that, such candidates had adequate knowledge on graphic design and much practices on greeting cards. However, most of the cards lacked good handwriting in calligraphy or italics hence they were not able to score higher marks. Extract 13.1 is a sample of correct responses to this question.



Extract 13.1: A sample of correct response to question 3

Extract 12.1: A sample of good response because it is good designed greeting card from the candidate. He/she demonstrated ability in painting attractive and eye-catching layout design with illustrations and good color selection.

The analysis of the candidates' performance further showed that, 136 (56.9%) candidates who scored from 15 to 32 marks had average performance. They demonstrated technical skills in card design. They depicted good colour selection and application, neatness and good space

utilization. They applied illustrations and pictures to fit the message “WISHING YOU SUCCESSFUL WEDDING”. However, their art works did not manage to score higher marks because most of the candidates had no idea of the proper media to be used. They used pencils, oil colours, coloured pencils and crayons instead of applying water colours. Some candidates in this category depicted improper arrangement of card features and details (improper layout design). They depicted the card as whole page without partitioning into two (front page and back page).

On other hand, 4 (1.7%) candidates who scored from 0 to 14 marks had inadequate knowledge about designing artwork. Some of the candidates in this category were not able to design good cards. They only applied lettering without associating it with any other features of a greetings card like illustrations. In addition, other candidates used pencils instead of painting using water colours. Others depicted the kanga patterns instead of a wedding card and attached the word prints to the part normally used to put message in kanga. Some candidates in this category designed cards with illegible texts while others designed posters instead of wedding card. Extract 13.2 is a sample of incorrect response in this question.



Extract 13.2: A sample of candidate's incorrect response to question 3

In extract 13.2 the candidate failed to show their ability, creativity and imagination for designing the layout. He/ she wrote irrelevant messages *mungu yupo* which was not recommended. He/she designed an imaginary card.

3.2.2 Question 4: - Poster design

In this question, the candidates were required to design a poster with the message, “MISITU NI MALI ADIMU” by using three colours. The question’s total scores were 50%. The question aimed at assessing the ability in designing.

This question was attempted by 692 (74.3%) candidates who sat for this examination. 242 (35.0%) scored from 33 to 50 marks, 447 (61.0%) scored from 15 to 32 marks and 3 (04.0%) scored from 0 to 14 marks. Generally, the performance of the candidates in this question was good since 689 (96%) candidates scored from 15 to 49 marks, though none of them scored 50 marks. Figure 14 summarises the performance in question 4.

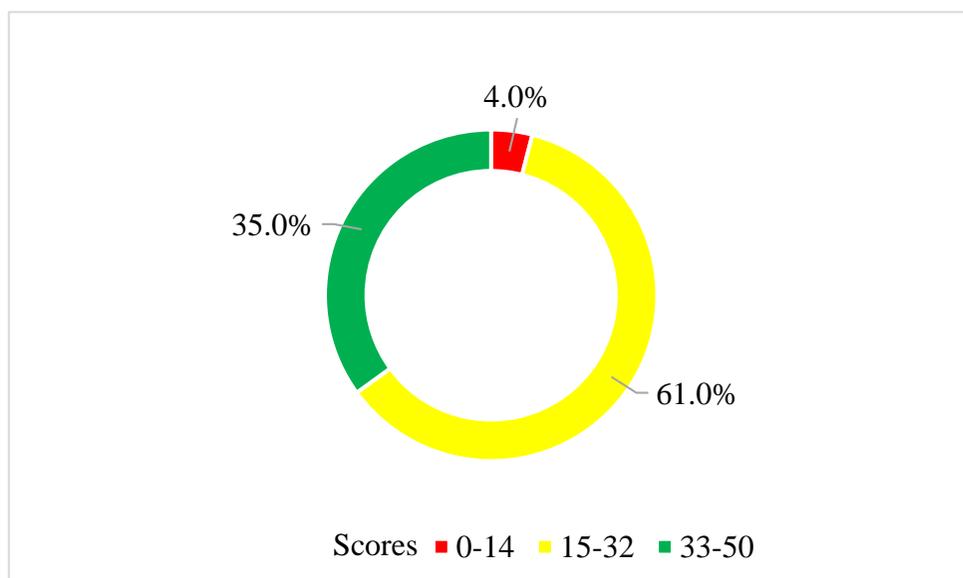


Figure 14: *Percentage of Candidates' Performance in Question 4*

Data analysis show that, 242 (35.0%) candidates who scored from 33 to 50 marks created the perfect poster design. Those candidates created a poster with good forms of letter appearance. Balance and proportion in their letters were constructed well and they included images of forest in proper natural colour. Additionally, those candidates demonstrated abilities to control the visibility of the design due good texture colouring. The letters shapes and neatness were perfect; the colour application on the letters 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. The inclusion of this element demonstrates that the corresponding candidates had adequate design and lettering awareness, abilities and experience in the topic. Hence, good posters designed were observed. Extract 14.1 is a sample of a good poster design in question 4.



Extract 14.1: A sample of correct response to question 4

Extract 4.1 shows a sample of correct answer from a candidate who created the perfect education poster design. He/she adhered to rules of art and design since he/she portrayed good utilization of spaces between letters and lines. The candidate used imaginary pictures of forest/trees in their poster design to convey well the message as per question demand.

Furthermore, a total of 447 (61.0%) candidates had average performance as they scored from 15 to 32 marks. They showed the ability of presenting a good poster in a good block letter design. Some applied required square measurements needed for appropriate letters per statement. Moreover, they had appropriate spacing and balancing of elements in their design. Other candidates presented good posters and applied the principles of good design but failed to present a neat work as they applied very thick and undiluted

water colours. Contrary to rules of art and design they did not utilize well the spaces between letters and lines. Some of them used crayon instead of water colour while others concentrated on background instead of content given which bring about sign post which were not recommended.

Contrarily, 3 (4.0%) candidates who scored 0 to 14 marks lacked principles, elements and technical skills in creating posters and forming block letters. Some of those candidates presented the poster which had text only forgetting the rules of a quality poster design it may include images. Therefore, their layout was poor. Additionally, they did not follow the principles of art and design as they created posters without applying watercolours hence the background in their posters had faded colour schemes and poor resolution. Others highlighted their designs with coloured pencils and pens instead of water colours as recommended on the question. Some of them sketched sign post instead of poster design so they failed to differentiate sign post and poster. Generally, their works lacked creativity as needed. Therefore, the poster designed lacked originality. Extract 14.2 is a sample of an incorrect response to his question.



Extract 14.2: A sample of incorrect response to question 4

Extract 14.3 shows a sample of an incorrect response from a candidate who lacked knowledge of poster design. He/she left the part of poster in pencil sketches contrary to the designing rule which requires pencils sketches be cleared after painting. The candidate did not observe colour harmony because there was overlapping of colour in the letter shapes which create unclear forms while the back ground was left unpainted.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Fine Arts paper 1 in CSEE 2022 tested five topics, namely *Painting, Drawing, Designing, Fine Art Entrepreneurship* and *Theory of Art*.

The analysis of candidates' performance per topic in Fine Art 1 shows that, the candidates had an average performance in the following topics; *Theory of art*, 37.7 per cent, *Fine Art Entrepreneurship*, 41.6 per cent, *Drawing* 35.5 per cent and *Painting*, 41.2 per cent. On the other hand, *designing* had weak performance of 24.6 per cent.

Fine Art 2 in CSEE 2022 tested two topics, namely *Drawing, and Designing*. The analysis of candidates' performance per topic shows that The topic on *Drawing* had a good performance of 80.6 per cent whereas the topic of *Designing* had a good performance of 97.2 per cent.

The general performance in all topics for the Fine Art subject was good. In Fine Art 1 the performance was 37.6 per cent and Fine Art 2 was 89.2 per cent. Therefore, the average performance of the subject was 63.4 per cent. The general average performance per topic in Fine Art which were examined was as follow; *Drawing* 58.1 per cent, *designing* 60.9 per cent, *Painting* 41.2 per cent, *Fine Art Entrepreneurship* 41.6 per cent and *Theory of Arts* 37.7 per cent. The general performance across the topics is summarised in appendix.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The general performance of the candidates on Fine Arts in the CSEE 2022 was average. However, there were candidates who provided comprehensive answers because they had adequate knowledge and skills about the content tested in both theory and practical questions. The analysis shows that, the candidates' good performances were attributed to their ability to identify the tasks demanded in the question and knowledge of the subject matter, skills and competences related to the topics. However, some candidates failed to score higher marks allocated in respective questions because of insufficient knowledge of the topic tested in the examination, misconceptions about the topics that were tested and inadequate knowledge and skills on technical ability in designing, painting and drawing. The

candidates' performance in various topics is summarized in the appendix attached to this report.

5.2 RECOMMENDATIONS

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

- (a) The candidates should do more practical exercises on designing by applying the elements and principles of art since the candidates seemed to confuse these two aspects of art.
- (b) The candidates have to learn drawing techniques by accessing different sources such as online sources and books. These sources will help to increase their knowledge, skills and familiarity to some aspects of Fine Art.
- (c) It is recommended that, teachers should take initiative to improve the language skills to candidates. English language as media of instructions seems to be one of the challenges that affect performance on this subject.
- (d) The candidates are encouraged to use the learning materials available in their environments to improve performance on the topics on which candidates had average performance such as Theory of art, Designing, and drawing especially paper 1.

Appendix: A Summary of the Candidates' Performance per Topics CSEE 2022

S/N	Topics	Total Question Number	The Percentage of Candidates who Scored an Average of 30 per cent or Above	Remarks
1	Designing	2	60.9	Average
2	Drawing	6	58.1	Average
3	Fine Art Entrepreneurship	1	41.6	average
4	Painting	2	41.2	average
5	Theory of Art	1	37.7	Average

