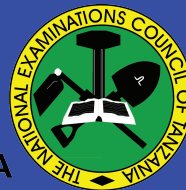




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION  
(CSEE) 2023**

**FINE ART**



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**016 FINE ART**

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## FOREWORD

This report presents Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the Fine Art subject in the Certificate of Secondary Education Examination (CSEE) for 2023. It has been prepared in order to provide feedback to educational administrators, teachers, parents, students, policymakers, school quality ensures, and other educational stakeholders about the candidates' performance in the aforementioned subject.

The analysis provided in this report is intended to contribute towards understanding 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 had sufficient skills in various topics that 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 a lack of knowledge of principles 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 National Examinations Council of Tanzania.

The Council would like to express its gratitude to everyone who helped with the planning, drafting, and data analysis for 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) 2023. The examination covered the Fine Art syllabus of 2010 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 eleven (11) 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 Sixteen (16) marks, section B fifty-four (54) 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*.

The 016/2 Fine Art 2 paper consisted of two (2) sections, A and B, with a 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 three topics, namely *drawing*, *painting*, and *designing*.

The report presents an analysis of the candidates' performance on each question, highlighting both their areas of strength and weakness in their answers. The study also breaks down the scores for each category into percentages, and at the end it offers recommendations and a conclusion based on the data. To highlight the unique qualities of the answers, extracts from the participants' responses have been added to relevant questions.

In addition, three categories have been created based on the candidates' performance on each topic according to the candidates' proportion of total points. Performance between 65 and 100 per cent is deemed good, between 30 and 64 marks is deemed ordinary, and between 0 and 29 per cent is deemed weak. These groupings are shown in the appendix with designated colours, where good, average, and bad performances are denoted by green, yellow, and red, respectively.

A total of 1,118 candidates were registered to sit for the Certificate of Secondary Education Examination (CSEE) in 2023 for this subject, and 1,094 (97.85%) of the registered candidates sat for the examination.

The performance of the candidates was good, as 1,048 (97.76%) passed with the following grades: A- 55 (5.25%), B- 147 (14.03%), C- 496 (43.33%), and D- 350 (33.39%). However, 24 (2.29%) candidates scored an F.

**Table 1: Comparison of candidates' performance in Fine Art subjects in the CSEE 2023 and 2022.**

Year	Sex	Grades					Passed	
		A	B	C	D	F	Number	Percentage
2023	M	44	108	285	187	11	624	98.27
	F	11	39	211	163	13	424	97.03
	Total	55	147	496	350	24	1048	97.76
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

The number of candidates who sat for the Fine Art examination in 2023 was 1,118, out of which 1,048 (97.76%) passed the examination and 24 (2.19%) failed. In 2022, the number of candidates who sat for the Fine Art examination was 940, out of which 771 (83.71%) passed the examination and 150 (15.96%) failed. This indicates that the candidates' performance in Fine Art for the year 2023 has increased by 14.05%. compared to the year 2022. Table 2 shows the performance of the candidates from 2023 to 2022 in Fine Art.

**Table 2: The comparison of Fine Art Candidates Performances in 2023 and 2022 in Fine Art.**

Year	Candidates who sat for the Paper	Candidates who Passed	
		Number	Percentage
2023	1,094	1,048	97.76
2022	940	771	83.71

Table 2 indicates that the performance of the candidates has increased by 14.05% in 2023. However, the number of candidates who sat for the papers has been changing year after year, from 940 in 2022 to 1,094 in 2023. In addition to this, the performance of the candidates has improved to 97.76 per cent in the year 2023 from 83.71 per cent in the year 2022.

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

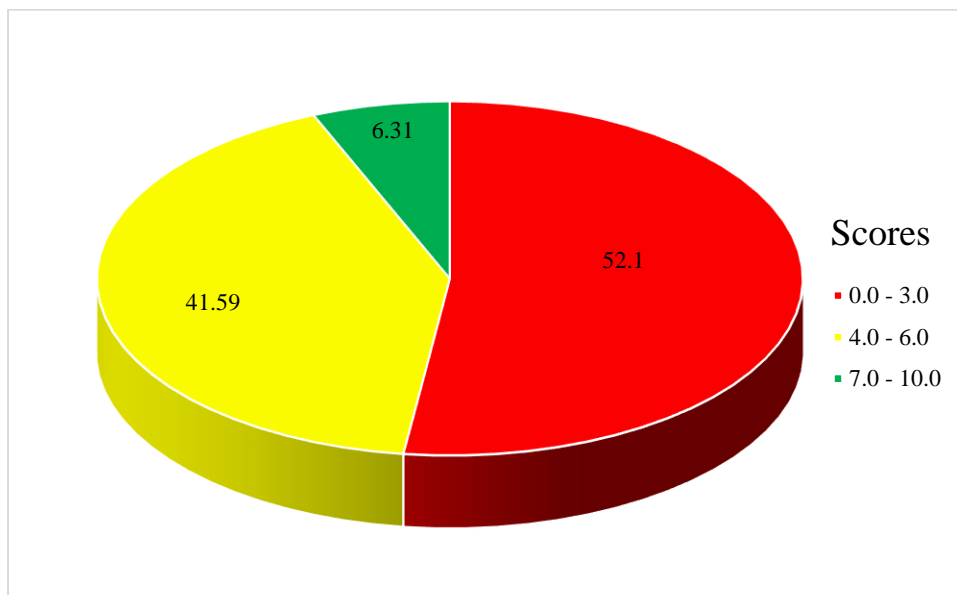
### **2.1 SECTION A: Objective Questions**

#### **2.1.1 Question 1: Multiple Choice Items**

This question consisted of 10 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 10.

The question was attempted by, 1094 (100%) candidates who sat for this examination. A total of 570 (52.1%) candidates scored 0 to 3 marks, 455 (41.6%) candidates scored 4 to 6 marks, and 69 (6.31%) candidates scored 7 to 10 marks. The candidates' performance on this question was average since 47.9 percent of the candidates scored from 4 to 10 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), Candidates were to imagine that they moved around the townscape and observed an electric pole, a road, and buildings placed far apart; they tend to meet at a certain point. The candidates were required to give the type of perspective they could see. The correct response was D. *linear perspective*. The candidates who answered correctly had sufficient knowledge of the types of perspectives. They knew that it is linear perspective that describes the observation of features in drawing causing the illusion of a straight line that tends to make objects look as if they converge at a point called the vanishing point. The candidates who opted for A. *Aerial perspective/atmospheric perspective* lacked knowledge on perspective. This type of perspective is determined by viewing distant objects, as bluish or gray, and the sky, as pale and faded near the horizon, while the nearest objects are seen as greener and detailed. The candidate who opted for B: *one-point perspective* could not recognise that one-point perspective belongs to linear perspective, which shows the illusion of features from one side of the observation. Those who opted for C, *two-point perspective*, failed to know that this is the type of linear perspective that shows an illusion of features in a distance appearance with two points of observation from a straight line. The candidates who opted for the E, *Birds eyes perspective* could not recognise that this type of perspective shows the features of objects from the top to as a bird looks down the sky to the land.

In item (ii), candidates were supposed to select the answer that relates to the main function of a viewfinder as an equipment used in drawing. The correct answer was C, *to make a compositional choice*. Those who chose the correct answer had adequate knowledge about the viewfinder because the viewfinder *is used to select the boundaries or composition choice during drawing*. It helps to make sure that the areas viewed through the viewfinder are what is supposed to be drawn. The candidates who answered A, *to remove unwanted mistakes*, had no understanding about the true function of the Viewfinder, since it is not used to remove unwanted mistakes. The candidates who chose B, *to develop soft tones and textures*, had failed to realise that the viewfinder does not relate to soft tones and textures. Also, the candidates who answered D, *develop perspective*, had inadequate awareness of the actual uses of the viewfinder due to the fact that its function is not to create perspective. And finally, the candidates who opted for E, *to secure layers of drawing* had inadequate knowledge because this is not among the functions of the viewfinder.

Item (iii) required candidates to give a reason as to why it is recommended to use oil colours instead of water colours in decorating saloon walls. The correct answer was D, *Oil colours are shiny, durable, slow in drying to allow a good mixture of colours, and they generate smooth tonal variations*. The candidates who answered it correctly had adequate knowledge of painting. They knew the uniqueness of oil colour and its characteristics compared to water colour. Those who chose A, because *oil colours are shiny, easier to clean, and do not need solvent in their application* lacked knowledge of oil colours because it is not true that oil colours need no solvent in their application. The candidate who chose B, *oil colours that are quick to dry, cheap, readily available, and mixed during the painting process*, was not aware of the characteristics of oil colours because they don't mix with water during application. Those who answered C, *oil colour is shiny, can easily be removed when needed, and do not need to wash a brush after painting*, were not correct because it is necessary to wash a brush after painting. Those who answered E, *oil colour takes long to dry, provides clear visibility, and attracts eye attention*, were aware of the characteristics of oil colours but failed to identify that the statement in E lacked one of the basic characters, which is "durability," to have a complete meaning.

Item (iv) wanted candidates to select the equipment not used for drawing. The correct option was B, *sharpener*. The candidates who answered it correctly had sufficient knowledge of the equipment used for drawing. They

knew that *a sharpener is an equipment or tool commonly used to sharpen blunt pencils when drawing*. Those who chose distractor A, *pencil*, failed to recognise that pencils belong to the materials used for drawing. Those who opted for charcoal did not realise that charcoal is a black-burnt wood twig material used for drawing. The candidate who opted for D, *crayon*, failed to recognise that crayon is a material made of wax, pigment, and binder used for drawing. The candidates who opted for an ink pen had insufficient knowledge of the materials used for drawing. They failed to know that an ink pen can be used during the drawing process.

In item (v), candidates were to state why textile design is not done for its sake. They were, thus, required to identify the right function of textile design. The correct response was A, *it coordinates with the client to plan and develop designs*. Candidates who answered correctly were aware that it is the function of the textile designer to first identify a client's needs and fashion before developing the right woven or knitted printed fabric. Those who chose distractor B, *for the purpose of resting paper for designing* had inadequate knowledge of textile design because it is the drawing board that is used for resting paper when designing. Those who opted for C, *allowing for better design*, failed to interpret the meaning of the sentence, which was about textile design but not designing as a whole. Candidates who chose D, *correcting errors and craft knives for design*, also failed to interpret the statement. Those who opted for E, *engaged in details design but* failed to focus on the functions of textile design.

Item (vi) asked, why do artists use the principles of art in producing different sample designs? The right answer was B, *to indicate rhythm, proportion, and balance*. This alternative comprised a set of principles of design called rhythm, which refers to the repetition of elements used in a design that can be achieved by good arrangements of motifs, patterns, colours, and shapes. Proportion is the relative size of elements within a design. Balance is the principle of design that gives a sense of visual equilibrium or disequilibrium in a design. The candidates who selected A *to indicate form, texture, and direction* had inadequate knowledge of the principles of design because the ones mentioned are not principles of design but elements of design. Those who answered C, *to indicate illustrations, images, and pictures*, had inadequate knowledge of the principles of design because they are applied to any design to illustrate theories and give emphasis. Those who answered D, *to indicate peace*,

*harmony, and beauty*, had inadequate knowledge of the principles of design because the word peace does not apply to any of the principles of design. Those who chose the distractor E, *to indicate principles of colour* did not know the use of principles of design.

In item (vii), candidates were to make an assumption that they had been given oil colours to decorate the mural around the school wall in order to grasp the viewers' attention by addressing the public on child labour. They were to describe the kind of artwork they would use to accomplish such a task. The correct option was B, *painting*. Candidates who chose B, had clear knowledge of types of artwork. They knew that mural wall artworks are normally done on walls through painting techniques, and that painting refers to the application of colours to the artworks. Those who chose the distractor A, *pigment*, had inadequate knowledge of mural wall art paints because the word pigment just means the colour hue in different intensities used to mix the emulsion or pastes to achieve the right intended hue. Candidates who chose C, *printmaking*, they lack knowledge on printing as a method of reproducing images and texts on a surface by means of a stencil but not a method of presenting mural art on a wall. Those who opted for D, *drawing*, failed to know that drawing artwork can be further developed through painting with colour. The candidates who chose E, *designing*, failed to understand that designing simply means the use of various artistic skills, elements, and principles to present a layout, thus not an artwork.

In item (viii), candidates were to identify the first step they would consider before they could paint on the wall. The correct answer was C, *avoid decaying walls and those blocked by other structures*. This was the right answer because decaying walls are not suitable for wall paintings. Walls blocked by other structures cannot be suitable for wall painting because such paintings would not be visible. Those who answered A, *put your painting on the wall with an earmark for demolition* failed to note that demolition means to destruct. The candidates who answered B, *avoid selecting a wall facing heavy traffic*, failed to note that the statement does not refer to the procedure for wall painting but to precautions before painting. The candidate who answered D, *apply your painting to a hidden wall*, and E, *avoid using expensive colours*, had inadequate knowledge about the proper steps of painting.

In item (ix), candidates were required to state the category of artwork that may come out of creation. The correct response was C, *a painting from imagination*. Candidates who chose C had adequate knowledge of paintings, which includes painting from nature, painting from imagination, painting from still life, painting from human and non-human figures, and mural paintings. Those who opted for A, B, D, and E failed to understand that painting from nature, landscape, and pictures entailed using observable or tangible things rather than imagination.

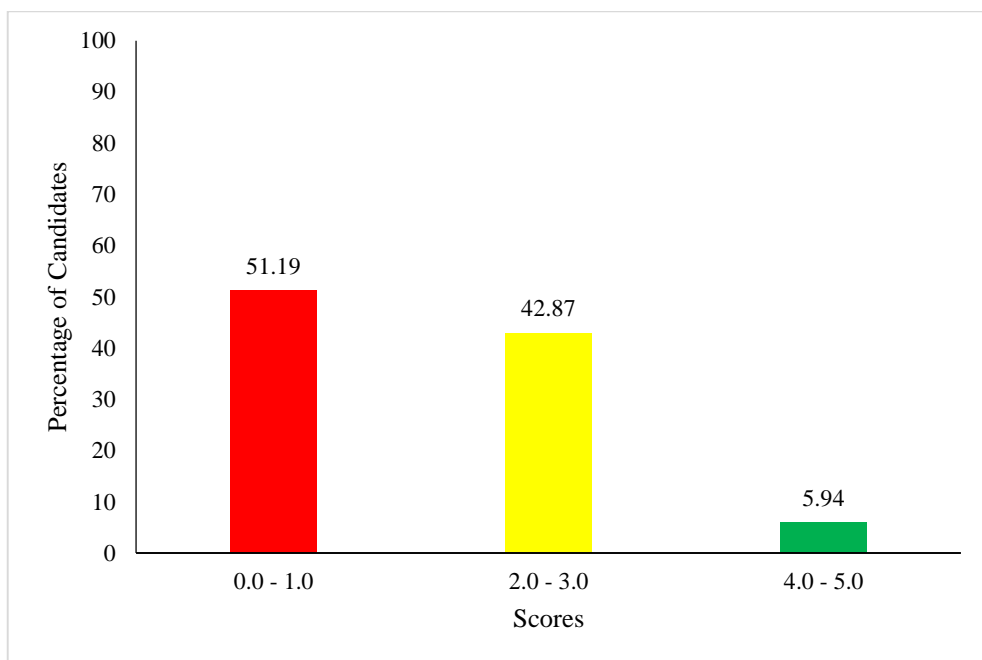
Item (x) required candidates to state the elements of art that can be applied to present three-dimensional drawings. The correct response was E, *form*, candidates who selected the right answer had adequate knowledge of the visual elements of two-dimensional drawing. They knew that the term form is an element of art used in drawing a three-dimensional plane with volume, depth, thickness, width, height, and length. It can also mean the organization and representation of artistic elements to make the viewer capture the work of art and understand it. Those who chose the distractor A, *texture*, which means the actual feel on object surfaces, failed to interpret the question demand, which needed the characteristics of a three-dimensional plane. Those who opted for B, *tone*, which means the lightness and darkness or light intensities on a drawing, had inadequate knowledge on characteristics and elements in two-dimension drawing. Those who opted for C, *shape*, failed to know that shape is an enclosed area defined by lines and edges on a three- or two-dimensional plane, but it is part of form in a drawing. Those who chose the distractor D, *line*, failed to know that line is the continuous movement from one point to another and cannot develop a form in a three-dimensional drawing, as the question required.

### **2.1.2 Question 2: Matching Items**

The question consisted of six matching items derived from the topic of drawing. The question required the candidates to match the description of materials and equipment for drawing in list A, with the corresponding item in list B, by writing the letter of the correct response beside the item number in the answer booklets. The question was marked out of six.

The question was attempted by 1094 (100%) candidates out of whom, 560 (51.9%) candidates scored 0 to 1 mark, 469 (42.9%) candidates scored 2 to 3 marks and 65 (5.9 %) candidates scored 4 to 5 marks. The candidates' general performance on this question was average since 48.81 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 materials used in the drawing. The correct answer was C; *it is used in removing errors and creating highlights, a light tone, and clean lines*. The candidates who answered correctly had adequate knowledge of the drawing materials. They knew that *rubber is a drawing material made of processed rubber latex that is specifically molded for erasing*. The candidates who failed to answer it correctly failed to understand the use of rubber as a drawing material.

In item (ii), the candidates were required to identify the drawing material that is used in developing rich, smooth tones and soft edges. The correct answer was G, *marker pen*. Candidates who answered correctly had adequate knowledge of drawing material. They knew properly the characteristics mentioned in the statement of the question. The candidates who matched it incorrectly failed to understand the meaning, use, and characteristics of marker pens as far as the drawing process is concerned.

In item (iii), candidates were required to identify the drawing material that is used mostly in drawing and writing, which is made of lead enclosed in wood.

The answer was E, *graphite pencil*. The candidates who answered it correctly had adequate knowledge about pencils as drawing material. They knew that *graphite material is enclosed in a wood tube to form a pointed pencil, which is used for drawing*. The candidates who matched it incorrectly failed to understand the material that is used to make a pencil.

In item (iv), the candidates were required to identify the drawing material that is used to verify colour and tones and add tint to the drawing. The correct response was B, *coloured pencil*. The candidates who answered it correctly had adequate knowledge of coloured pencils as materials used for drawing. *A coloured pencil is a material made of compressed pigment that is mixed with binder and enclosed in a wood tube that can be sharpened like a pencil*. The candidates who matched it incorrectly failed to understand the meaning and use of the coloured pencil.

In item (v), the candidates were required to identify the drawing material that is used to make a clean colour impression and create deeper, richer colours and tones. The correct answer was H, *pastel pencil*. The candidate who answered it correctly had adequate knowledge about pastel pencils. *A pastel pencil is a type of pencil that is made of wax, pigment, and binder. The pastel pencil is richer with colour impressions and soft tones, which look like crayon*. Those who answered it incorrectly lacked sufficient knowledge of pastel pencils as materials used for drawing.

In item (vi), candidates were required to identify the drawing material that is used to secure a layer of drawing before further work or to set a final drawing in place. The correct answer was D, *fixative*. The candidates who answered it correctly had adequate knowledge of fixative as drawing material. *Fixative is a drawing material composed of a variety of fluids and emulsions in different hues used for creating impressions and finishing on a drawing*. The candidates who failed to answer it correctly lacked enough knowledge of fixatives.

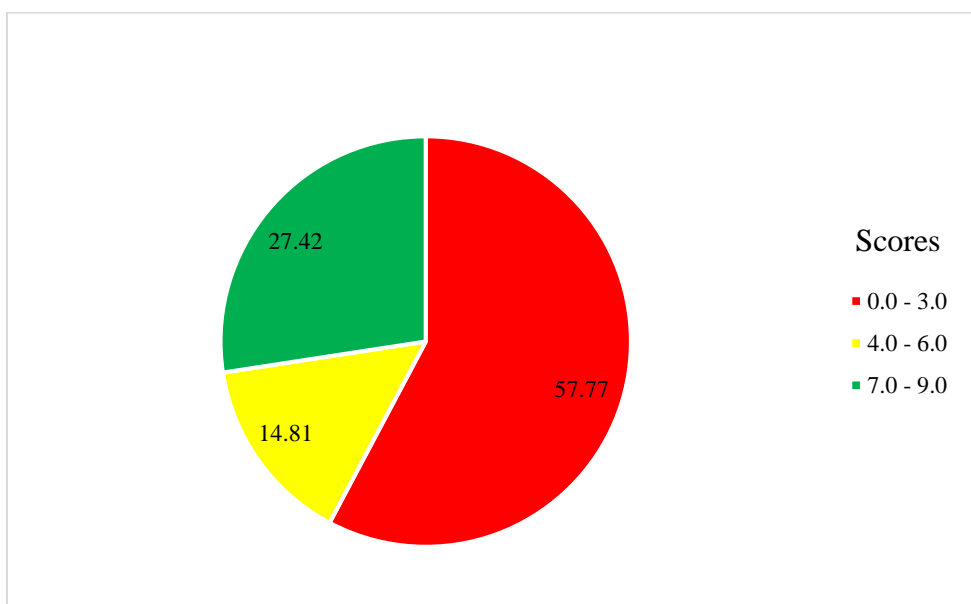
There were two remaining distractors. Those who chose A, *charcoal*, did not know that *charcoal is a compressed burnt wood material used for drawing* and did not apply to any of the descriptions provided. Those who chose distractor F, the *ink pen*, failed to interpret the descriptions in the table. *An ink pen is a tube filled with ink (fluid) used for writing* and does not match any of the answers in the table.

## 2.2 SECTION B: Short Answer Questions

### 2.2.1 Question 3: Graphic Design

The candidates were required to support, in three points, the view that a line plays a particular role in graphic design. This question had a total of 9 marks.

The question was attempted by 1094 (100%) candidates who sat for the examination. A total of 632 (57.77%) candidates scored 0.0 to 3.0 marks, 162 (14.81%) scored 4.0 to 6.0 marks, and 300 (27.42%) candidates scored 7.0 to 9.0 marks. The candidates' general performance on this question was average since 462 (42.23%) of them scored 3.0 to 9.0 marks. Figure 3 illustrates the candidates' performance on this question.



**Figure 3:** The percentage of candidates' performance in question 3

Candidates who scored 7.0 to 9.0 marks were 300 (27.42%) correctly and variously stated the roles of lines in graphic design: *A line is used to create illustrations in works of art and design. It is used to make marks on the surface because any work of art starts with a line and a dot. Lines are used together to create shapes and define forms. Lines are used together with dots to show direction and movement. Lines are used to convey texture and shades. They reveal areas of emphasis. Lines help to create different moods and emotions.* Other candidates in this category provide a different set of



correct answers, such as: *lines are used in shading when drawing; unified lines guide us through the whole work; lines are used in designing to create rhythm and harmony*. Extract 3:1 provides a sample of a good response to question 3.

3.	Roles of line in Graphic design are:
i.	Lines are used in making sketching when an artist starts to produce a work of art in graphic design. Example when designing a Khongo. There are uses of lines in making simple sketching before actual designing of graphic work of art.
ii.	Graphic design uses line as a shading method. A good example is cross hatching and hatching. These are shading methods that are made up of lines. Hence when used in Graphic designing they represent the lines that act as shading methods.
iii.	A line in graphic design is used as designing of Objects. A good example is Objects used in graphic design. Example: Line can be used in designing of different figures on a piece of paper in graphic design by considering its principles such as Unity, Balance and Proportional.

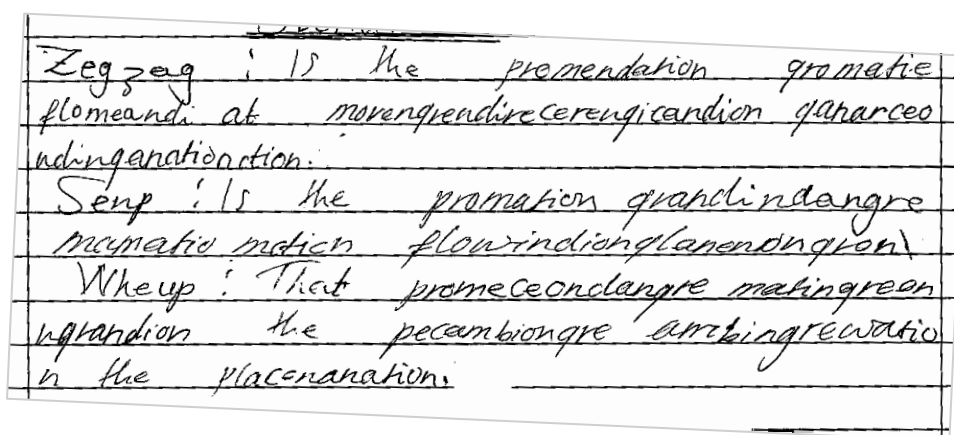
Extract 3.1: A sample of a correct response to question 3

In extract 3.1, the candidate explained correctly the roles of lines in the graphic design with good point development.

Moreover, 162 (14.81%) candidates who scored from 4.0 to 6.0 points managed to state fewer correct points, such as lines that create boundaries on an image through a particular drawing and make the work attractive in the use of lines in graphic design. Most of these candidates had both correct

and incorrect answers mixed up in their answer lists. Some of them had spelling issues.

On the other hand, 632 (57.77%) candidates who scored 0.0 to 3.0 marks did not understand the question well and wrote incorrect responses. Some candidates suggested a type of line, such as a zigzag, instead of separating negative space from positive space concepts. Other candidates wrote totally incorrect answers, unknown words, and unknown languages such as zegzag, wheup, etc. They further illustrated their answers with the wrong illustrations. Extract 3.2 provides a sample of an incorrect response to question 3.

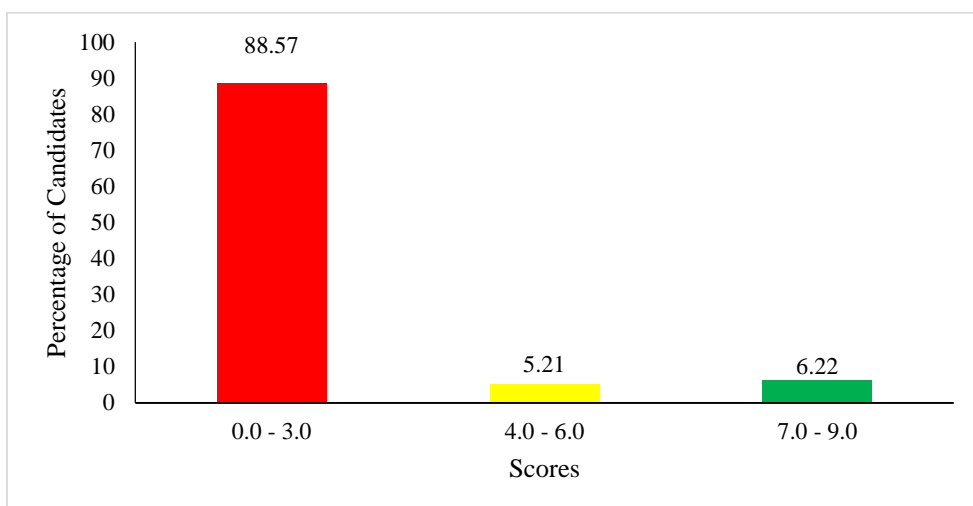


Extract 3.2: A sample of incorrect responses to question 3

## 2.2.2 Question 4: Theory of Art

In this question, the candidates were required to briefly differentiate negative space and positive space as used in arts. The question weighed 9 marks.

The question was attempted by all 1,094 (100%) candidates, of whom 971 (88.57%) scored 0.0 to 3.0 marks, 57 (5.21%) candidates scored 3.0 to 6.0 marks, and 68 (6.22%) scored 07 to 09 marks. The candidates' general performance on this question was weak since only 971 (88.57%) scored 0.0–3.0 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 971 (88.57%) candidates who scored 0.0 to 3.0 marks showed lack of knowledge and skills on differentiating the two concepts negative space and positive space. This led to the candidates to provide incorrect answers in many parts of the question. Some candidates wrote *surprised to learn, shedding, shape*. Some mixed their descriptions with the elements of design. In addition, some mention the importance of art such as *it is used employment, it used source of income, it is used foreign currently, and it source of capital* which was incorrect answers. Generally, those candidates lacked knowledge and skills to differentiate the two concepts of art which is wrong. Extract 4.1 provides a sample of incorrect responses to question 4.

A	Art	
	Arts is the sarm berdy cen doing	
	a	poster design. this poster you cen design after arts. It help to impruv on society.
	b	Marker Coloured. this of art you cen use ink images. It bet used to know very good from arts
c	Design. is the picture you <del>to</del> mark picture the you cen design. It use on the picture concepts in arts	

Extract 4.1: A sample of incorrect responses to question 4

In extract 4.1, a candidate defined art, poster design, marker colour, and design, which was incorrect response.

Furthermore, 57 (5.21%) candidates who scored 4.0 to 6.0 had moderate knowledge of negative space and positive space. These candidates mixed correct and incorrect answers. Some of them differentiated the two phenomena as follows: *negative space is the space taken during drawing, and positive space is the space used to produce regular pictures of objects.* Moreover, candidates who scored averagely managed to state fewer points about the negative and positive spaces they wrote. *Negative spaces are spaces on the plane paper; they are not drawing any objects, while positive spaces are spaces on the white paper of the drawings.* Other candidates with moderate knowledge of the concept made spelling mistakes in their responses.

On the other hand, a total of 68 (6.22%) candidates who scored 7 to 10 marks were knowledgeable on the topic. Some candidates highlighted the meaning of space by describing it as an empty or full area, areas that are far away or nearby, and areas that are huge or small. Positive space is the type of space usually found in the area that is occupied by an image. It dominates the sense of sight in an artwork and Negative space is a type of space that is free from the image; it means that the space is unoccupied by the image. Some of the candidates correctly differentiated between negative space and positive space. They variously differentiated positive space from negative space as follows: *Positive space is the type of space usually found in an area that is occupied by an image, while negative space is the type of space that is free from images. It is a space that is unoccupied by the image.* Other categories of candidates differentiated the two points as follows: *Negative space is the space that is not occupied by artwork, while positive space is the space that is occupied by artwork. Negative space is the area outside of the object, while positive space is the object's space. Negative space is the area outside of an object, while positive space is the area within the object.* Other candidates who responded correctly Extract 4.2 provides a sample of a correct response to question 4.

A.	- Negative space is the area out of the object while Positive space is the area within the object.
----	---

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

In extract 4.2, a candidate differentiates the negative and positive space as the question demanded. The answer was correct but does not have correct grammatical order.

### 2.2.3 Question 5: Designing

The question required candidates to briefly give three (3) points that support the statement that posters play a great role in business activities. The total marks allocated to this question were nine.

The question was attempted by 1094 (100%) candidates, of whom 658 (60.15%) scored 0.0 to 3.0 marks, 278 (25.41%) scored 4.0 to 6.0 marks, and 158 (14.44%) scored 7.0 to 9.0 marks. The candidates' general performance on this question was weak since only 436 (39.85%) scored 3.0 to 9.0 marks, as illustrated in Figure 4.

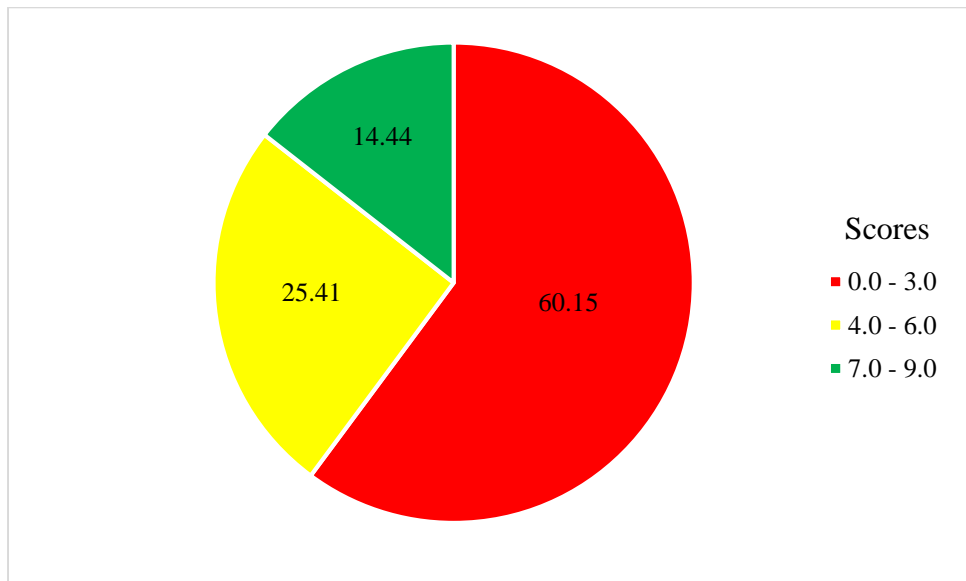


Figure 5: The percentage of candidates' performance in question 5

The analysis of the candidates' responses shows that 658 (60.15%) scored 0.0 to 3.0 marks and had insufficient knowledge on how poster design plays a great role in business activities. Most of the candidates misinterpreted the question, while others left the question unattempted for examples; *motion* is not a part of the poster role in business. Other candidates supplied incorrect answers, such as *holidays*, and *letters*, which are wrong answers. Moreover, some candidates wrote incorrect answers, such as *communication posters*, *event posters*, and *advertising posters*, as types of posters instead of the role of posters in business activities. Extract 5.1 provides a sample of incorrect responses to this question 5.

5	Poster design play a great role in business activities
	i) Holiday
	- they were improvement activities for poster design play a great
	ii) Letter
	- Are activities to great growth to development activities
	iii) Motion

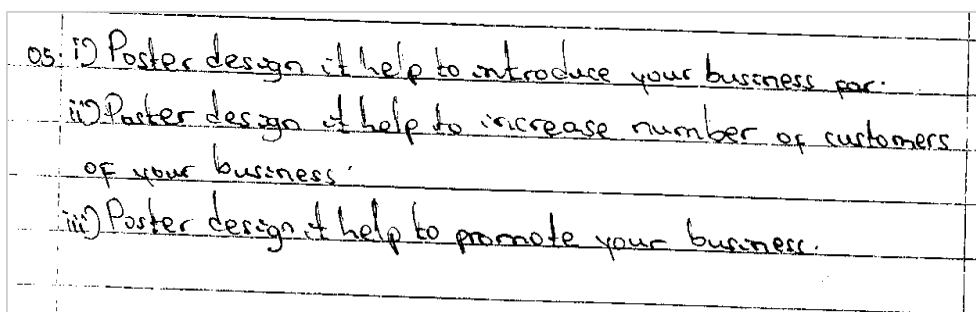
Extract 5.1: A sample of incorrect responses to question 5

In extract 5.1, the candidate explained the incorrect role of posters in business activities contrary to the demands of the question.

On the other hand, 278 (25.41%) scored 4.0 to 6.0 marks and had moderate knowledge to give out three great roles played by posters in business activities. Most of the candidates provide one role of poster in business, such as *publicising the business*, instead of three. However, some candidates had correct points, but they failed to explain them correctly. Other candidates presented two points: to promote artwork and introduce new businesses.

Moreover, 158 (14.44%) scored 7.0 to 9.0 marks and had adequate knowledge on the role of posters in business activities. Most of these

candidates provide a great role for posters in business, as follows: as an effective means of publicising issues of importance to the public and serving as a role in both education and intervention campaigns, announcement or advertisement of products or ideas; promotion of products; advertising events so as to become common and in academia to promote and explain research work. For example, more classrooms in schools have posters on the walls. Furthermore, all of those candidates answered the question correctly despite the variation in marks, which was due to the strengths and weaknesses of their responses. Extract 5.2 provides a sample of the correct responses to this question.



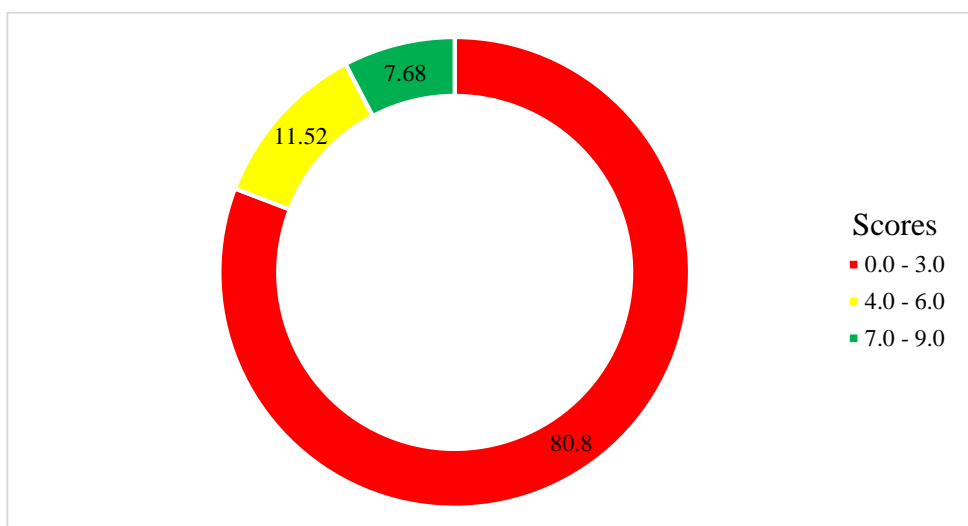
Extract 5.2: A sample of a correct response to question 5

In extract 5.2, the candidate gives three points about the great role played by poster design in business.

#### 2.2.4 Question 6: Painting

Candidates were required to identify any three features of an oil colour. The total marks allocated for this question were 9.

The question was attempted by 1,094 (100%) candidates 884 (80.80%) candidates scored 0.0 to 3.0 marks, 126 (11.52%) scored 3 to 6 marks, and 84 (7.68%) scored 7.0 to 9.0 marks. The candidates' general performance on this question was weak since 210 (19.20%) candidates scored from 3.0 to 9.0 marks, as illustrated in Figure 6.



**Figure 6:** The percentage of candidates' performance in question 6

A total of 884 (80.80%) candidates who scored 0.0 to 3.0 marks misunderstood the question. These candidates lacked knowledge and skills on the topic of *painting*. The candidates wrote the procedures for oil colour painting instead of the features of oil colour. Other candidates provided rules of studio use such as: *Be careful don't paint other places* that have no direct connection to the question. This shows that the candidates had inadequate knowledge of the features of oil colour, which can be used in painting on canvas materials. Extract 6.1 is a sample of an incorrect response to question 6.

6	When oil colour is supposed to be painted on a canvas material artist must know the following features:-
	(i) Must not use many colour
	(ii) Must be carefully not allow to paint other place
	(iii) Must paint slow slow
	(iv) Must insure the draw shown clearly
	(v) Must not mix the colour with water

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



In extract 6.1, a candidate described the procedures of oil painting instead of the three features of oil painting that can be used when painted on canvas materials.

Moreover, the 126 (11.52%) candidates who scored 3 to 6 marks had an average performance. Some of those candidates describe two features of oil colour, such as that *it takes time to dry when applied to canvas* and that *it is shiny*. Others wrote one point instead of three, as per what the question demanded.

On the contrary 84 (7.68%) candidates scored 7.0 to 9.0 marks had sufficient knowledge of the topic on *painting*. They correctly described three features of oil colour such features are; - *Durability*, *Shiny nature of oil colour*, *Smooth tonal variations* and *Dry slowly*. Extract 6.2 provides a sample of a correct response to question 6.

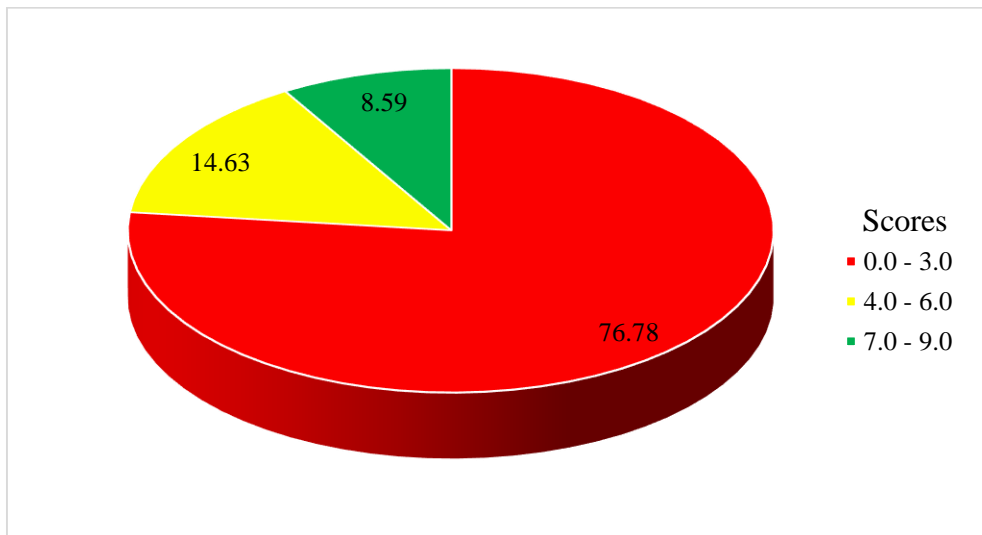
06.	Features of Oil Colour.	
	> They are Shiny	
	> They are durable	
	> Generate Smooth Tonal Variations.	

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

### 2.2.5 Question 7: Still Life Drawing

The question required the candidates to differentiate the provided Fine Art drawing terms: *Still life drawing* and *nature drawing*, *landscape* and *pictorial composition drawing*, and *human* and *non-human figure*. The total marks allocated to this question were 9.

The question was attempted by 1094 (100%) candidates who sat for the examination. 840 (76.78%) candidates scored 0.0 to 3.0 marks; 160 (14.63%) scored 3.0 to 6.0 marks; and 94 (8.59%) scored 7.0 to 9.0 marks. The candidates' general performance on this question was weak because only 254 (23.22%) candidates scored 3.0 to 9.0 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 840 (76.78%) candidates who scored from 0.0 to 3.0 marks had insufficient knowledge about the difference between still life drawing and nature drawing, landscape drawing and pictorial composition drawing, human figure and non-human figure. Those candidates were unable to differentiate between still life drawing and nature drawing because they wrote that *still life drawing is man-made and nature drawing was created by God*, which is an incorrect response. Some candidates wrote that *a human figure is the figure that produces humans*, which is the wrong answer, and others wrote that *a landscape drawing is the drawing that shows the atmosphere and the land that can be created*, which is irrelevant to the difference between a landscape drawing and a pictorial composition drawing. Some of them wrote that *a human figure is the figure that shows a human who adopted the parts, while a non-human figure is the figure that shows the appearance of a human in life*. is not the correct answer. Most of these candidates provided incorrect definitions, while others completely failed to provide any of the differences in the provided drawing terms. Extract 7.1 shows a sample of an incorrect response to this question 7

1@ Still life drawing. Are those picture which in front is large and back is small say the Building still life and road still life while nature drawing are those picture which are still in one position and one level.

⑤ land scape drawing.

⑥ Human figure. Are those picture which involve the human figure such as leg head while non-human figure & those picture which are not involve

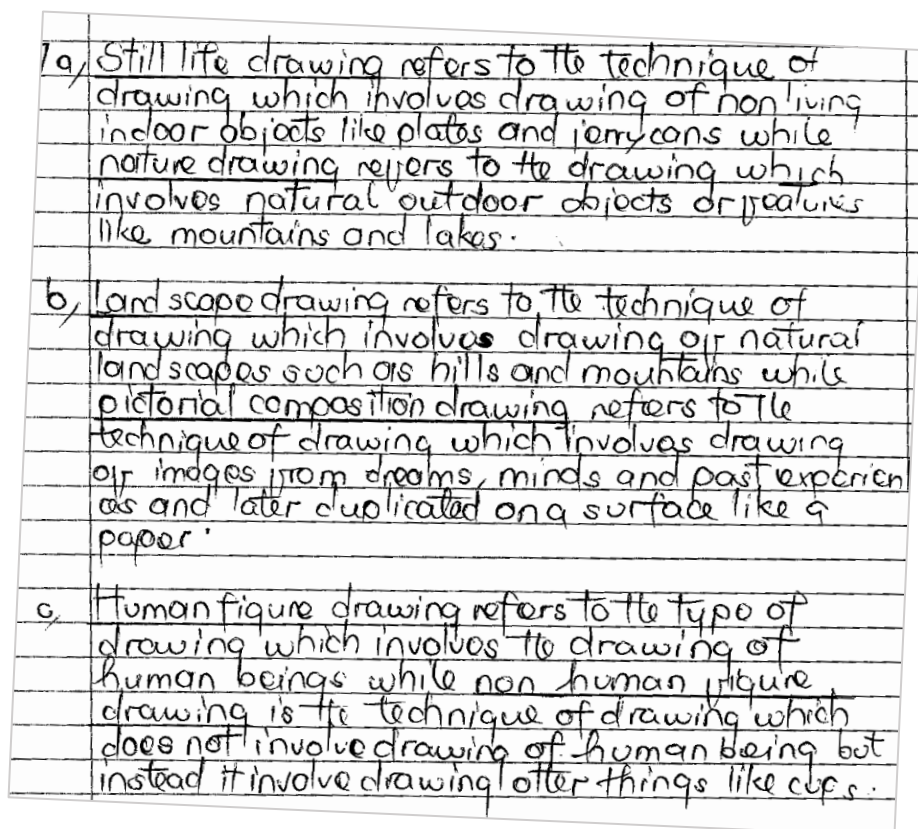
Extract 7.1: A sample of an incorrect response to question 7

In extract 7.1 a candidate wrote an incorrect response, instead of differentiating between still life drawing and nature drawing he/she just mentions the word landscape drawing.

Furthermore, the 111 (11.8%) candidates who scored 4.0 to 6.0 marks had moderate knowledge on the differences between still life drawing, nature drawing landscape drawing, and pictorial composition drawing. Those candidates differentiate landscape drawing and pictorial composition, as *landscape drawing is a scenery that surrounds us*. This is wrong differentiation. Some candidates wrote that *a human figure is the figure that produces humans by starting the stick man and also brings muscles and clothes to be human, while a non-human figure is the figure of different things that are made by men*. Other candidates failed to differentiate between landscape drawing and pictorial composition drawing, but they were able to differentiate between still life drawing and nature drawing, as they wrote: Nature drawing is when you go outdoors and draw found in

nature while still life drawing is a collection of inanimate objects placed in a certain manner to create meaning or visual effects.

The total of 94 (8.59%) candidates who scored 7.0 to 9.0 marks possessed adequate understanding to differentiate between still life drawing and nature drawing, landscape and pictorial composition, and human figure and non-human figure drawing. *Still life drawing is the drawing of non-living objects, while nature drawing is the drawing of living organisms in nature or, in a normal setting, of outdoor natural objects. Landscape drawing is the depiction of scenery that is seen when looking at a particular section of land or environment, which is expressed in the foreground, middle, and background, while pictorial composition is the presentation of ideas and elements on the theme or self-expression on a two-dimensional or three-dimensional surface or form. A human figure drawing is a drawing of a human body, while a non-human figure drawing is a drawing that excludes a human body.* Extract 7:2 provides a sample of a good response to question 7.



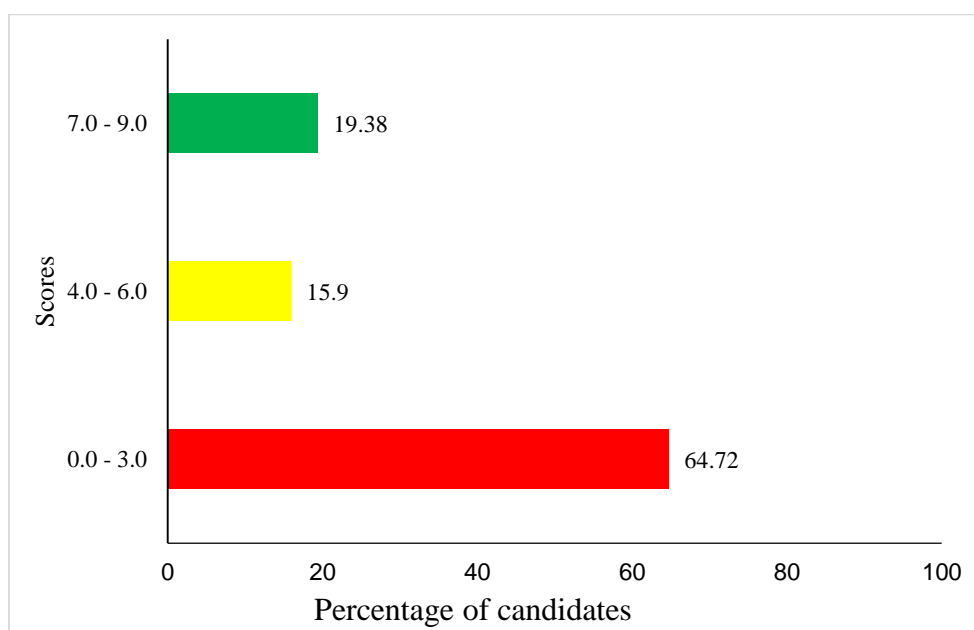
Extract 7.2: A sample of a correct response to question 7

In extract 7.2, a candidate differentiates between still life drawing, nature drawing, landscape and pictorial composition drawing, human figure drawing, and non-human figure drawing. The candidate differentiated the given terms correctly and exhaustively.

### 2.2.6 Question 8. Drawing

The question required candidates to describe any of the three procedures in organizing still life painting. The total marks allocated to this question were 9.

The question was attempted by 1,094 (100%) candidates of whom, 708 (64.72%) candidates scored 0.0 to 3.0 marks, 174 (15.90%) scored 4.0 to 6.0 marks and 212 (19.38%) scored 7.0 to 9.0 marks. The candidates' general performance on this question was average since 386 (35.28%) candidates scored 3.0 to 9.0 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 708 (64.72%) candidates who scored 0.0 to 3.0 marks did not possess sufficient knowledge to describe any of the three procedures in organising still life paintings. Those

candidates made incorrect points. Examples of incorrect responses were the *washing-out procedure*, *resisting procedure*, and *dry procedure*, which are not related to procedures in organising still life paintings. Another writer wrote about the characteristics of painting, such as the use of brush strokes and dry pigment, while another mentioned painting tools such as pallet knives. The incorrect responses given showed that the candidates failed to understand the requirements/needs of the questions posed. Extract 8.1 shows a sample of incorrect responses to this question 8.

I.	Make Sure There is background
II.	Make Sure you balance rider
III.	Make Sure There is a fore ground

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

In extract 8.1, the candidate wrote incorrect responses by explaining the principles such as balance and features of still life painting instead of the procedure of organising objects for still life painting.

The total of 174 (15.90%) candidates who scored 4.0. to 6.0 marks had moderate knowledge of still life painting. They provided both correct and incorrect stages. Others provided statements that had spelling mistakes. Other candidates only provided two instead of three procedures. Most of the candidates in this category gave both correct and incorrect answers. Examples of incorrect answers were *having all the painting equipment and being in an open area*. Others explained fewer points, contrary to what the question demanded. Another candidate explained the types of painting, such as the *washing technique* and *opaque colours*, instead of the procedure of organising still life painting.

Contrarily, the 212 (19.38%) candidates who scored 7.0 to 9.0 marks had sufficient knowledge of the procedure of still life painting. They exhausted all points by giving full explanations; these candidates clearly described the three procedures involved when organising a still-life painting as the answers. The answers included the following: *Describing the theme, after knowing what to paint, objects are collected from the environment and brought to a room or class for drawing. A good arrangement of the objects*

should be considered. Objects must be arranged close to each other to make a good composition. Observing the composition: an artist has to observe the composition and arrangement and start sketching while considering the elements and principles of drawing. Painting the work: an artist paints the composition using colours as observed, adding details: an artist must clearly show the details on the objects, this helps to create a real structure for the object and an appraisal of the quality of the painting. Others described the procedures of still life painting as including setting up a still life scene, gathering material to be drawn, lightly sketching in pencil, adding final details, and fixing them. Extract 8.2 is a sample of a correct response to question 8.

8.	i/ Set up the still life, example you set a still life painting in which you engage to draw paint it.
	ii/ Gather materials and equipment, such as water colour, palletes and brushes in which that you will used during that session.
	iii/ Lightly sketch the <del>still life</del> <sup>scene</sup> in pencil, before you paint it you should lightly sketch in pencil - before the paint session.

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

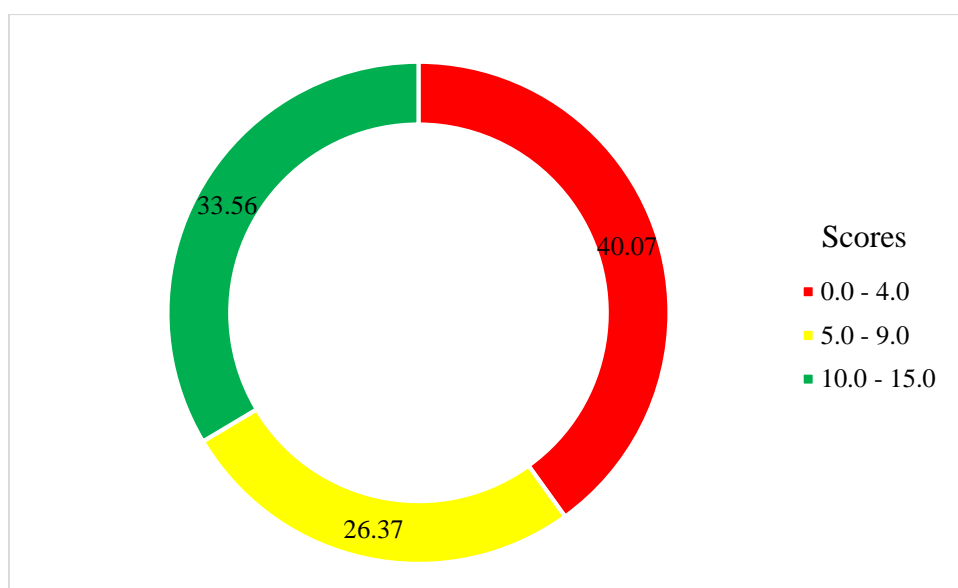
In extract 8.2, the candidate had adequate knowledge about the procedure for organising a still-life painting, provided the correct points, and had brief explanations as the question demanded.

## 2.3 SECTION C: Essay Questions

### 2.3.1 Question 9: Materials and Equipment for Drawing

The question required the candidates to justify, in six points, that colour is a very useful element in art work design. By using six points. The total marks allocated to this question were 15.

The question was attempted by 891 (81.44%) candidates. The performance was as follow; 357 (40.07%) candidates scored 0.0 to 4.0 marks, 235 (26.37%) scored 5.0 to 9.0 marks, and 299 (33.56%) scored 10 to 15 marks. The general performance of the candidates on this question was average since only 534 (59.93%) 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 357 (40.07%) candidates who scored from 0.0 to 4.0 marks had inadequate awareness on the roles of colours in painting. They gave incorrect statements and misspelled words. Others used vernacular and unknown languages, while others completely failed to provide any of the six roles of colour in painting. The candidates failed to explain the uses of colour where they wrote: *to add hue in pictures*, *to show neatness*, which is not a use of colour. Some of them lacked knowledge of the topic of colour as a useful element of art and design because they failed to understand the question. Most of them failed to justify the statement by

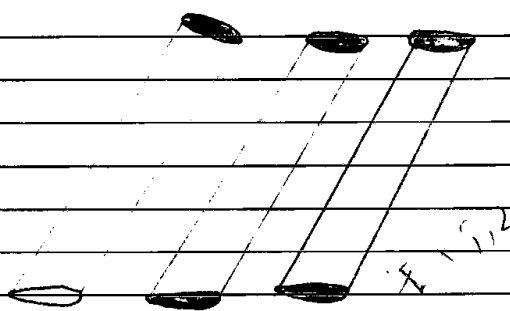


giving six points due to the language problems. For example, one candidate wrote an incorrect response, such as *Enable drawing, use language, and make reats*, which was the wrong answer. Extract 9.1 provides a sample of an incorrect response to this question.

To answer two (2) questions from this section.

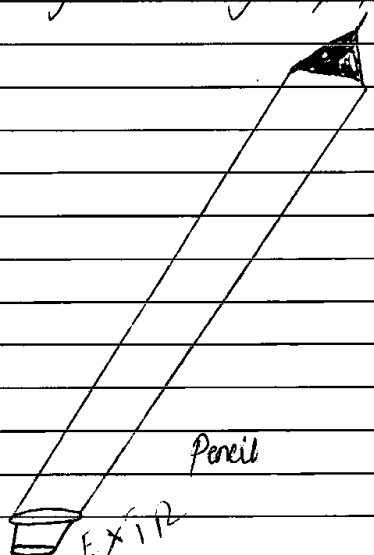
9. Colour is regarded as a very useful element in artwork design.  
 Art is a human mind by transcribing emotion an idea.  
 The element of art work the corresponding in the following.  
 the element are: \*

Charcoal: It is used mostly in drawing and writing and is made of lead enclosed on wood example. \*



Charcoal.

Colour pencil: It is used for making clean colour impression in drawing and creating deeper, richer colour and tones. example: \*



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

In extract 9.1, the candidate wrote incorrect explanations on the materials and equipment in the drawing instead of writing about the usefulness of colour in design art.

Moreover, the 235 (26.37%) candidates who scored 5.0 to 9.0 had moderate knowledge of the role of colour in painting. They gave correct answers but made some spelling mistakes. Other candidates provided fewer points instead of the six that were required. Most of the candidates in this category mixed correct with incorrect answers. Some explained points contrary to the questions' demands.

On the other hand, 299 (33.56%) candidates who scored 10 to 15 marks had sufficient knowledge on the role of colour in painting. They exhausted all six points by giving relevant introductions and justifications of the usefulness of colour in painting and ended by providing relevant conclusions. Overall, their responses included the following content: *Colour is used to draw lines that enclose shapes; when using a brush or pen, its shapes are changed to a particular form. It is the role of colour that often transforms the geometric or organic forms and makes them appear real to achieve the differences. Colour is used to model forms; it is the role colour to model the flat shapes to appear with volume. Used to create an illusion of depth and perspective in space. Often used in landscape painting, where the distance between the objects that are near and those in the background after appearing distinct colour hues makes features far away in the horizon l less distinct and faint. Used to suggest movement in composition and capture. Used to express ideas in imagination. It arouses emotion and feelings.* Some other candidates provided other sets of points, including that *colour creates reality, it is used to decorate the art work, it acts as a symbol, and it creates different hues and values.* Extract 9 provides an example of good performance on this question.

9 | Colour, is the element of art used in painting some sketches by an artist in art works.

The following are uses of colour as a very useful element in artwork design.

Colour it's express our feelings and ideas. for example an artist they express her idea by design with a colour and it's express the feeling through design with a colour.

Suggest movement; for example to the customers colour they motivate custom to want see and others want to buy the image sketched or designed by using colour.

Arouse emotion; from the artist use colour to arouse some emotion during the painting her picture in order to facilitate picture quickly without any obstacle of mistakes or errors erupt during the sketch.

Describe form; because colour facilitate the forms of designing such as texture, lines

Create mode; art played another role for creation of mode to the customer. Customers motivated with a colour on the picture sketched by an artist. especially art and create employment to the an artist for example.

9	Create illusion of the space and depth, Colours used to beautify the sketches and others artist drawn with a colour.
	Generally, <del>art</del> Colour is very important because help the viewers to understand and make critique. So <del>Artist</del> <sup>artist</sup> It is important to promote and preserve <del>art</del> <sup>Colour</sup> because use in art work to design pictures.

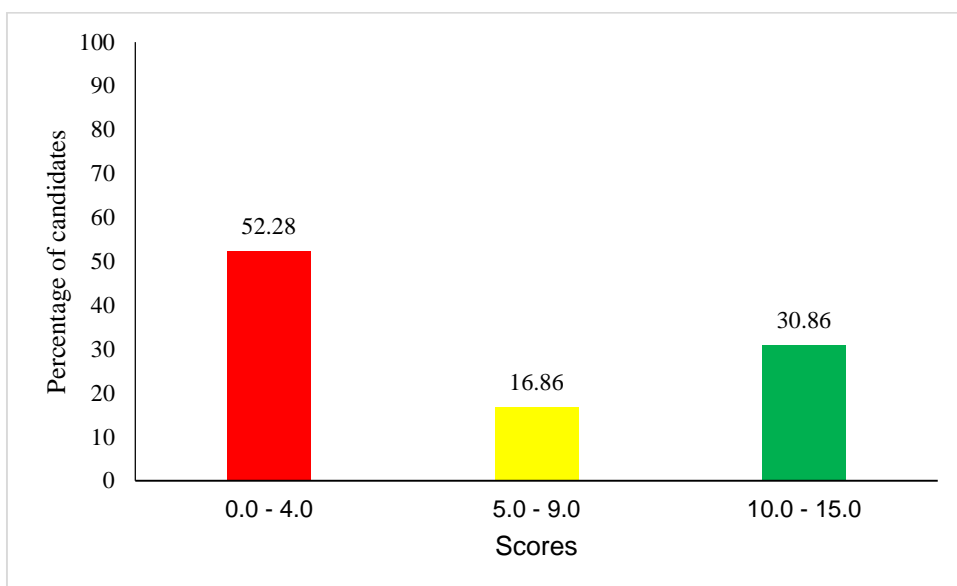
Extract 9.2: A sample of a correct response to question 9

In extract 9.2, a candidate gave correct answers with good explanations, revealing adequate knowledge about colour theory.

### 2.3.2 Question 10: Fine Art Entrepreneurship

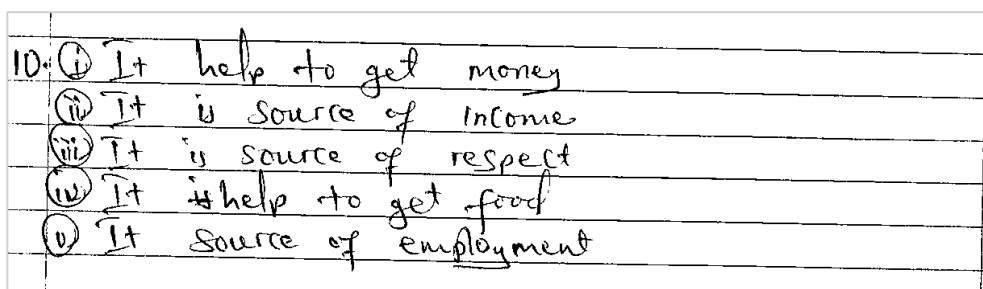
The question required candidates to explain, in five points, how one could advertise a business effectively. The total marks allocated to this question were 15.

A total of 593 (54.20%) candidates responded to this question. Where 310 (52.28%) candidates scored 0.0 to 4.0 marks, 100 (16.86%) scored 5.0 to 10.0 marks and 82 (17.6%) scored 10.0 to 15.0 marks. The candidates' general performance on this question was average since 283 (47.72 %) scored 5.0 to 15.0 marks as illustrated in Figure 10.



**Figure 10:** The percentage of candidates' performance in question 10

The 310 (52.28%) candidates who scored 0.0 to 4.0 marks had inadequate knowledge of advertising the business. They gave incorrect statements and wrongly spelled answers, such as *by using the emblem*, which is incorrect. Others used unknown words, while others completely failed to provide any of the six ways of advertising a business. They wrote incorrect responses, such as *by printing your own emblem* and *printing*, instead of the ways of advertising a business. Some candidates just selected some vocabularies related to Fine Arts, for example, *sculpture in art* and *casting*, which were wrong. Some candidates explained the importance of art, like how *art is used as a source of employment*. Some candidates wrote *about printmaking* instead of advertising the business. Extract 10.1 is a sample of an incorrect answer to question 10.



Extract 10.1: A sample of an incorrect response to question 10

In extract 10.1, the candidate wrote about the importance of business instead of writing about effective ways to advertise a business.

Furthermore, 100 (16.86%) candidates who scored 5.0 to 10.0 marks had moderate knowledge of the ways of advertising the art business. They provided correct answers but had some spelling mistakes. Other candidates provided a few points instead of the six that were required. Others mixed up incorrect responses. However, they failed to score higher marks due to poor arrangement of the essay and language problems.

On the other hand, 183 (30.86%) candidates who scored 10.0 to 15.0 marks had good knowledge on how to advertise a business effectively. Those who attempted this question correctly provided the following knowledge: *Advertisement is the way in which information is provided to the customers, raising awareness on the product generating sales and creating the brand reality or services to the users or last consumer. they provided the following ways that can be used to advertising the business through different media.*

*Use of newspapers. This can have a wide range of reaching a customer. Through this media information can be easily available and accessible.*

*Radio and television: This is another way of advertising and establishing of new artwork gallery. Many people who listen and watch Television will be aware of business centre within very short time. By doing so, they may come to visit and buy the art work.*

*Outdoor advertisement and transmission like billboard, posters mobile van banners; These types of advertisements have a tendency to be set on the walls or along the road where people tend to pass through and watch them.*

*Online social media advertisements such as Instagram, Facebook, Tweeter and WhatsApp: This is another way people will find out about activities going on at the art gallery. Due to advertisement technology, many people have access to devices such as mobile phones. The artist advertises their business by posting on these social media.*

*Special magazine: advertisement on this platform can also reach targeted market quickly and easily. Specific people tend to read and get the intended information such as that of art gallery and its activities.*

*Other category of candidates who scored good provided good points but without grouping or organizing. For instance: network marketing, advertisement can be done through, posters, billboard, banners, phones, WhatsApp, flyers, brochures, radio, television.* Extract 10.2 is a sample of a correct response to question 10.

10 Advertising is an act of making the business products and services be known to the public. Advertisement is very important because it increases the business income and profit. An entrepreneur can advertise the business by using several methods as the following points directs:-

By using the mass medias, an entrepreneur can advertise the business by using the aid of the Mass medias such as Television and radios so as to make the business public. Example Television and radios in Tanzania are TBC and Wasafi FM.

By using the posters, the business can be advertised to the public by using small pieces of paper which have the details about business. Example of the business advertised by posters in Tanzania are Coca-cola drinks.

By using the social medias, the business can be advertised by using various social medias which are used by many people so the business will be known to the public. Example of the social medias are Instagram and Facebook.

By public announcement, this is done by the aid of the musical and sound devices such as large speakers or PA which helps to give information to many people and hence the business is being advertised and the business company traffic increases.

By using the billboards, these are the large sheets which are put along the roads on sides and carries the information about the business product and services. Example the advertisement of Pepsi drinks by using billboards all over the country.

10 In general, the entrepreneurs should use the appropriate methods of advertising their business such that for large trader they may use billboard and posters but for small trader they may start with mass medias and social medias which are somehow cheap so as to gain profit according to their business.

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

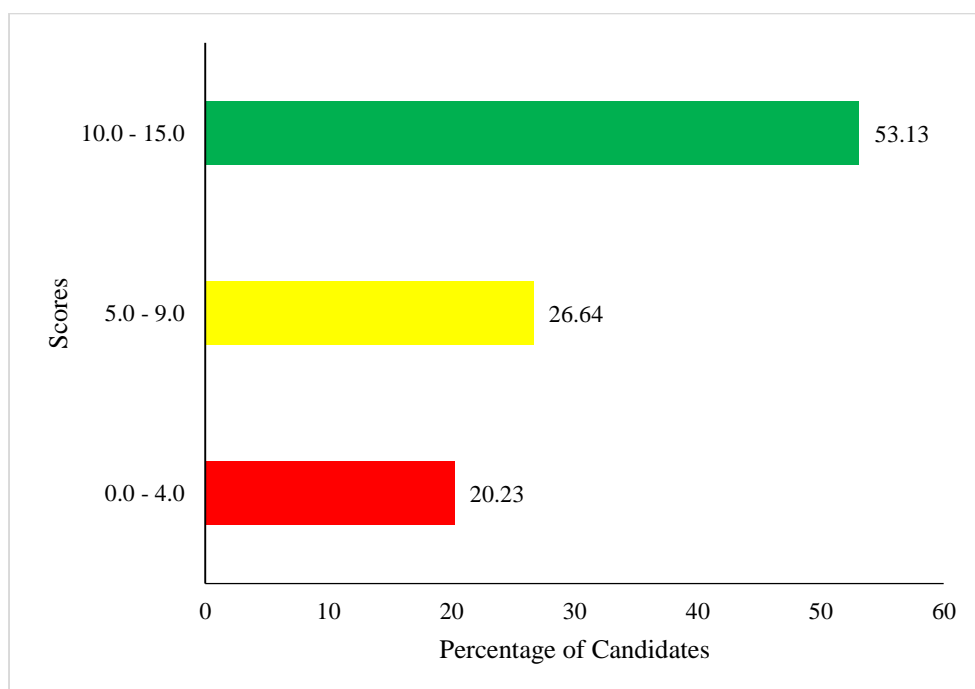


In extract 10.2, a candidate explained well the different ways of business advertising media showing that they had sufficient knowing on the subject.

### 2.3.3 Question 11 Theory of art

The question required candidates to explain, in five points, the roles of art in various aspects of life. The marks allocated to this question were 15

The question was attempted by 702 (64.17%) candidates who sat for this examination, out of whom 142 (20.23%) candidates scored 0.0 to 4.0 marks, 187 (26.64%) candidates scored 5.0 to 9.0 marks, and 373 (53.13%) candidates scored 10.0 to 15.0 marks. The candidate's performance on this question was generally good since 560 (79.77%) of the candidates scored 5.0 to 15.0 marks. Figure 11: The performance on this question is further illustrated in Figure. 11.



**Figure 11:** *The percentage of candidates' performance in question 11*

A total of 373 (53.13%) candidates who scored 10.0 to 15.0 marks had sufficient knowledge on the roles of art in various aspects of life. They organised their essays with a relevant introduction, main body, and

conclusions. Overall, their essays included the following materials: *Art is the way something is done by using skills and imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others. Art plays a great role in human life. Its functions include the following: Enhancement of the environment: statues, models, sculptures, paintings, drawings, and forms have been observed in various areas. Their presence always enhances the look of the landscapes where they are placed. Expression of religious beliefs. Religious symbols such as crosses, paintings, and statues have been used in religious activities to depict religious beliefs from ancient times to the present. Recording and commemoration of experiences. This has been one of the big roles of the arts in human life. Through the arts, people celebrate different events. Art can be used to trace past human experiences of hunting early people in Kondoa rock paintings. Creation of beauty: This is evidenced in works of art such as drawing, painting, and designing. They tend to decorate our environment as they create beauty.* Other candidates in this category answered by giving alternative correct answers as follows: *Art creates an employment opportunity as someone can have an art gallery containing art products like T-shirt printing, sculpture, drawings, designing, and other art products. It is the source of income. Someone can sell Fine Art products like paintings and sculptures and get some money. Entertains people in society as they see different prepared art works.* Extract 11 provides a sample of a good response to question 11.

11.	<p>Art is study which deals with expressing the general ideas and feelings of an artist into the society. Art can be of different types based on people's culture. Art can either be material art and intellectual art. Whereas in material art there are things like drums, also in intellectual arts there are things such as traditional musics.</p> <p>The following are the roles of art in various aspects of life, starting with:</p> <p>Art is used as source of refreshment to people. People in the societies use art in refreshing their minds in different places. Example the travellers who travel from one place to another place they can be refreshed through material art. Also in societies which have traditional dances they can be refreshed by looking to those dancers.</p> <p>Art is the source of education. People who write and publish books for learning, they also include some of the drawings such as "finger-prints" drawings which enables the learners to easily catch up properly of different concepts when learning and gaining of education from different written sources.</p> <p>Art is the source of income to people. Art can be the source of employment to people since through the art work a person can be able to make a paint of a picture and sell it into the society whereby he/she can be able to get money and improve the living standard of his/her life in the society.</p> <p>Art is the source of employment to people. Through the knowledge of art people can be employed to work in different areas of different professions such as the Engineering architect. This facilitates the development of an individual in the society. A person who is employed can be able to get money to control his life.</p>
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Generally, art can be among the features which provides symbolization of the groups of people and their cultures in their societies. By the means of the national flags which includes the general ideas of arts, this can help in providing of identity of nations.
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Extract 11.1: A sample of a correct response to question 11

In extract 11, a candidate had adequate knowledge about the roles of art in various aspects of life, the points were correct and clearly explained.

Further analysis show that 187 (26.64%) candidates who scored 5.0 to 9.0 had moderate knowledge on the roles of art in various aspect of life. Although they had correct answers, some mistakes like wrong explanation were noted. Other candidates only provided few answers instead of six that were required. Others mixed the correct with incorrect responses such as; *art is used to increase population* and *Art is poor culture*. which is wrong.

Further analysis shows that 142 (20.23%) candidates who scored from 0.0 to 4.0 had inadequate knowledge of the role of art in various aspects of life. They made incorrect statements, which reflects on the possibility that they did not correctly comprehend the needs of the question. Others had used wrongly spelled responses, such as *elements of art graphic design*; some wrote incorrect words, such as *logo emblems*; *book cover*, *posters* and others completely failed to provide any role for art. Extract 11:3 provides a sample of poor performance on question 11.

11- Art is the work of using the skills to make the -  
 Artworks like painting art, designing art etc, "Art  
 plays a great role in various aspects of life"  
 This statement we explain about the where the  
 Art are be applied, so The following are appli-  
 cation of Art in our daily life.

In clothes industries, The Art are be applied in  
 the clothes industry because there are some clothe-  
 s who are need the skills of designing. like -  
 clothes containing the flower, the flower are need  
 arts skills to draw / design.

In building construction. There are some buildi-  
 ngs like house who are good which are construc-  
 ted by using the Art skills. so, the Art skills are need  
 ed for construction of some flower in the house.

At school for studying. The Art are studied  
 as a subject who are called fine Art who can  
 be help the children / students to get the know-  
 ledge about the Arts who is important in our daily  
 life.

In Breaking news. The Art are applied in  
 Breaking news where by there are some news -  
 who are need some images or picture due to  
 the Art to be applied, like in TBC news, BBC news etc

Generally, The Art it is very important in  
 our daily life because it is applied in many parts.

Extract 11.2: A sample of an incorrect response to question 11

Extract 11.2: The candidate had lacked the necessary knowledge on the role of art in aspects of life. The points given are incorrect, such as *in breaking news*, and *at school for studying* wrongly explained.

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

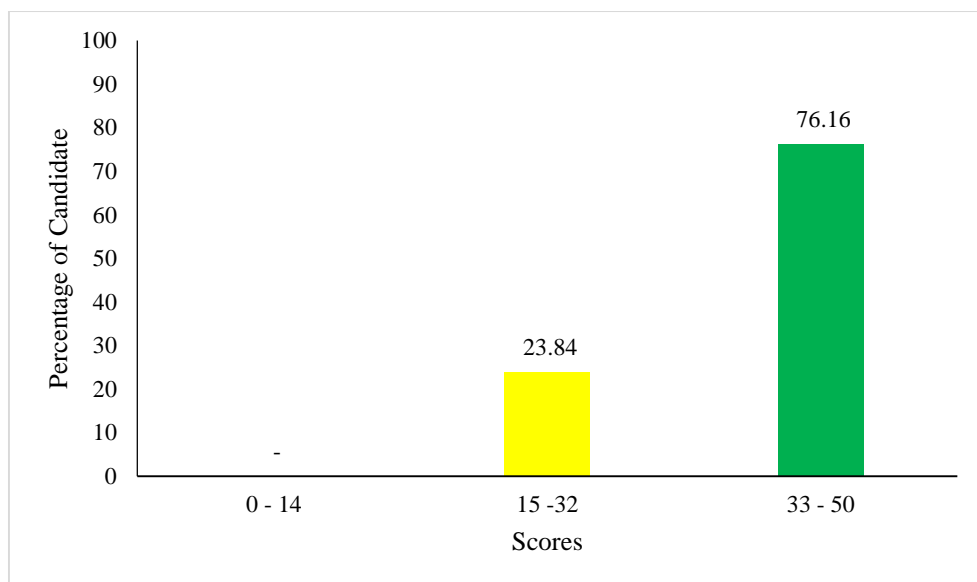
#### 3.1 SECTION A: Drawing and Imaginative Compositions in Colour/Pencils.

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: 1 - Still Life

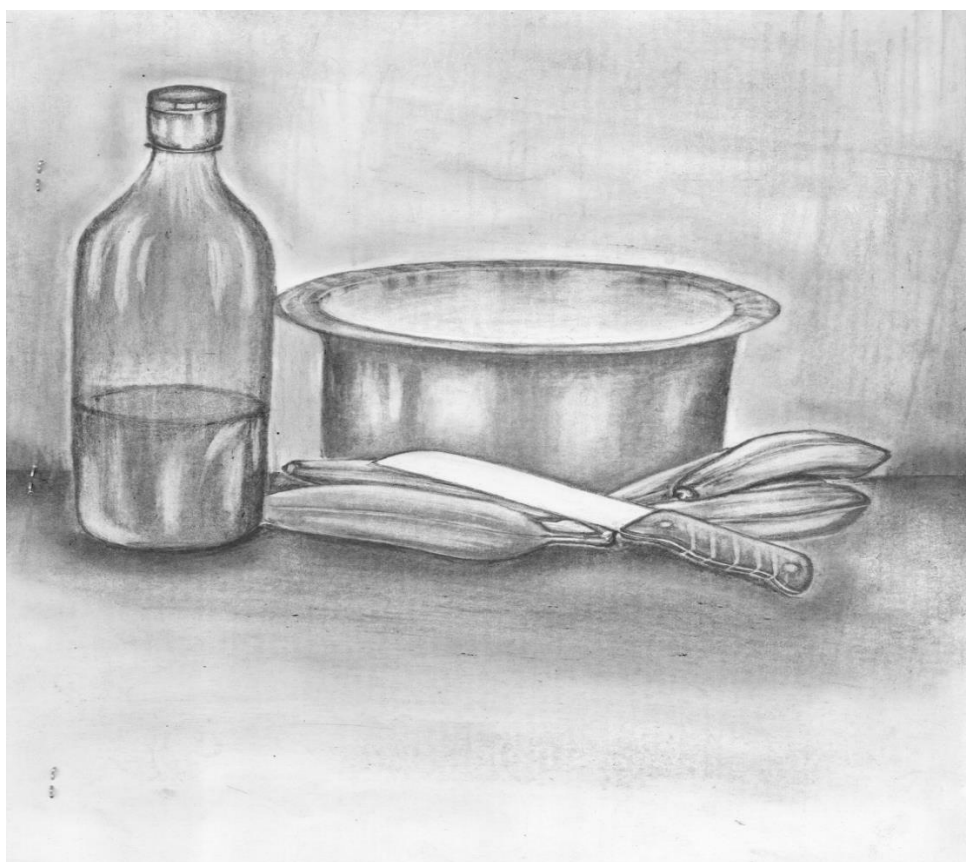
The question required candidates to draw five (5) unripe bananas placed beside a saucepan, a knife on top of the bananas and a half-filled bottle of cooking oil placed on a low table in detail on a 35 by 25cm sized manila paper using a pencil. The question carried a total of 50 marks.

The question was attempted by 1,015 (92.78%) candidates, of whom 773 (76.16%) candidates scored 33.0 to 49.0 marks, 242 (23.84%) scored 15 to 32 marks, and no one scored 0 to 14 marks. The candidates' general performance on this question was good since 1015 (100%) candidates scored 15 to 50 marks. The performance for this question is further illustrated in Figure 12.



**Figure 12:** *The percentage of candidates' performance in question 1*

A total of 773 (76.16%) candidates who scored from 33 to 49 marks were knowledgeable about the demands of the questions. The candidates who attempted the question correctly were able to present a good drawing with a well-developed centre of interest. Their drawings were well defined by proper shading and good light treatment on the subject where the reflection of light on the composition arranged seen clearly. Such drawings had well-defined backgrounds and foregrounds. Other candidates in this category were able to adopt proper shading techniques and textual values the rough and smoothness on bottle, knife and saucepan, which enabled them to portray proper shapes and forms that increased the impression and reality of their pictures. No one scored 50 marks. Extract 12.1 shows a sample of a correct response from a candidate.



Extract 12.1: A sample of a correct response to question 1

Extract 12.1 shows a sample of a good response from a candidate who managed to skillfully maintain space by using  $\frac{3}{4}$  of the provided space. The shapes of the objects drawn were well developed, and textures, tone value,

proportion, and balance were well observed throughout the work. Also, the image and background were well defined.

Furthermore, the analysis shows that 243 (23.84%) of these candidates were able to portray the objects drawn. They provided good texture and tone values but failed to portray appropriate perspective in their drawing, including improper space utilization. Some candidates in this category portrayed acceptable image capture but failed to concentrate on the final finishing details. Their drawings contained sticky pencil borders, contrary to the drawing principle, which recommends that sticky borders be eliminated through smudging and shading techniques. Moreover, some candidates made the effort to produce good sketches and developed balance, forms, light, and shadow treatments but omitted the presentation of fore and backgrounds in their layout, including neatness. These shortcomings necessitated average scores. On the other hand, no one who scored from 0 to 14 performed poorly. Extract 12.2 shows a sample of an average response from a candidate.



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

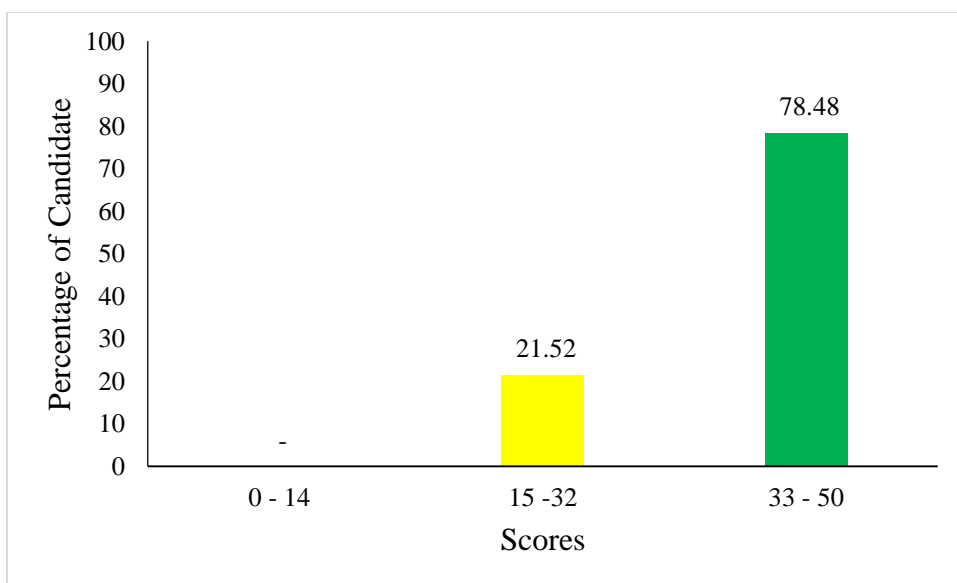


Extract 11.2 shows a sample of an average response from a candidate who portrays the shape of five (5) unripe bananas placed beside a saucepan, a knife on top of the bananas, and a half-filled bottle of cooking oil. He or she portrayed a picture with poor proportion where the size of the banana, bottle, and sauce pan lacked realistic form. The body appears sketchy with poor balance.

### 3.1.2 Question 2: Drawing

The question required candidates to draw a boy wearing glasses standing and posing as if he were looking to the right. They were to draw a portrait of him, focusing on the face down towards the chest area only. They were to use 35 by 25 cm of white paper. The question carried a total of 50 marks.

The question was attempted by 79 (7.22%) candidates, of who 62 (78.48%) of them scored from 33 to 50 marks, 17 (21.52%) scored from 15 to 32 marks, and none of them scored from 0 to 14 marks. The candidates' performance in this question was good since 100 per cent scored from 15 to 50 marks, as illustrated in Figure 12.



**Figure 13:** *The percentage of candidates' performance on question 2*

Data analysis showed that 62 (78.48%) candidates who scored from 33 to 50 marks. The candidates who attempted this question correctly were able to

present a good-natured drawing. They were able to portray a boy of relative sizes wearing glasses. The shape and form were artistically portrayed by the use of light intensities and contrast, verifying their mastery of the subject matter in drawing human figures as per question demand. Other candidates' display fantastic skills in image capturing. They presented adequate technical skills in human figure drawing. They managed to portray well the features of the human body by developing good texture, shapes, depth, and proportion. Some candidates presented their drawing layout with smooth and dark textures in their backgrounds. Emphasis was mostly focused on creating the shadows to bring the composition to life. They used light and shade techniques to present well-defined shape, texture, and form. Therefore, these skills led to a good performance in this question. Extract 13.1 shows a sample of a good response from a candidate.



Extract 13.1: A sample of a good response to question 2

Extract 13.1: The candidate demonstrated good technical ability in drawing a well-received picture of a candidate waiting for a bus. They used principles like perspective, proportion, balance, light treatment, and space utilization. The candidate effectively drew texture, shape, foreground, and background, well defining the space in the foreground, middle, and back ground.

Further analysis shows that 17 (21.52%) candidates' scores were on average. Such candidates made moderate compositions of the scene and were able to work on textures on the body for this, they used light and shade treatments on the human skin in the form of smudging and shading techniques. The shapes of some body parts were properly developed, and the balance principle was properly allocated. However, some drew backgrounds, with some parts left unshaded. Others omitted the shadows and light reflections on the portrait. Moreover, other candidates managed to portray and apply well the elements and principles of drawing by observing proper balance, space utilisation, and tone value treatment but failed to define and present well the object's backgrounds, resulting in an incomplete drawing. Contrarily, none of them had a weak performance. Extract 13.2 shows a sample of candidates who performed averagely.



Extract 13.2: A sample of candidate's an averagely response to question 2

Extract 13.2 shows a sample of candidates with incorrect responses. He or she seems to possess limited drawing skills lacking in artistic elements and principles such as shape, form, texture, and proportion, leading to miscontrast in their finished work. Also, they failed to successfully portray

the shadows around the subjects drawn, ignoring a major principle in human figure drawing.

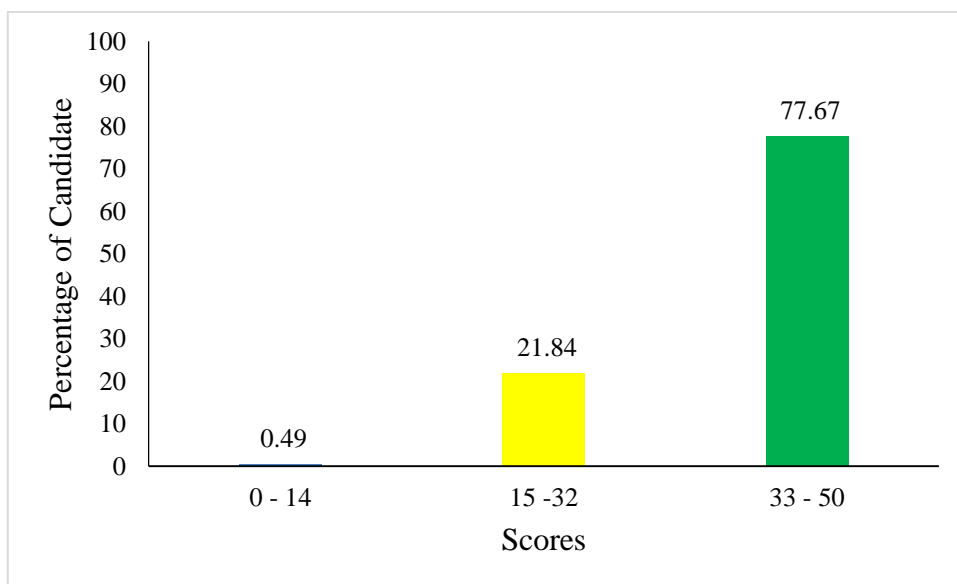
### 3.2 SECTION B: Designing and Painting

In this section, candidates were required to portray their designing and painting abilities by using colours. The section carried a total of 50 marks.

#### 3.2.1 Question 3: Designing

The question required candidates to design a bedsheet pattern with two motifs using the love sign with orange colour and dove with grey colour. The question carried a total of 50 marks.

A total of 206 (18.83%) candidates opted for this question. The analysis of performance in this question shows that 160 (77.67%) scored from 33 to 45 marks, 45 (21.84%) scored from 15 to 32 marks, and 1 (0.49%) scored from 0 to 14 marks. None of them scored 50 points. The candidates' performance in this question was good since 205 (99.51%) scored from 15 to 45 marks, as illustrated in Figure 13.



**Figure 14:** - *The percentage of candidates' performance in question 3*

The 160 (77.67%) candidates who scored from 33 to 45 marks had a good performance. They created the centre of interest by composing a good design

of a pattern with two motifs, as the question demanded. The candidates selected the appropriate colour scheme that would convey the intended theme in the motif composition. They painted their motifs well, observing clearly the elements and principles of design such as texture, tones, colour, rhythm, unity, and contrast. Moreover, few candidates managed to paint properly their motif patterns so as to achieve the intended theme in their designs. She exhibited enough skills and ability to interpret the elements and principles of art, such as proportion, balance, unity, and harmony. Extract 14.1 is a sample of the correct responses to this question 3.





Extract 14.1: A sample of correct response to question 3

Extract 14.1: is a sample of a good response because it is a well-designed pattern from the candidate. He or she demonstrated the ability to paint attractively and rendered an appropriate a good repeat design with illustrations and good colour selection.



The analysis of the candidates' performance further showed that 45 (21.84%) candidates who scored from 15 to 32 had an average performance. They demonstrated technical skills in designing bed sheet patterns. They depicted good shape and form and acceptable space utilization. They fine applied illustrations and pictures to fit the message. However, their art works did not score higher marks because most of the candidates had no idea of the proper media to be used. They could not select colours that match the repeat-to-apply thing, which made the artwork looks unpleasant. Some candidates in this category depicted improper arrangements of bed sheet pattern features and details (improper layout design).

On the other hand, 1 (0.49%) candidate who scored from 0 to 14 had inadequate knowledge about designing bedsheets patterns. Some of the candidates in this category were not able to design patterns. They only designed a single motif without employing a repeat pattern to provide the correct features of a bed sheet pattern as required by the question. In addition, other candidates used pencils instead of painting using water colours. Others depicted kanga patterns instead of bedsheets patterns. Some candidates in this category asked for a bedsheets pattern with an illegible motif. Extract 14.2 is a sample of an incorrect response to this question.



Extract 14.2: A sample of candidate's incorrect response to question 3

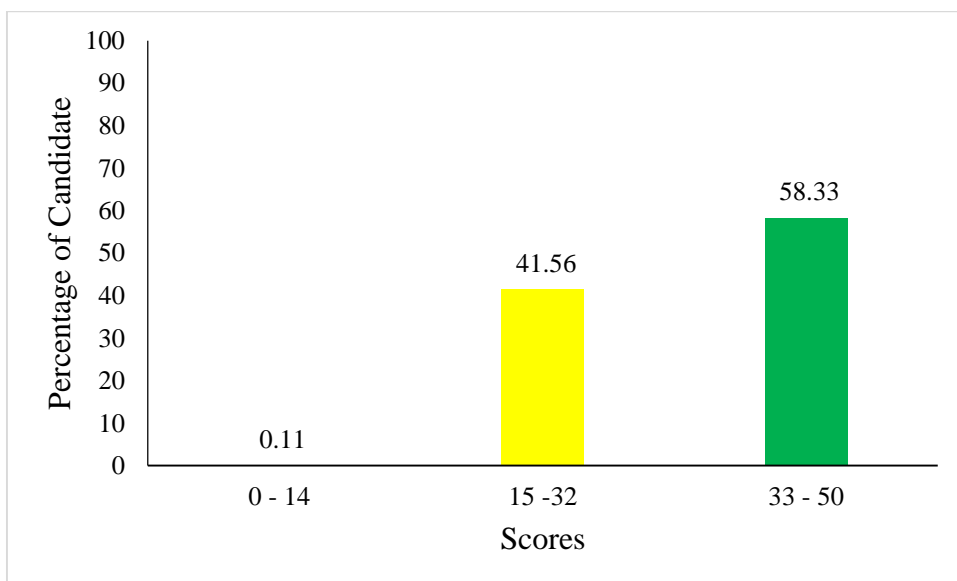
In extract 13.2, the candidate failed to show their ability, creativity, and forms for bedsheet patterns. He or she should have designed a bedsheet

pattern instead of just a motif, which was not in the line with the question requirements.

### 3.2.2 Question 4: Pictorial composition in colour

The question required the candidates to create a painted pictorial composition of a landscape showing trees, mountains, grass, and sky. The question's total score was 50 percent. The question aimed at assessing the ability to paint.

This question was attempted by 888 (81.17%) candidates who sat for this examination and their performance was as follow; 518 (58.33%) scored from 33 to 50 marks, 369 (41.56%) scored from 15 to 32 marks and 1 (0.11%) scored from 0 to 14 marks. Generally, the performance of the candidates in this question was good since 887 (99.89%) candidates scored from 15 to 49 marks, though none of them scored 50 marks. Figure 14 summaries the performance in question 4.



**Figure 14:** *The percentage of candidates' performance in question 4*

Data analysis shows that 518 (58.33%) candidates who scored from 33 to 50 marks created a painted pictorial composition of a landscape showing trees, mountains, grass, and sky. Those candidates presented the message well, which was visual elements in pictorial composition. Such candidates maintained a well-balanced perspective, where the size of the land closest to

the viewer appeared larger even when the horizon was seen as clear. The proportion or ratio of an object was presented as being relative in size, and the texture of the sky appeared natural. Candidates were able to mix well colours and tones tend to attract the eyes of the viewer. Also, there is emphasis in their compositions. Various painting methods of water colour paints were carefully observed, bringing unity to their compositions. They demonstrated their excellent abilities in colour schemes manipulation, requiring them to use specific colours on features of the landscape and for both backgrounds, middle grounds, and foreground planes. These candidates thus demonstrated adequate skills in pictorial composition. Possession of such skills made their work look finished and original. Balance in their landscape was well portrayed, and they included images of forests in proper natural colours. Additionally, those candidates demonstrated abilities to control the visibility of the paint due to good texture colouring. The hills, trees, shapes, and neatness were perfect; the colour application on the landscape and message were created by applying the principles of art. They also displayed excellent colour harmony and scheme, showing how well versed in painting techniques they were. The inclusion of this element demonstrates that the corresponding candidates had adequate stroke awareness, abilities, and experience with the topic. Hence, a good landscape and sky were observed. Extract 15.1 is a sample of the correct response in question 4.



#### Extract 15.1: A sample of correct response to question 4

Extract 15.1 shows a candidate managing to create a painted pictorial composition of a landscape showing trees, mountains, grass, and sky. He or she has acquired good skills and technical abilities to present a fine compositional layout and well maintain the space. The candidates have at the same time displayed quality skills in colour choice and colour application. Perspective, back and foreground were clearly defined.

Furthermore, a total of 369 (41.56%) candidates had an average performance as they scored from 15 to 32 marks. Candidates who attempted this question scored averagely. They demonstrated moderate skills in pictorial composition in presenting the provided message. Few candidates in this category failed to depict well the forms and textures in the features used in their landscape compositions, hence the average score. Some of them used crayons instead of water colours while others concentrated on the background instead of the content given which bring about sign posts which were not recommended.

Contrarily, 1 (0.11%) candidates who scored 0 to 14 marks had no mastery of the principles, elements, and technical skills in creating a painted pictorial composition of a landscape showing trees, mountains, grass, and sky. Therefore, their layout was poor. Additionally, they did not follow the principles of art and design as they created trees without applying proper proportions to trunks with branches and leaves; hence, the background in their landscape had faint colour schemes and poor resolution. Others highlighted that their painting is not realistic since the landscape appears to be hanging in the air as if it were an illusion. Some of them sketched failing to differentiate the size of objects, near or far, by applying perspective. Generally, their work lacked the necessary creativity. Therefore, the painting lacked originality. Extract 15.2 is a sample of an incorrect response to his question.





Extract 15.2: A sample of incorrect response to question 4

Extract 15.2 shows a sample of an incorrect response from a candidate who lacked knowledge of landscape painting. He/she failed to present the right pictorial composition layout because he/she did not treat perspective, textures of features, direction, and movement well. Other features used in the composition were disorganised and lacked reality. The candidate did not observe colour harmony because there was overlapping of colour in the shapes, which created blurred messy forms.

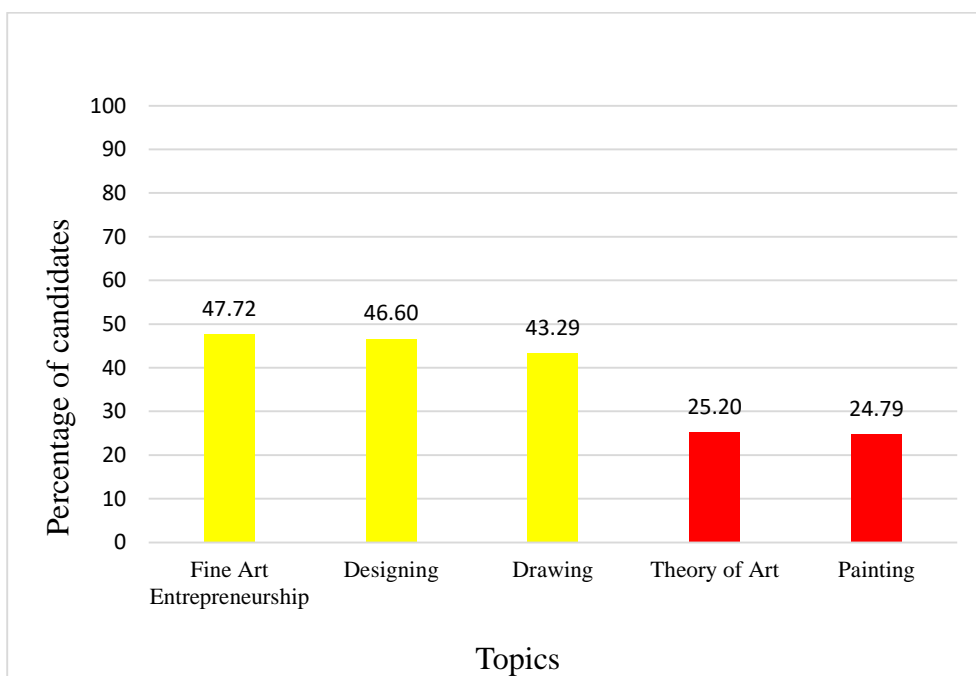
#### 4.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

In Form 4, CSEE 2023 Fine Art Paper 1(016/1), five (5) topics were examined. The topic was: *Theory of Art, Drawing, Designing, Painting, and Fine Art Entrepreneurship*.

The analysis of candidates' performance per topic in Fine Art 1 in CSEE 2023 shows that the candidates had an average performance in the following topics: *designing*, 44.64 per cent, and *Fine Art entrepreneurship*, 47.72 per cent. On the other hand, the *theory of art* is 25.20 per cent. *Drawing* at 24.39 per cent and *painting* at 12.27 per cent had weak performances.

Fine Art 2 (016/2) in CSEE 2023 tested three topics, namely *Drawing, Painting, and Designing*. The analysis of candidates' performance per topic shows that the topic of *Drawing* had a good performance of 100 per cent, the topic of *Painting* had a good performance of 99.89 per cent, whereas the topic of *Designing* had a good performance of 99.51 per cent.

The general performance in all topics for the Fine Art subject was good. The average performance of the subject was 65.35 per cent. The general average performance per topic in Fine Art was as follows: *Fine Art Entrepreneurship* 47.72 per cent, *Designing* 46.60 per cent, *Drawing* 43.29 per cent, *Theory of Arts* 25.20 per cent and *Painting* 24.79 per cent. The general performance across the topics is summarised in Figure 16.



**Figure 16:** *The percentage of candidates' performance per topic*

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 CONCLUSION**

The general performance of the CSEE 2023 Fine Art subject was good. There were candidates who provided reasonable answers because they were knowledgeable and had acquired sufficient skills about the content tested in both theory and practical questions. The analysis shows that the candidates' performances were due to their ability to identify the question's demand. Good performance also relates to knowledge of the subject content, skills, and competences related to the topic. However, some candidates failed to score high marks allocated to specific questions because of insufficient knowledge of the topic tested, and the English language also challenged them in completely answering the examination. The candidate's performance on various topics is summarised in the appendix attached to this report.



## 5.2 RECOMMENDATIONS

The Candidate Item Response Analysis (CIRA) for this examination and general performance in Fine Art Subject necessitates the following recommendations for improvement in future examinations:

- (a) Candidates are encouraged to use learning materials recommended by the Tanzania Institute of Education so as to increase awareness, knowledge, and skills, especially on the topics of *Theory of Art* and *Painting* which had a weak performance in CSEE 2023.
- (b) Candidates are encouraged to put in more effort to study Fine Art theory so as to ensure they have skills and competence in the theory to reveal Fine Art 2, which performed well.
- (c) Candidates must observe examination instructions, rules, and regulations to avoid attempting questions outside the rubric. It has become clear from this item response analysis that some candidates disregarded directions even though they produced excellent artwork.
- (d) Candidates are encouraged to address common examination challenges and mistakes, and teachers are encouraged to nurture their interest in Fine Art to foster good artists.

**Appendix: A Summary of the Candidates' Performance per Topics CSEE  
2023**

<b>S/N</b>	<b>TOPICS</b>	<b>Total Questions</b>	<b>The percentage of candidates who scored an average of 30 per cent or above</b>	<b>Remarks</b>
1	Fine Art Entrepreneurship	1	47.72	Average
2	Designing	4	46.60	Average
3	Drawing	8	43.29	Average
4	Theory of Art	4	25.20	Weak
5	Painting	7	24.79	Weak

