



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



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA), 2025**

**VISUAL ARTS
(VOCATIONAL STREAM)**



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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 REGISTRATION AND ATTENDANCE OF STUDENTS	1
2.1 Students Registration	1
2.2 Students Attendance.....	2
3.0 ASSESSMENT RESULTS IN EACH SUBJECT	2
3.1 Overall Students' Performance	3
3.2 Students' Performance in Subjects	4
4.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH SUBJECT	4
4.1 Analysis of Students' Performance based on Competences	5
4.1.1 Performance of Students in Drawing and Painting Competences	5
4.1.2 Performance of Students in Graphic Design Competencies.....	5
4.1.2.1 Graphic Design 1	6
4.1.2.2 Graphic Design 2	7
4.2 Analysis of Students' Performance based on Questions.....	8
4.2.1 Analysis of Students' Performance in 487 Drawing and Painting Practical Papers	8
4.2.2.1 487 Drawing and Painting.....	8
4.2.2 Analysis of Students' Performance in 842/1 Graphic Design: Theory and Practical Papers	12
4.2.2.2 842/1 Graphic Design 1	12
4.2.2.3 842/2 Graphic Design 2	15
5.0 CONCLUSION AND RECOMMENDATIONS	20
5.1 Conclusion	20
5.2 Recommendations	21
Appendix: A Summary of the Students' Performance per Competence FTNA 2025	22

FOREWORD

The National Examinations Council of Tanzania (NECTA) presents this report on the general analysis of student responses for the 2025 Form Two National Assessment (FTNA) in the Vocational Stream, specifically for the Drawing and Painting and Graphic Design subjects. As a formative evaluation, this assessment aims to monitor student learning and provide feedback to educational stakeholders to enhance teaching and learning processes.

The report analyses students' performance, attributing high scores to adequate technical skills and the ability to interpret assessment requirements. Conversely, lower performance was associated with insufficient skills in preserving culture through art, applying knowledge to solve challenges and using appropriate language.

This analysis is designed to help students identify their strengths and weaknesses before the Certificate of Secondary Education Examination (CSEE), enabling teachers to effectively address challenging areas. NECTA anticipates that the insights provided will guide stakeholders in implementing measures to improve instruction, thereby ensuring students acquire the necessary competencies for better future performance.

The Council sincerely appreciates the efforts made by all examination officers, subject experts and all professionals who dedicated their time and expertise in preparing this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Form Two National Assessment (FTNA) for Vocational Stream aims to evaluate the competencies acquired by students through the secondary education curriculum in Forms One and Two. This report presents the overall performance of students in the FTNA 2025 in Drawing and Painting and Graphic Design. The report also present analysis of performance in specific competencies and selected questions.

The objective of analysing performance across various competences is to provide feedback to educational stakeholders regarding competence with good, average and weak performance. This feedback will enable educational stakeholders to form strategies that will facilitate students to acquire the intended competencies as outlined in the Forms One and Two syllabus. These strategies will also assist in enhancing the level of students' performance in future examinations.

2.0 REGISTRATION AND ATTENDANCE OF STUDENTS

The number of students registered for the 2025 Form Two National Assessment (FTNA) in Drawing and Painting and Graphic Design subjects, along with their attendance rates, is presented disaggregated by gender.

2.1 Students Registration

A total of 48 students were registered to sit for the Form Two National Assessment in Visual Art subjects in 2025. Among them, 28 were male and 20 were female. Table 1 represents the distribution of students and their gender.

Table 1: Students Registration in Drawing and Painting and Graphic Design in FTNA 2025

Subject Name	Registered		
	Gender	Total	Per cent
487 Drawing and Painting	Male	05	100
	Female	09	100
	Total (a)	14	100
842 Graphic Design	Male	23	100
	Female	11	100
	Total (b)	34	100
Total (a) + (b)		48	100

2.2 Students Attendance

A total of 47 students sat for the Form Two National Assessment in Visual Art subjects in 2025. Among them, 27 were male and 20 were female. The analysis of student attendance by subject and gender is presented in Table 2.

Table 2: Attendance of Students in FTNA 2025

Subject	Attendance		
487 Drawing and Painting	Gender	Total	Per cent
	Male	05	100
	Female	09	100
	Total (a)	14	100
842 Graphic Design	Male	22	100
	Female	11	100
	Total (b)	33	100
Total (a) + (b)		47	100

3.0 ASSESSMENT RESULTS IN EACH SUBJECT

The analysis of assessment results has been carried out, using candidate-level data to determine subject-specific performance patterns, grade distributions and competency attainment levels. The processing of the FTNA 2025 results was conducted using grade ranges, as shown in Table 3.

Table 3: Grading Scale

Marks	Grade	Remarks
75-100	A	Excellent
65-74	B	Very Good
45-64	C	Good
30-44	D	Satisfactory
0-29	F	Fail

Table 3 shows that Grade A is the highest passing grade, whereas Grade F is the lowest. Grades A, B, C and D indicate that a student has passed the assessment, while Grade F indicates that a student has failed the assessment.

3.1 Overall Students' Performance

A total of 47 students were assessed across the two subjects. All students attained Grades A-D; no Grade F was recorded. However, Grade distribution varied notably by subject, indicating that all learners achieved at least the minimum acceptable competency level.

In Drawing and Painting, 14 students were assessed, with female students forming the majority at 64.3 per cent compared to 35.7 per cent male students. Performance in this subject was strong, with 57.2 per cent of the students attaining Grade A, 28.6 per cent Grade B and 14.2 per cent Grade C. Female students performed particularly well, contributing the highest proportion of Grade A results. The absence of low grades reflects strong practical skills acquisition and effective teaching and learning processes in this subject.

Graphic Design recorded a larger enrolment of 33 students, of whom 54.6 per cent were female and 45.5 per cent were male. Unlike Drawing and Painting, no student achieved Grade A, suggesting that the subject may be more technically demanding. Most students, accounting for 69.7 per cent, obtained Grade C, while 12.1 per cent attained Grade B and 18.1 per cent scored Grade D. Despite the lower grade distribution, no failures were recorded, indicating that students generally met the required learning outcomes. The data in Table 4 presents students' performance in 487 Drawing and Painting and 842 Graphic Design, analysed by gender and grade distribution.

Table 4: Distribution of Students by Grades

Code	Subject	Grades						Total A- D
487	Drawing and Painting	Gender	A	B	C	D	F	
		Male	2 (14.3%)	2 (14.3%)	1 (7.1%)	0	0	5 (35.7%)
		Female	6 (42.9%)	2 (14.3%)	1 (7.1%)	0	0	9 (64.3%)
		Total (a)	8 (57.2%)	4 (28.6%)	2 (14.2%)	0	0	14 (100%)
842	Graphic Design	Male	0	4 (12.1%)	8 (24.2%)	3 (9.1%)	0	15 (45.5%)
		Female	0	0	15 (45.5%)	3 (9.0%)	0	18 (54.6%)
		Total (b)	0	4 (12.1%)	23 (69.7%)	6 (18.1%)	0	33 (100%)
Total (a) + (b)			8 (57.2%)	8 (40.7%)	25 (83.9%)	6 (18.1%)	0	47 (100%)

Table 4 reveals that the highest proportion of students, 100 per cent, attained Grades A–D, while no students scored Grade F for Drawing and Painting and Graphic Design subjects.

When both subjects are considered together, the overall results show a strong concentration of students in the middle and upper grades, particularly Grade C and above. Female students consistently showed higher participation and, in some cases, stronger performance, especially in Drawing and Painting. The complete absence of failures across the subjects demonstrates effective curriculum delivery and learner engagement. However, the results also suggest a need to strengthen instructional strategies in Graphic Design to improve higher-grade attainment.

3.2 Students' Performance in Subjects

The results show a 100 per cent pass rate in both subjects. A total of 33 students sat for the 842 Graphic Design and all 33 (100%) passed. Similarly, 14 students sat for 487 Drawing and Painting and all 14 passed, achieving a 100 per cent pass rate, as well. Table 5 summarise these data

Table 5: Students' Performance in Each Subject

S/N	Subject Code	Subject Name	Sat	Passed	
				Number	%
1.	487	Drawing and Painting	14	14	100
2.	842	Graphic Design	33	33	100

Table 5 shows that Drawing and Painting and Graphic Design recorded a 100 per cent pass rate.

4.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH SUBJECT

The analysis of students' performance across assessed competencies in two subjects, Drawing and Painting and Graphic Design, was conducted to determine achievement levels. The analysis aimed to identify challenges faced during the assessment and to suggest appropriate remedial measures.

4.1 Analysis of Students' Performance based on Competences

Performance in specific competencies was determined based on the percentage of students who scored at least 30 per cent or above the marks allocated to the respective questions. The performance of passing students was categorised into three tiers: 65 – 100 (Good Performance), 30 – 64 (Average Performance) and 0 – 29 (Weak Performance). A summary of competencies performance for each subject (Papers 1 and 2) is presented in the Appendices 1 and 2.

4.1.1 Performance of Students in Drawing and Painting Competences

A total of two (02) competencies were assessed in the Drawing and Painting subject. These competences include: *Create Drawing* and *Create Painting*.

The analysis of students' performance indicates that both competencies demonstrated high performance levels: Create Drawing 100 per cent and Create Painting 100 per cent. This performance reflects strong student mastery of the competency. The complete absence of failures across the competencies demonstrates effective curriculum delivery and high learner engagement. To further uplift performance, recommendations focus on three key areas: curriculum enrichment, administrative compliance and contextual learning:

- (a) Effective utilisation guideline from the Ministry of Education, Science and Technology to achieve all planned objectives by following directions given on the relevant subjects.
- (b) Providing adequate resources such as reference books and syllabi, as well as instructional materials like study summaries and utilizing Education Circulars as required by both government and private sectors.
- (c) Furthermore, teaching methods will be optimized by engaging stakeholders and leveraging the local environment to effectively align educational objectives.

4.1.2 Performance of Students in Graphic Design Competencies

This assessment consisted of two (2) papers: Graphic Design 1 (Theory Paper) and Graphic Design 2 (Practical Paper).

A total of Six (06) competencies were assessed in the Graphic Design

subject. Graphic Design 1 (Theory Paper) comprised five (05) competencies and Graphic Design 2 (Practical Paper) consisted of one (1) competence.

4.1.2.1 Graphic Design 1

A total of five (05) competencies were assessed in the Graphic Design 1 (Paper 1). Three (03) competencies demonstrated good performance levels as follows: *Maintaining safety of the studio and working environment* (81.8%), *Designing product packages* (62.6%) and *Performing basic graphic design* (57.6%). One (01) competence of *Creating designs for graphic design communication* demonstrated an average performance (31.8%) and one *Performing digital illustrations* competence demonstrated weak performance (22.8%). Overall, students have achieved an average pass in the Graphic Design 1 (Paper 1); however, performance can be enhanced by developing their understanding of key subject competencies as follows:

- (a) Strengthen training practical sessions, ensuring adequate access to computers and drawing tablets, both with relevant software and assigning regular guided illustration exercises. Instructors should also provide step-by-step demonstrations and continuous feedback to build student confidence and competence.
- (b) Teaching should emphasize concept development, layout planning, typography and message clarity through project-based learning. Using real-world briefs, peer critiques and presentation sessions will help students better understand how to communicate ideas effectively through design.
- (c) To maintain and strengthen high-performing by continuing the current teaching methods, reinforcing safety standards and providing more advanced tasks that gradually build on existing strengths to further enhance competency levels.
- (d) Enhance integration of theory and practice; although students achieved an average pass in theoretical aspects, there is a need to link theory appropriately with practical tasks. Lessons should clearly demonstrate how theoretical concepts apply to real design tasks. Regular assessments that combine theory and practice will help improve understanding, application skills and overall performance in Graphic Design.

4.1.2.2 Graphic Design 2

One (01) competence of *performing basic graphic design* was assessed in the Graphic Design 2 (Paper 2). Most students 26 (78.8%) had a high pass rate and 7 (21.2%) had an average pass rate. High performing students demonstrated creativity, originality and effective use of design principles, including colour, space, balance and typography, producing professional, well-organized invoices. They also showed strong technical skills, including sketching, layout, software use and printing, while maintaining cleanliness and professionalism. Average performers struggled with originality, depth and proper application of design principles, showing minor technical errors and weak incorporation of cultural aspects. Overall, performance variation was mainly due to differences in creativity, technical skills demonstration and application of design principles. The performance in the Graphic Design 2 subject can be improved significantly by implementing the following measures:

- (a) Enhance creativity and originality training; encourage students to explore unique concepts and innovative ideas in design tasks. Introduce exercises that challenge them to incorporate cultural elements and think beyond standard solutions, fostering originality and deeper engagement with design projects.
- (b) Strengthen application of design principles; focus on improving students' ability to apply colour harmony, balance, space, typography and layout organization. Use targeted practical exercises, critiques and examples of professional work to reinforce correct application of design principles.
- (c) Improve technical skills and workflow; provide additional guidance on preliminary sketches, layout planning, file management, software use and printing techniques. Incorporate step-by-step demonstrations, supervised practice and formative feedback to ensure all students can execute tasks to the professional standards.
- (d) Integrate theory with practice; reinforce the connection between theoretical concepts and practical applications, ensuring students understand why specific design decisions are made. This will help average performers move from low understanding to confident,

competent practice.

- (e) Maintain professional and safety standards; continue emphasizing workspace cleanliness, ethical conduct, safety precautions and time management. Incorporating these wider professional attributes into assessments encourages holistic skill development alongside technical and creative competencies.
- (f) Apply Digital Illustration Tools; students must dedicate extra time to applying the tools required for *performing digital illustrations*. They should not rely only on class time, but must practice using design software independently to build muscle memory and bring confidence with the interface among the students, as always, practice makes perfect.

4.2 Analysis of Students' Performance based on Questions

Students who performed well in the Drawing and Painting and Graphic Design subjects answered questions correctly due to the knowledge and skills they possessed regarding the assessed Competence. Furthermore, these students demonstrated proficiency in using the language of instruction and articulated their understanding of the respective subjects fluently. Additionally, they exhibited the ability to apply correct principles and create paintings.

Conversely, students who obtained low scores lacked knowledge of the assessed competence. Consequently, they failed to answer the questions accurately. These students neither identified the requirements of the questions nor were they able to use the language fluently or apply correct principles to be applied in drawings and digital illustrations. Samples of responses from selected students have been used as illustrations of answers from both high and low-scoring students in each subject.

4.2.1 Analysis of Students' Performance in 487 Drawing and Painting Practical Papers

4.2.2.1 487 Drawing and Painting

The Drawing and Painting Assessment was practical. The assessment consisted of a total of two (2) questions. The analysis revealed that students demonstrated good performance in both questions. Question 1 recorded the

highest level of performance. The question required students to: *Create an imaginative drawing of a cock and a hen feeding on maize grains on the ground, with two chicks beside them.*

A total of 14 (100%) students answered this question correctly; their scores ranged from 33 to 47.5 out of 50 marks. Students demonstrated a clear ability to create an imaginative drawing of a cock and a hen feeding on maize grains on the ground, with two chicks beside them. Students applied creativity and originality by showing clear technical ability in drawing. Composition was also clearly demonstrated and the objects/figures were well arranged, revealing a balanced distribution of forms, which leads to good harmony and aesthetics that create attraction. Also, students portrayed clear composition and perspective, with figures proportionally drawn, showing a sense of depth, correct size relationships and overlapping of objects to suggest distance.

Furthermore, students applied neat lines, a variety of line thicknesses and proper contour lines. Moreover, students showed clear shading and tone by applying a light source, showing highlights, applying mid-tones and dark tones with smooth gradation.

Additionally, texture was also applied, where smooth surfaces appeared smooth and rough surfaces appeared rough, transparent objects were shown where needed and neatness and finishing were good in students' works, making a clear visibility of the artwork in general. On the other hand, some students failed to demonstrate originality and failed to create shapes, especially feathers. Extract 1 presents a sample of correct responses to this question.



Extract 1: A sample of correct responses to question 1

In extract 1, students demonstrated creativity and originality, where the shape of a hen was clearly observed. There was an arrangement of the objects/figures in the whole composition, whereby the foreground and background were well portrayed, establishing a clear centre of interest. Shading and tone were evident with a clear light source.

Conversely, the statistical analysis indicates that Question 02, drawn from the 'Create Painting' competence, produced the lowest performance. The question asked: *Use watercolour to compose a painting of two fresh Irish potatoes that are provided to you. Use not more than three water colours.*

The performance data shows that only 11 students, 78.6 per cent, achieved above-average grades, while the remaining 3 students, 21.4 per cent, performed on average. This resulted in an overall good performance, though it was lower than the perfect scores observed in other areas.

In their paintings, students accurately observed the nature of the objects, drew shapes with correct proportions and applied proper perspective. They demonstrated the overlapping of forms to create depth and achieved good composition with well-balanced objects and appropriate spacing between the background and foreground.

Regarding colour application, students made good choices, maintained harmony and blended colours correctly. They utilized various brushwork techniques by applying mid-tones, highlights and shadows to enhance depth. Finally, lines and forms were clearly defined with visual balance.

Students treated lines and forms fairly and maintained textures; the application of paint was uneven. Neatness and presentation were average due to a lack of cleanliness and proper finishing, which resulted in averagely attractive and harmonious composition. These responses indicate an average understanding of the question's requirements, reflecting a weak grasp of the necessary competence and an inability to paint. On a positive note, students made good colour choices, maintained harmony, blended colours correctly and utilized brushwork techniques such as mid-tones, highlights and shadows to create depth. An example of an average response is shown in the extract 2.



Extract 2: A sample of average responses to question 2

In extract 2, the student was able to portray a good composition with a clearly defined background and foreground, demonstrating good spacing, shape and balance. However, this particular student failed to use overlapping images to create depth and did not achieve details accurately to meet the required level

of realism.

4.2.2 Analysis of Students' Performance in 842/1 Graphic Design: Theory and Practical Papers

4.2.2.2 842/1 Graphic Design 1

A total of 10 questions were assessed in 842/1 Graphic Design 1. The overall analysis indicates varying levels of performance across the questions. Out of the ten questions, two (02) questions demonstrated good performance, six (06) questions showed average performance and two (02) questions exhibited poor performance.

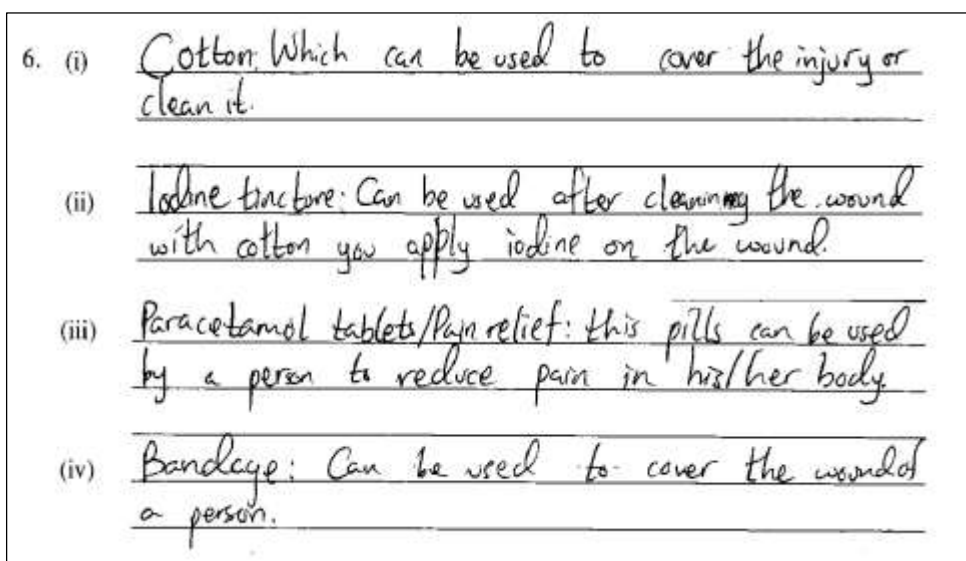
The analysis of performance by question indicated that two questions demonstrated good performance. These were Question One, where 33 (100%) students performed well and Question Six, where 27 (81.8%) students recorded the highest pass rate, while only 6 (18.2%) students performed weakly. In addition, six questions showed average performance. In Question Two, 28 (84.8%) students performed well, while 5 (15.2%) students performed weakly. In Question Three, 19 (57.6%) students scored average marks, while 14 (42.4%) students performed weakly. In Question Five, 18 (54.5%) students performed weakly, 15 (42.5%) students scored average marks and 1 (3%) student performed well. In Question Seven, 20 (60.6%) students scored average marks, while 13 (39.4%) students performed weakly. Similarly, Question Eight, recorded 21 (63.6%) students scoring average marks, while 12 (36.4%) students performed weakly. In Question Ten, 19 (57.6%) students performed weakly, while 14 (42.4%) students scored average marks.

Furthermore, two questions exhibited poor performance. The analysis indicates that Questions Four and Nine, recorded 33 (100%) of students had weak performance, with no students achieving a pass in these questions.

The analysis further focuses on Question 6, which recorded the highest pass rate compared with the other questions. This question was drawn from the competence “Maintaining Safety in the Studio and Working Environment.” Students were asked: *Sikujua injured herself with a knife while performing banner design in the studio. Briefly illustrate four tools that can be used in providing first aid for minor scalp injuries.*

The question required students to briefly illustrate four tools used to provide first aid for minor scalp injuries. The analysis shows that the majority of students answered this question correctly and obtained high marks. This indicates that students demonstrated adequate knowledge and understanding of the competence, as well as the ability to use English as the language of instruction, learning and assessment effectively.

However, some variation in scores was observed. This variation was mainly attributed to the manner in which students presented their responses, particularly in terms of the logical flow of ideas and the clarity of sentences used to express their arguments. Language proficiency also enabled many students to correctly identify the key requirements of the question, which helped them to respond appropriately. Extract 3 provides an example of a good student response illustrating the four tools that can be used in providing first aid for minor scalp injuries.

- 
6. (i) Cotton: Which can be used to cover the injury or clean it.
- (ii) Iodine tincture: Can be used after cleaning the wound with cotton you apply iodine on the wound.
- (iii) Paracetamol tablets/Pain relief: this pills can be used by a person to reduce pain in his/her body.
- (iv) Bandage: Can be used to cover the wound of a person.

Extract 3: A sample of correct responses to question 6

In extract 3, the student briefly illustrates the four tools, which can be used in providing first aid to minor scalp injuries as required.

Conversely, the statistical analysis indicates that the question with the lowest performance was on question 9, which was drawn from the competence of "Perform digital illustration, the question asked: *"You are asked to create a composition for a school annual report cover. Suggest four types of composition for graphic design you will use to accomplish the task.*

In this question, students were required to suggest four types of graphic design compositions that can be used to create a school annual report cover. The compositions are symmetrical compositions, which means elements are mirrored on both sides of a central axis, asymmetrical compositions, which means two or more elements are distinct from one another while still preserving a sense of balance, radial composition, which means elements radiate from a central point and grid-based composition, which uses a square structure to organise content.

In this question, only 3.0 per cent of the students answered correctly, while the remaining 97.0 per cent provided incorrect responses, resulting in a poor performance. Some of the responses provided by students who scored low marks on this question only mention a few types of composition for graphic design, which they can use to create a school annual report cover, as follows: symmetrical composition, asymmetrical composition and radial composition. These responses suggest that the students had inadequate competence in the types of composition for graphic design. Furthermore, a language barrier causes the student to fail to explain their answers. An example of an incorrect response is shown in Extract 4.

9.	(i)	Name of the school
	(ii)	Location of the place
	(iii)	Contact
	(iv)	Logo

Extract 4: A sample of incorrect responses to question 9

The extract 4 showed an incorrect response in which the student listed the components of a poster design instead of identifying four types of composition in graphic design that could be used when creating a school annual report cover.

4.2.2.3 842/2 Graphic Design 2

One (1) question was assessed in 842/2 Graphic Design 2. The performance was good as all 33 (100%) of students manage to score from 30 to 100 marks. This question was drawn from the competence of "Performing basic graphic design". Students were given the following scenario:

Creative Pixel Studio is a Graphic Design Studio, which wants to rebrand itself. You are commissioned to assist in creating invoices for this studio. Create an invoice for the Studio by considering the following instructions:

- (i) Business name: Creative Pixel Studio.*
- (ii) Address: P.O. Box 2000,*
- (iii) Mwanza, Tanzania.*
- (iv) +255 22220008, +255 225680080.*
- (v) Email: creativepixelstudio@gmail.com*
- (vi) Website: www.creative.pixelstudio.og.tz*
- (vii) Location of the Business: Buzuruga, Mwanza, Tanzania.*
- (viii) Invoice Number: CPS-00/102/2025.*
- (ix) Image: Use image(s) provided in Folder No. 3 for this question.*
- (x) Payment terms: Payments due in 14 days. Payments should be paid 70% before starting the work.*
- (xi) Bank Details: Account name: Creative Pixel Advertisers LTD, Bank name: Mkwamani Commercial Bank (MCB), Account number: 001KT456791.*
- (xii) Save the work in the same programme used to design (such as Illustrator, Photoshop, etc.), PDF and JPEG file format.*
- (xiii) Print your final work in 300 Dpi resolution on the A4 paper provided and submit it to the Invigilator.*

The question required students to create invoices for Creative Pixel Studio. The total of 26 (78.8%) of students created good invoices and obtained high marks. These students demonstrated sufficient knowledge and skill in designing an invoice. Students who score higher marks manage to answer the question correctly in both Part I and Part II, which include Direct performance and Product Assessment as follows:

Part I: Direct Performance Assessment; most of the students performed well on the direct performance assessment. Some of them took safety precautions which enable them to use appropriate hardware facilities such as printers and computers. They demonstrate ability through originality of their

ideas and managed to generate unique concepts for the invoice design while preserving cultural aspects. Moreover, some of them demonstrated basic principles and elements of design by showing proper application of colour, space and balance on the invoice design.

Furthermore, some of the students applied technical skills to develop sketches, good layouts, continuity of the concept, polish and finishing in their work. Additionally, other students demonstrated wider attributes through being able to maintain cleanliness in their working areas, organize the working tools pack their work and taking precautions. Some of the students appeared professional by considering ethical issues and adhering to the assessment time.

Although the overall performance was good, some students were unable to demonstrate the originality of their work. Specifically, the incorporation of cultural aspects was weak in presenting local symbols or patterns, traditional colours or motifs which reflecting culture and show community values or heritage.

They also failed to generate unique concepts and take risks in developing innovative ideas. Additionally, some students struggled to apply colour properly, while others failed to apply basic design principles and elements, resulting in a lack of unity and harmony in their work. Furthermore, certain students demonstrated insufficient technical skills, notably failing to develop preliminary sketches for their designs.

Part II: Product Assessment; students demonstrated the ability to generate unique concepts while incorporating specific cultural and design aspects. They also demonstrated a strong application of the principles and elements of design, specifically in the use of colour, space, balance and typography, which resulted in a unified and harmonized design. In considering technical skills, they developed sketches and design layouts, applied continuity and demonstrated competence in printing, file export and the use of computer software. In terms of wider attributes, their work appeared professional in both soft and hard copy formats, due to the cleanliness of their work, which contributes to the overall performance.

The variation in scores for this question was attributed to the manner in which they presented their designs. Specifically, regarding the originality, application of principles and elements of design, as well as technical skills

demonstrated by students. A wider understanding facilitates the students to identify the basic requirements of the question and enables them to create the invoice, but the overall execution lacked the necessary depth, resulting in a failure to perform well. Extract 5, shows an example of a good invoice designed by a student.

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Extract 5: A sample of correct responses to question 1

In extract 5, a student was able to design an invoice for a graphic design studio named 'Creative Pixel Studio'. The student was able to demonstrate the ability of generating unique concepts while incorporating specific cultural and design aspects. The student also displayed a strong application of the principles and elements of design, specifically in the use of colour, space, balance and typography, resulting

in the formation of a unified and harmonized design with technical skills.

Additionally, 7 (21.2%) of students attained an average pass mark. Their responses indicated a moderate understanding and application of design principles and elements, including the use of colour, space, balance and typography, which resulted in generally average quality designs. Some students demonstrated a satisfactory effort in producing sketches and layouts and an insufficient level of continuity was visible in their design work. Also, in terms of wider competencies, most students presented their work with a reasonably professional appearance in both soft and hard copy formats and the work generally maintained an average level of neatness and cleanliness. They also showed a fair understanding of the question and attempted to respond to it.

However, the notable limitations, such as the utilization of Graphic Design Software, affected their work quality and refinement of their outputs. Moreover, the results reflected that students had not fully mastered the required competencies. Extract 6 shows a sample of an average response from the student script.



Extract 6: A sample of average responses to question 1

Extract 6 demonstrates students' ability to design an invoice for "Creative Pixel Studio". They included cultural and design aspects to generate a unique concept. They also showed a satisfactory application of design principles, achieving harmony through the use of colour, space, balance and typography. However, their work contained some weaknesses, such as incorrect layout and limited technical performance, which hindered them from scoring higher marks

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This report analyses the registration, attendance and performance statistics of students in the drawing, painting and graphic design. It examines the overall results for each subject by analysing performance across various competencies and questions. The report also identifies factors that contributed to students' performance. A table summarising student results by subject is appended to this report.

The statistics show that in 2025, the overall pass rate was 100 per cent, as all 47 students who sat for the Visual Arts assessment scored 30 per cent and above. The performance in both subjects was generally good; however, the outcomes revealed variations in competency mastery between the subjects due to differences in students' scores.

In Drawing and Painting, 14 students attained top grades. They demonstrated clear proficiency in composition, proportion, shading, tone and creative expression. These outcomes suggest effective curriculum delivery and the successful development of practical artistic skills.

In Graphic Design, all 33 (100%) students passed the assessment. This indicates that students acquired foundational knowledge and basic practical skills. However, they faced challenges with higher-order competencies, particularly in digital illustration and graphic design communication. The findings suggest that these challenges may be due to limited exposure to digital tools, insufficient practice time and difficulties in applying theoretical knowledge to practical tasks.

Consequently, targeted improvements are required to strengthen advanced technical skills and to prepare students for higher levels of vocational study and professional practice.

The National Examinations Council of Tanzania trusts that the challenges highlighted in this report will be addressed, thereby enabling teachers and students to improve competence and achieve better results in future assessments.

5.2 Recommendations

To build on the strengths observed and address the identified gaps, the following measures are recommended:

- (a) **Strengthen Digital Skills Development;**
Schools should increase structured training in digital illustration and computer-based design through expanded laboratory sessions, guided practice and continuous formative assessment.
- (b) **Enhance Practice-Oriented Teaching Approaches;**
Instruction should place greater emphasis on hands-on, project-based learning to enable students to translate theoretical concepts into practical design solutions.
- (c) **Align Teaching with Identified Competency Gaps;**
Teachers should prioritise areas that recorded comparatively lower performance, particularly visual communication, layout organisation and application of design principles.
- (d) **Improve Availability and Utilisation of Learning Resources;**
Education stakeholders should ensure adequate provision of computers, relevant software, studio materials and reference resources to support effective vocational training.
- (e) **Use Performance Data for Targeted Academic Planning;**
Schools are encouraged to analyse assessment outcomes by subject and competence to design focused remediation strategies rather than relying solely on overall pass rates.
- (f) **Provide Continuous Professional Development for Teachers;**
Regular training should be organised to enhance teachers' capacity in digital methods, contemporary design practices and competence-based instructional methods.

Implementation of these recommendations will strengthen competence acquisition, improve the quality of instructional delivery and support progressive improvement in future vocational assessments.

**Appendix: A Summary of the Students' Performance per Competence FTNA
2025**

487 Drawing and Painting

S/N	Competences	Total Question Number	The Percentage of Students who Scored an Average of 30 or Above	Remarks
1	Create Drawing	1	100	100
2	Create Painting	2	100	100

842 Graphic Design

S/N	Competences	Total Question Number	The Percentage of Students who Scored an Average of 30 or Above	Remarks
1	Maintaining the safety of the studio and working environment	6 (P1)	81.8	Good
2	Performing basic graphic design	3 (P 1) & 1(P2)	78.8	Good
3	Designing product packages	2,7 and 10 (P1)	62.6	Average
4	Creating designs for graphic design communication	8,9 (P1)	31.8	Average
5	Performing digital illustrations	4,5 (P1)	22.8	weak

