THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR FORM TWO NATIONAL ASSESSMENTS (FTNA), 2019

016 FINE ART

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Students' Item Response Analysis on the performance of students in Form Two National Assessment (FTNA) 2019 on Fine Art subject. It has been prepared in order to provide feedback to teachers, students and all education stakeholders on the performance of the students. The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school level.

This report is intended to enhance understanding of the reasons for the students' responses in Fine Art subject. The report highlights the factors that made the students perform well in the assessment. Such factors include ability to interpret the requirements of the questions and to follow instructions as well as adequate technical skills related to Fine Art. On the other hand, the report highlights the factors that made some of the students fail to score high marks including failure to identify the demands of the questions, lack of practices and inability to make drawings, painting and designing.

It is expected that the feedback provided in this report will enable teachers, students and education stakeholders to take appropriate measures in order to improve the teaching and learning process that will eventually lead to better performance in future assessments administered by the Council.

Finally, the Council would like to thank all those who participated in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students in Form Two National Assessments (FTNA) 2019 in Fine Art subject. The assessment covered the Fine Art syllabus and adhered to the assessment format.

The paper comprised of 8 questions which were distributed in four (4) sections, A, B, C and D. All sections had two (2) questions each. Students were required to select any two sections and answer one question from each section. Each question carried 50 marks.

The report shows how the students performed in each question by presenting the strengths and weaknesses in various areas of their answers. The report also presents the percentage of scores in each group and finally it provides the conclusion and recommendations based on the analysis. The extracts of students' answers have been attached in appropriate questions to illustrate the respective cases.

Furthermore, the students' performance per topic has been grouped into three categories basing on the percentage attained. The performance from 65 to 100 percent is considered as good, that from 30 to 64 percent is considered to be average and weak performance is from 0 to 29 percent. These groupings have been presented in the appendix by colours in which green represents good performance, yellow stands for average and red signifies poor or weak performance.

There was a total of 1,323 registered students of which 1,196 (90.4%) sat for the examination and 1,118 (93.47%) candidates passed with the following grades: A, 10 (0.83%); B, 28 (2.34%); C, 418 (35.94%) and D, 662 (55.35%). However, 78 (6.5%) students failed. The analysis of students' results shows that the performance of students in this paper is good.

# 2.0   ANALYSIS OF THE STUDENTS' RESPONSES IN EACH QUESTION

2.1 SECTION A: STILL LIFE

This section consisted of two questions that required candidates to show their technical ability in drawing.

2.1.1 Question 1

The question required the candidates to make a detailed drawing of the following sanitation tools: soft broom, a bucket, dust bin and a small rag leaning against the bucket arranged on the low table. A total of 578 (48.3%) students opted for this question.

The analysis of students' performance shows that 18 (3.1%) students scored from 9 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 485 (83.9%) students scored from 15 to 32 marks which is an average performance and 75 (13%) students scored from 33 to 47 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 1.
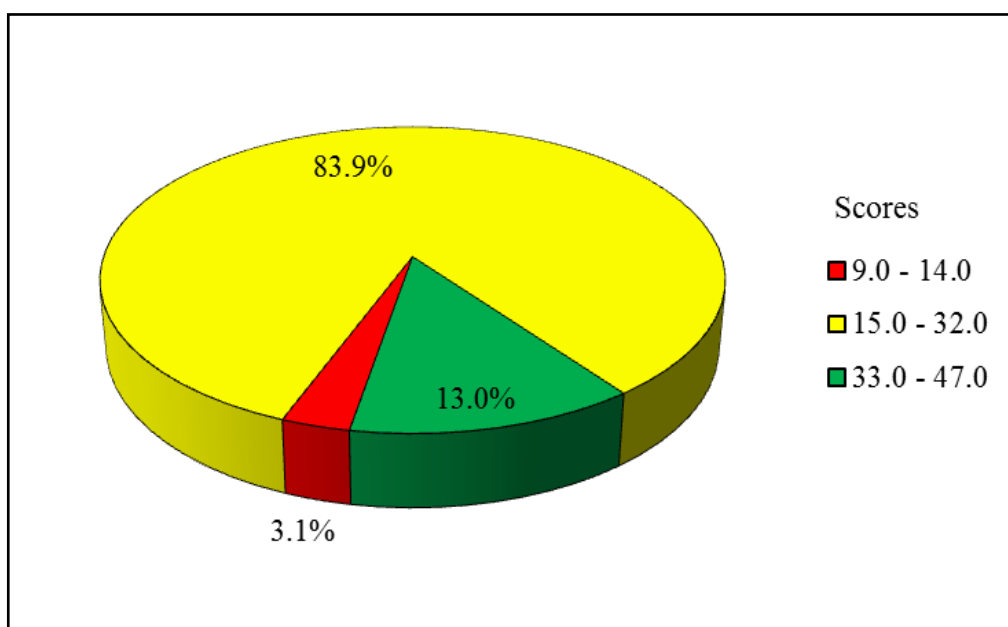
Figure 1: *Students' scores in percentage showing performance in question 1*

The analysis shows that 75 (13%) students who performed well in this question managed to show their technical ability in capturing the exact features of the objects displayed by observing. For example, one student

displayed a very well description of the subject matter of the objects by drawing a picture with detailed hints, which reveal the reality of the objects in question with good proportions. Another student managed to capture clearly the light and shade treatment of the given objects as well as observing neatness and good utilization of space. Furthermore, another student displayed the background and foreground nicely treated and hence the overall quality of their pictures was considered good. Other students were able to use contrast of lines, shapes, texture and value to make the composition stand out from the rest of the forms. Moreover, most of the students composed a good perspective balanced with good utilization of space. Apart from being very well drawn, the arrangement of sanitation tools also carried a meaningful message to the viewer. This performance was an indication that the students who performed well were very familiar with the principles of still life drawing. Extract 1.1 shows a sample of a good response from a student.

Extract 1.1: A sample of the student's good responses in question 1

Extract 1.1 presents a good performance of the student who composed a good arrangement which shows good perspective, proportion balance and good utilization of space.

On the other hand, 485 (83.9%) students who performed averagely in this question had knowledge about still life drawing and were able to make drawing of the objects according to the question given. These students were able to give three or four principles of still life but failed to meet the good overall quality of the principles of drawing which were considered together so as to attain overall picture quality. For example, one student displayed a good detail of the subject matter and shading techniques but failed to show good proportion, balance and perspective of arranged objects. Another student displayed good perspective and proportion but failed to show good shading techniques as well as background and foreground. However, the picture displayed did not score all the marks as per question weight mostly due to few observable items such as inability to balance the picture well as there seems to be a little more space on the right side than the left side. Extract 1.2 shows a sample of an average response from a student.
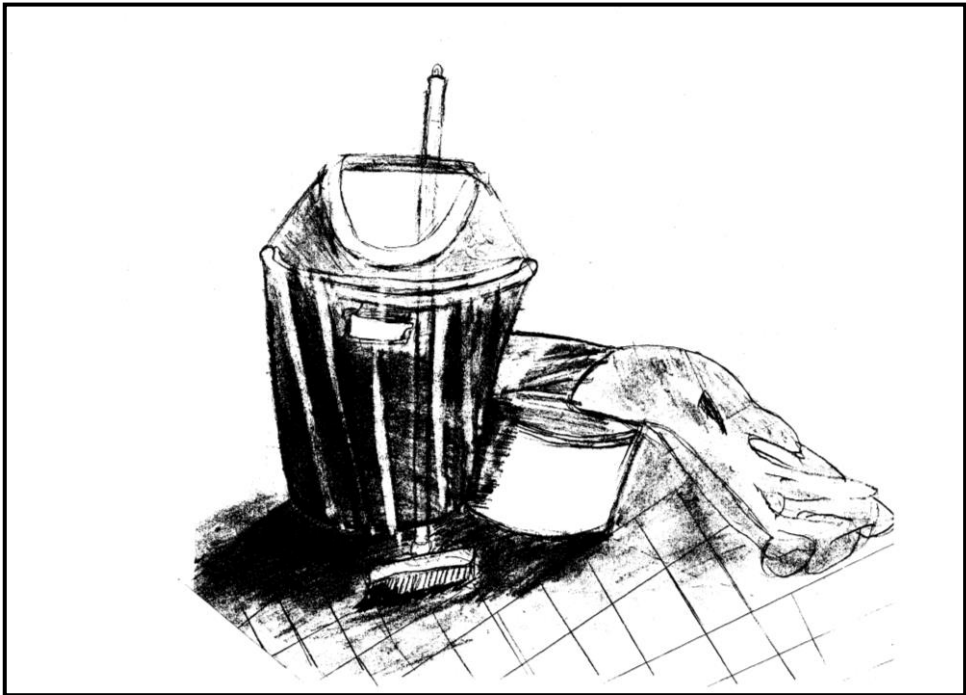
Extract 1.2: A sample of the student's average response in question 1

Extract 1.2 shows a sample response from a student who displayed a good detail of the subject matter and shading techniques but failed to show good proportion, balance and perspective of the objects.

On the other hand, 18 (3.1%) students who scored low marks failed to make comprehensive drawing of the sanitation tools such as soft broom, a bucket, dust bin and a small rag leaning against the bucket displayed on the low table. These students failed to illustrate clearly the balance, perspective and proportion of the objects arranged on the low table. For instance, one student drew objects separately in the straight line. Other students portrayed objects which drawn imaginary instead of observing the objects given. On the other hand, the students failed to provide simple techniques of textures and shade treatment hence provided only rough sketches. Another student portrayed poor proportion of objects and balances which led the drawing to appear too small in compared with the size of the paper. Furthermore, these students failed to show the technical ability in capturing the exact features of the objects. For example, one student provided the objects without perceptive awareness of their shape, tone and form. Another student failed to establish the shapes and proportions of the still life objects by using lines. Moreover, other students in this category showed some areas of drawing to be complete but others unfinished. Extract 1.3 shows a sample of a poor response from a student.
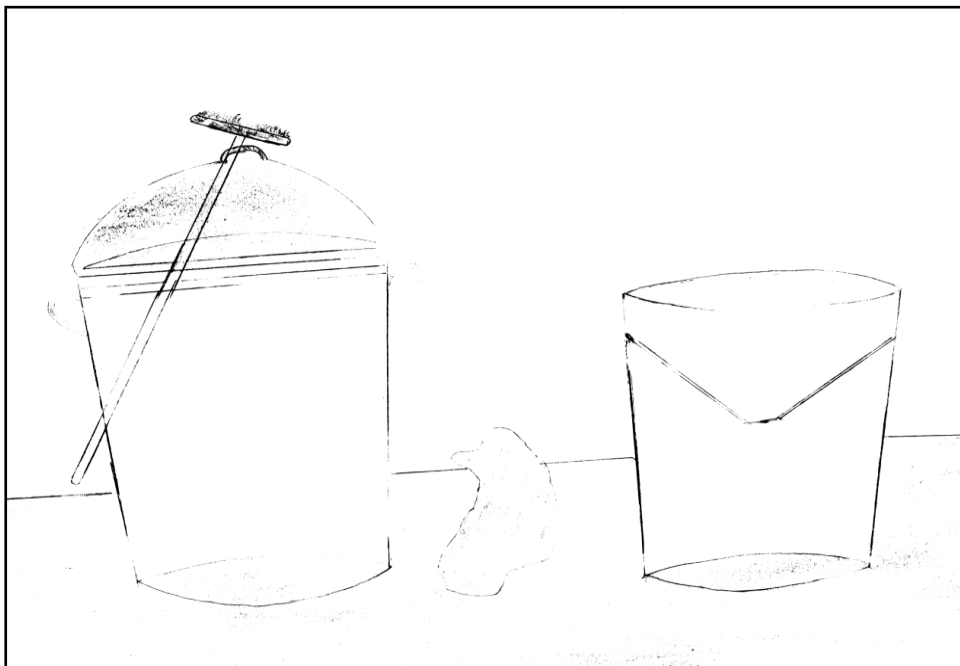

Extract 1.3: A sample of the student's poor response in question 1

In extract 1.3 a student failed to show the technical ability in capturing features of the objects correctly.

2.1.2 Question 2

The question required the students to draw an arrangement of a half cut pawpaw on a tray and a bunch of bananas. A total of 574 (31.3%) students opted for this question.

The analysis of students' performance shows that 22 (5.9%) students scored from 0 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 333 (89.0%) students scored from 15 to 32 marks which is an average performance and 19 (5.1%) students scored from 33 to 46 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 2.
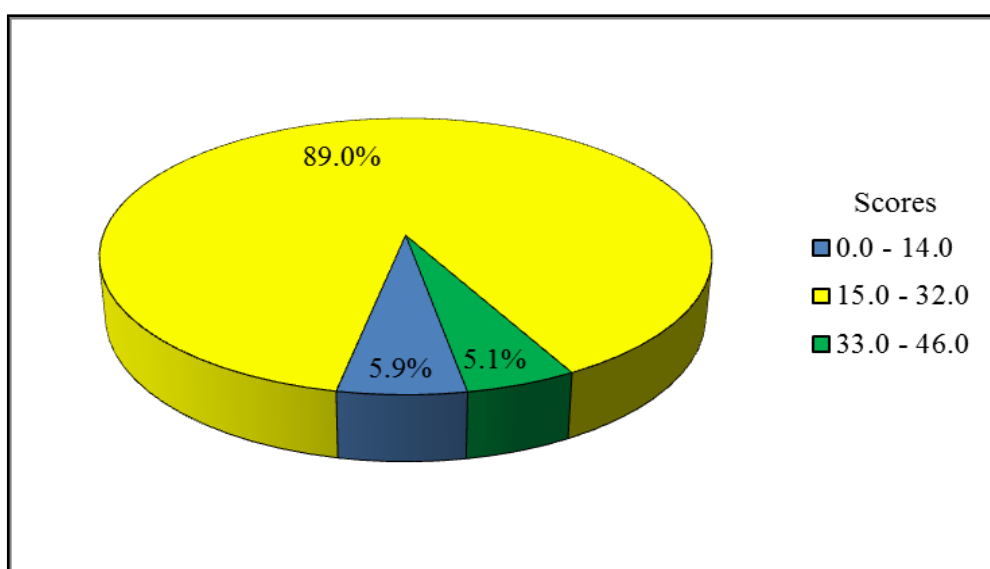
Figure 2: *Students' scores in percentage showing performance in question 2*

The analysis of students' responses shows that 19 (5.1%) students who scored high marks in this question were able to make an attractive arrangement of a bunch of banana and half cut pawpaw placed on a tray. Most of the students showed impressive ability in capturing the subject matter, made good treatment of light, proportion, perspective and an outstanding treatment of foreground and background. Also, these students were able to observe well the arrangement, its balance, perspective, texture and proportion of the objects. Moreover, other students organized well the arrangement of the objects, showed the shape, position and balance between each other. Another student was able to use space which makes the object appear big enough, therefore displaying good space utilization. This indicated that they knew the subject

matter and were familiar with the elements of still life drawing. Extract 2.1 shows a sample of a good response from a student.
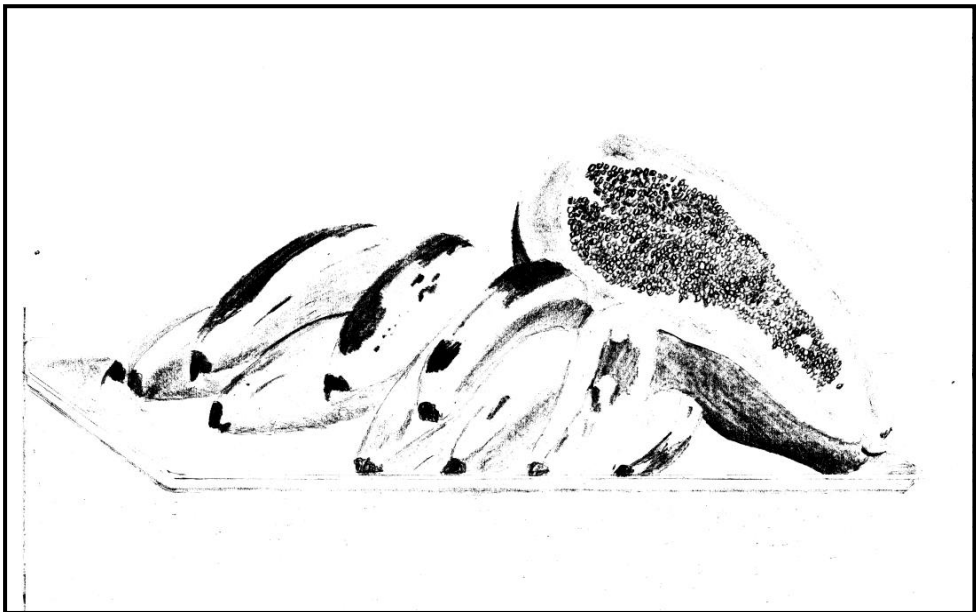
Extract 2.1: A sample of the student's good response in question 2

Extract 2.1 shows a sample of a response from a student who provided an arrangement of objects showing good perspective, proportion and texture.

Further analysis of the students' responses in this question shows that 333 (89.0%) students' scores were average. In this question, most of the students showed the drawing techniques used to create the still life were done with pencil. The students were able to visualize the basic shapes in each object but focused on the essential lines only, without much detail. Other students were able to maintain the relationship of heights and widths (proportions) but did not make a good balance of the objects. Furthermore, the students established the main light and shade by lighting toning in the shadow shapes while others failed to develop darkest area and strong lines of the objects. Others provided incomplete work of art which led them to get half marks. Furthermore, other students provided a very good drawing with good proportions, texture and balance but were not able to provide object from original. For example, most of the students displayed the pot instead of tray as shown in extract 2.2.
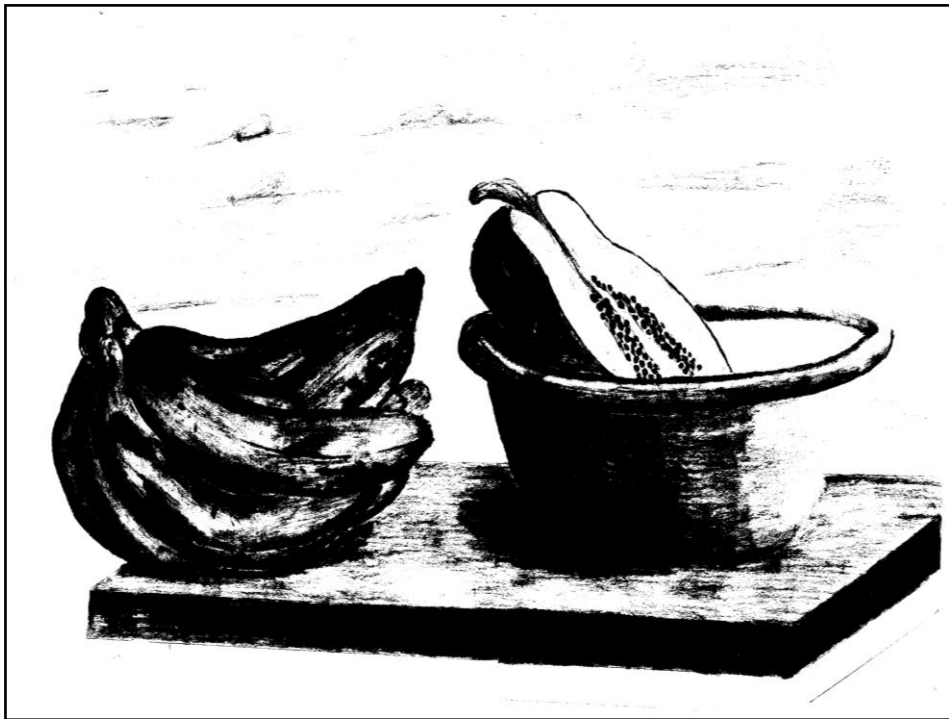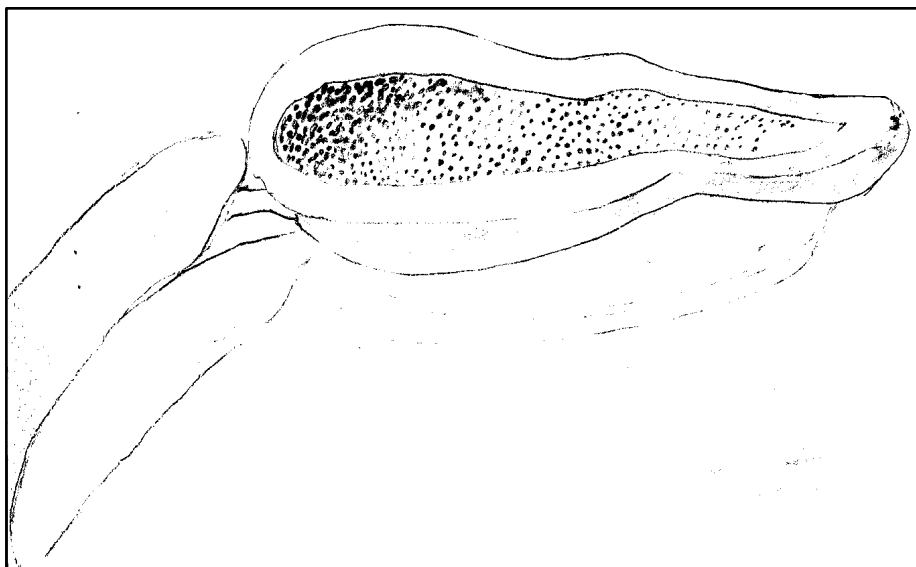
Extract 2.2: A sample of the student's average response in question 2

Extract 2.2 shows a sample of students' response that provided a good drawing with good proportions, texture and balanced well the objects but drew a pot instead of a try as the question demanded.

On the other hand, the students who performed poorly in this question had insufficient knowledge about still life drawing. 22 (5.9%) students were unable to make a detailed drawing of a half cut pawpaw and a bunch of bananas. These students failed to display the subject matter as the question demanded. For example, one of the students drew the unknown objects which not look like the actual objects in the still life; rather, they appear to be general representations of the types of objects in the still life. Other students displayed the shapes of objects which are not exactly drawn, the opposite sides of objects are not balanced as they are in real life, and one part of pawpaw appears larger than other objects. Moreover, some of the students did not shade background which caused the objects to look flat and too much of outlines or sketches. These students failed to meet the principles of drawing and showed their weakness on perspectives by drawing the objects in bird's eye perspective. Another student provided the objects which are not in proportion to each other. For example, one student drew the banana which

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looked very small compared with the pawpaw. These responses show that the students had inadequate knowledge on the topic tested. Extract 2.3 shows a sample of a poor response from a student.

Extract 2.3: A sample of the student's poor response in question 2

Extract 2.3 is a response from a student who drew an object without capturing the exact features such as foreground, background, texture and proportion.

2.2 SECTION B: DRAWING FROM NATURE
In this section, candidates were required to show their drawing capabilities through observation.
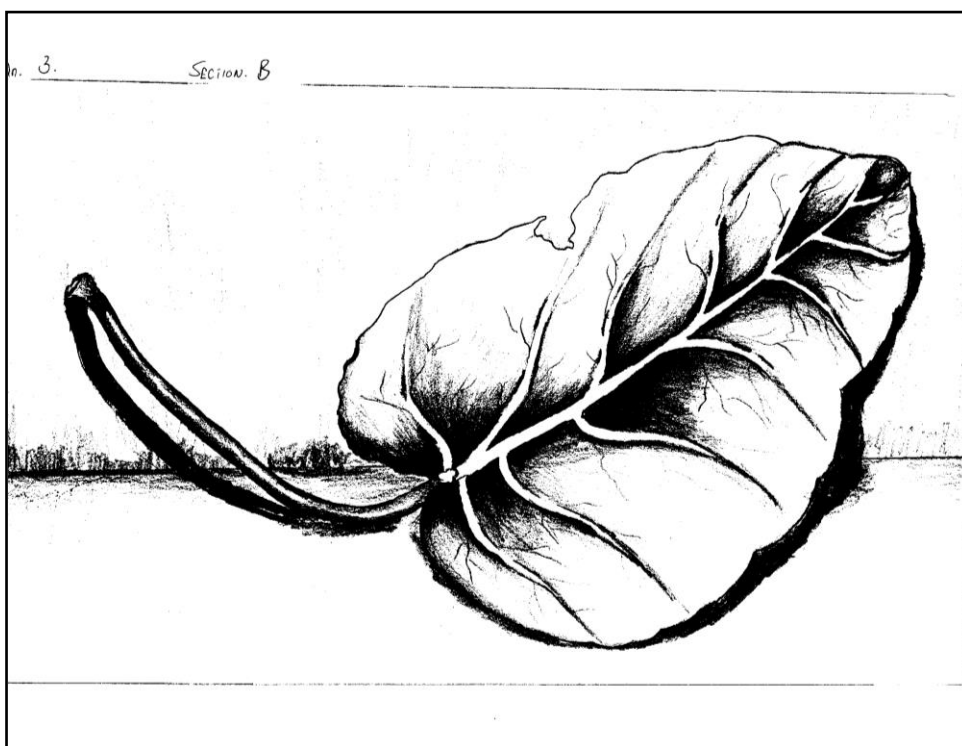
2.2.1 Question 3
This question required the students to make a detailed drawing of a leaf given. A total of 763 (63.8%) students opted for this question.

The analysis of students' performance shows that 100 (13.1%) students scored from 8 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 627 (82.2%) students scored from 15 to 32 marks which is an average performance and 36 (4.7%) students scored from 33 to 42 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 3.
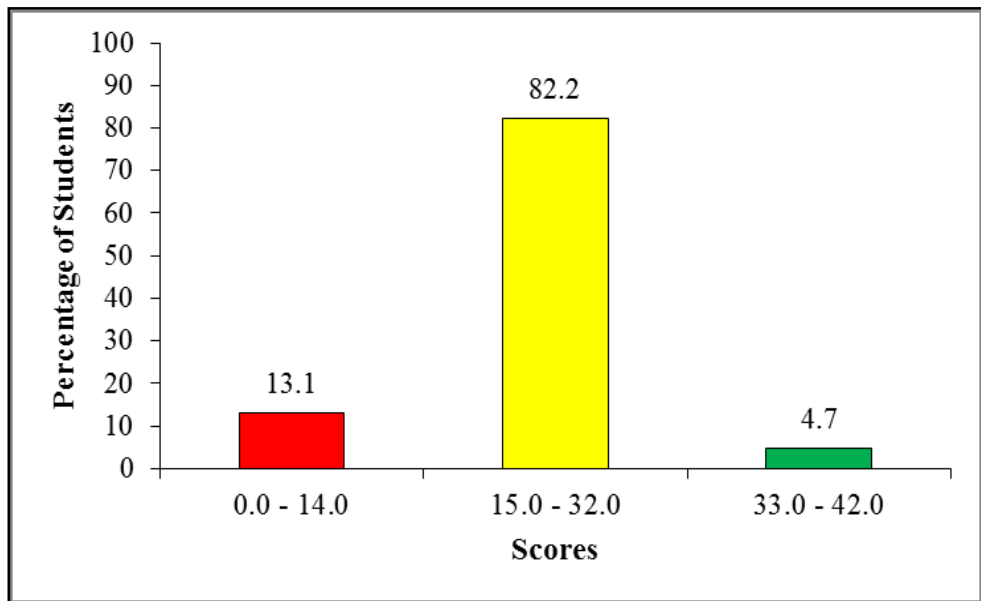
Figure 3: *Students' scores in percentage showing performance in question 3*

The analysis of students' responses shows that the students (4.7%) who scored high marks in this question were able to make a detailed drawing of a leaf with clear details. These students demonstrated a good understanding of the subject matter, perspective and balance; they also used a range of skills to explore the different texture and surface qualities of the leaf. For example, one of the students established a good viewpoint of a leaf with different texture and surface qualities. Others in this group created a good balance of proportions showing the sizes, placement and value of the leaf. On the other hand, the students used the tone values to create a contrast of light and dark, rhythm or pattern of the composition while others created a good texture of the leaf showing the roughness, softness or smoothness. Furthermore, the other students showed a good balance with a relatively good treatment of foreground and background together with light and shade. Another student showed an attractive texture with a relatively good treatment of foreground and background. The students' responses suggest that they had sufficient technical ability in drawing from nature. Extract 3.1 shows a sample of a good response from a student.

Extract 3.1: A sample of the student's good response in question 3

Extract 3.1 is a sample of a response from a student who established a good viewpoint of a leaf with different texture and surface qualities.

Further analysis of the students' responses shows that 627 (82.2%) students' scored averagely. These students managed to apply drawing techniques to make good texture, perspective, proportions and outstanding balance but failed to exhaust all details clearly. These candidates drew the objects using a range of value, light and shade to make the objects look three dimensional. Furthermore, other students were able to make a light and shade between the leaves such as; shading around the leaf, balancing the tonal values of the item and the spaces between to create a unified image. Other students shaded well the leaf and made a good arrangement which showed balances and contrasts of line, tone, colour, texture and form. Extract 3.2 shows a sample of average response from a student.
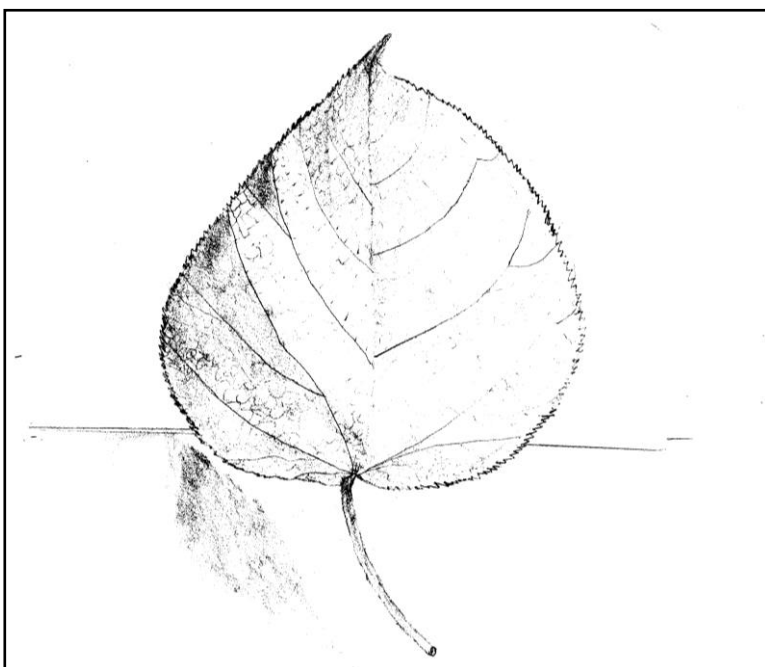
Extract 3.2: A sample of the student's average response in question 3

Extract 3.2 is an example of average performed response from the student who maintained a proper subject matter by drawing the object clearly as displayed but lacked enough skills in texture, light and shade treatment.

The students who performed poorly in this question had inadequate observation capabilities in analysing the different features related to nature. The analysis shows that 100 (13.1%) students had weaknesses in composing the proportions of a leaf. For example, one student failed to show the proportion that depicts objects, good balance and texture which leads to the originality of the leaf. Likewise, other students failed to organize space and manipulated the placement of objects within the composition. In the same question, another student failed to show clearly a core line of the leaf and the extension for its petiole (a leaf's stalk). Furthermore, these students did not depict a central steak that runs through the entire leaf of the tree. For example, one candidate drew a plain leaf without lines of the leaf's veins. Moreover, the students failed to capture the balance of the leaf. For example, one candidate drew the leaf hanging in the air and failed to show the baseline. Extract 3.3 shows a sample of a poor response from a student.
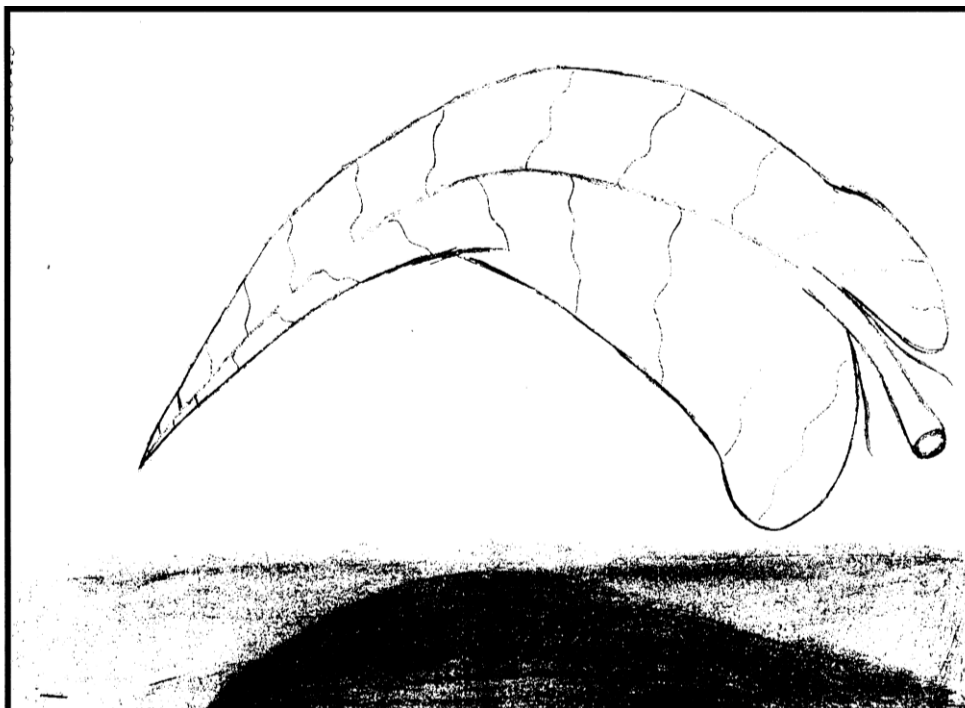
Extract 3.3: A sample of the student's poor response in question 3

Extract 3.3 shows a sample of response from a student who failed to show clearly a subject matter, the proportions, balance and texture of a leaf.

2.2.2 Question 4

The question required the students to make a detailed drawing of a fully grown flower plant found in the school compound. A total of 55 (4.6%) students attempted this question.

The analysis of students' performance shows that 35 (63.6%) students scored from 7 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 20 (36.4%) students scored from 16 to 32 marks which is average performance. The students' performance in this question was average as illustrated in Figure 4.
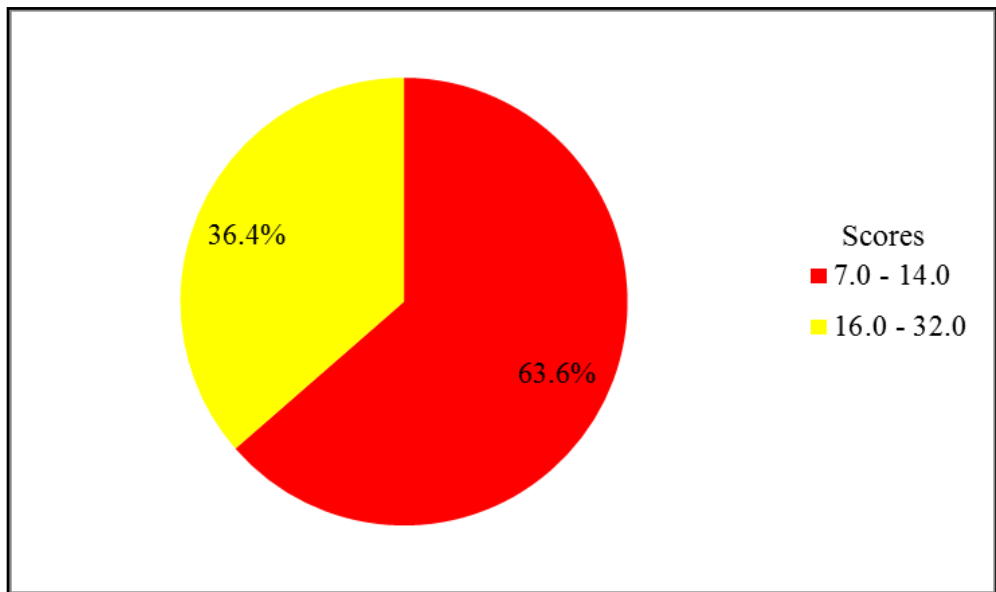
Figure 4: *Students scores in percentage showing performance in question 4*

The analysis shows that a few students (36.4%) performed averagely in this question. The analysis of students' responses shows that, the students were able to illustrate well the centre of interest of the fully grown plant which is found in the school compound. Most of the candidates used background shading to make the main object stand out by using darkest areas around the objects and getting lighter towards the edge. Also, the students were able to display all significant elements of nature drawing such as shape, texture, line, space and form. Other students obtained a better view of the image by showing a treatment of light, proportions, perspective and outstanding balance. Another student displayed pictures with attractive texture and neatness. Extract 4.1 shows a sample of average response from a student.
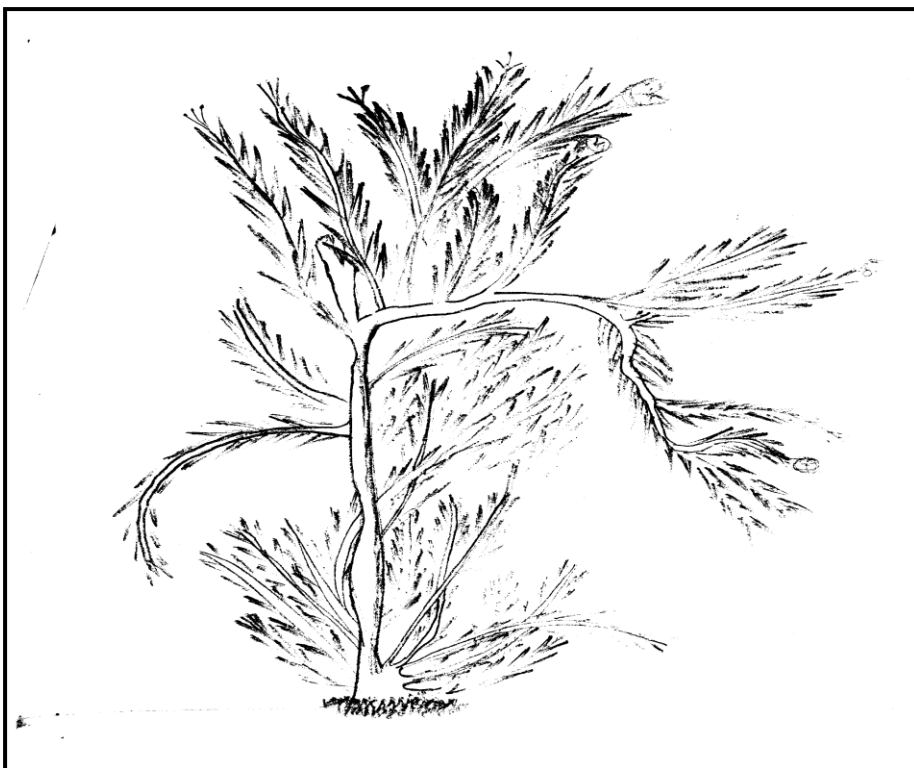
Extract 4.1: A sample of the student's average response in question 3

Extract 4.1 shows a good response from a student who presented a fully grown flower plant found in the school compound with good quality.

On the other hand, 35 (63.6%) students who scored low marks failed to reveal the important details of the fully grown plant. Other students in this category failed to follow the essential principles and elements of drawing by displaying little evidence of subject matter practice. Another student demonstrated a poor mastery of technical drawing due to inadequate practices. These students showed the stem is larger in proportion to its height, the roots seen above the ground and the leaves scattering, while others succeeded in sketching the picture of grown flower plant but failed to make good texture, foreground and background. Another student in this category failed to utilize the space of paper given by drawing a very small plant. Extract 4.2 shows a sample of a poor response from a student.
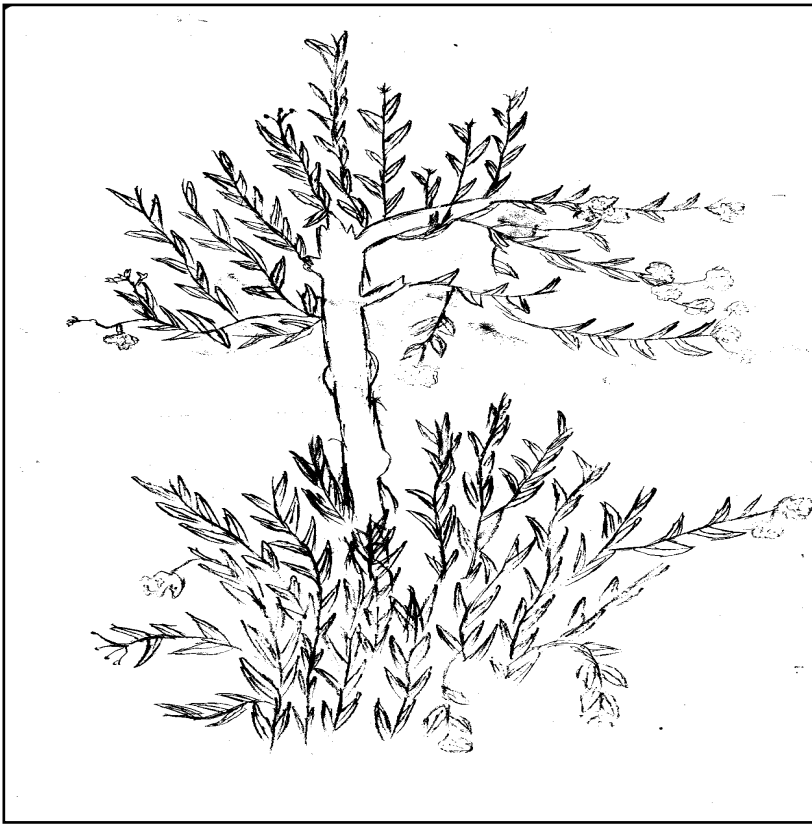
Extract 4.2: A sample of poor response from a student.

Extract 4.2 shows a sample of poor response from a student who showed the stem is larger in proportions to its height, there is baseline roots not seen above the ground and the leaves scattering instead of showing a fully grown flower plant.
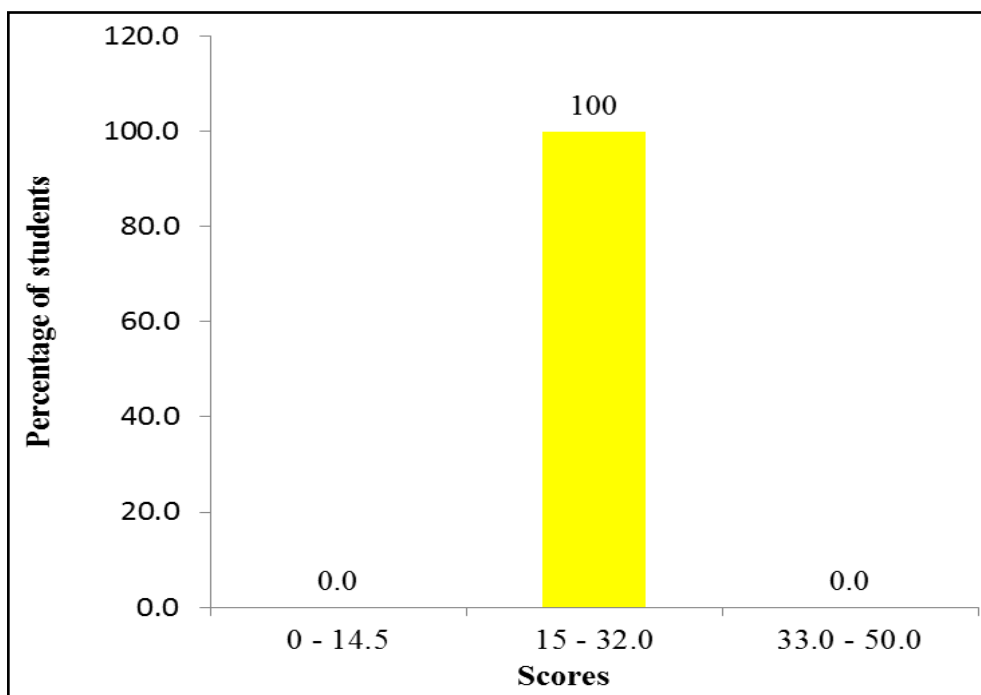
2.3 SECTION C: PICTORIAL COMPOSITION
In this section students were expected to show their personal painting abilities in composition.

2.3.1 Question 5
This question required the students to make a painting of a woman and her husband weeding maize in the farm. A total of 5 (4.6%) students opted for this question.

The analysis of students' performance in this question shows that all 5 students (100%) who attempted this question scored from 16 to 32 marks

which is average performance. Therefore, there was no student who scored poorly (0.0 to 14.0 marks or highly 33 to 50 marks) in this question. The students' performance in this question was average as illustrated in Figure 5.

Figure 5: *Students' scores in percentage showing performance in question 5*

The analysis shows that 20 (36.4%) students who performed averagely in this question had knowledge about pictorial composition but failed to exhaust all elements and principles of painting. Most of the students were able to organize the series of activities done which led the composition to be more interesting to the viewer. Also, these students considered colour application, line, texture, proportion and perspective/shape to create composition. Some of the students displayed the composition in colour combination which attracts the viewer's eye. Furthermore, some of the students used tone values to create a contrast of light and dark, rhythm or pattern of the composition while others created a good texture of the plants showing the roughness, softness or smoothness. In addition, the other students composed good proportions of items which show things fit together and relate to each other in terms of size and scale whether big or small, nearby or distant. Their good performance suggests that they had adequate knowledge and skills about pictorial composition. Extract 5.1 shows a sample of average response from a student.

Extract 5.1: A sample of the student's average response in question 5
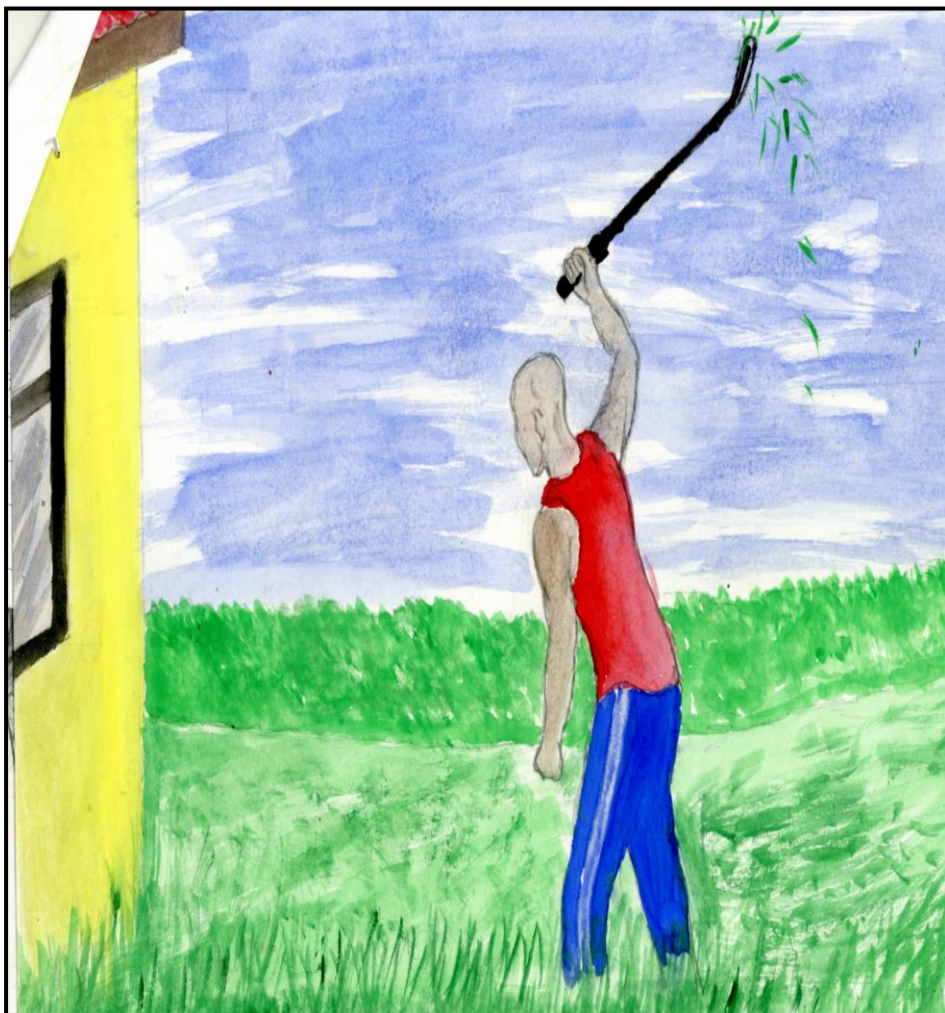
2.3.2 Question 6

The question required the students to make a painting of a man cutting grass around his home using a slashing tool. A total of 77 students opted for this question.

The analysis of students' performance shows that 12 (15.6%) students scored from 9 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 56 (72.7%) students scored from 16 to 32 marks which is average performance and 9 (11.7%) students scored from 34 to 43 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 6.
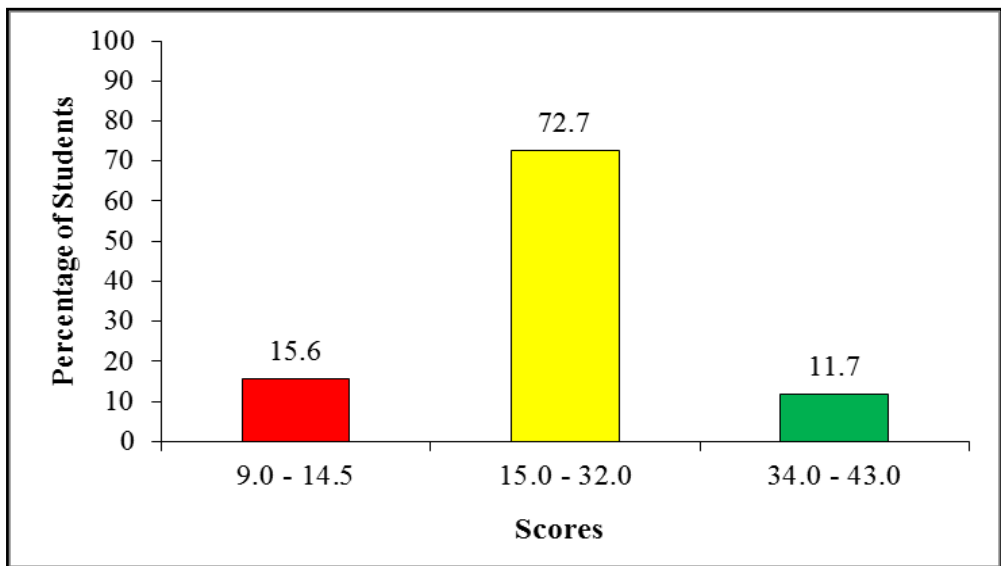
Figure 6: *Students' scores in percentage showing performance in question 6*

The analysis shows that, the students who performed well in this question were able to show a specific subject matter and composed a picture which described a story of a man cutting grass around his home using a slashing tool through pictorial composition. 9 (11.7%) students were able to make a good arrangement of pictorial composition showing balance, dominance and movements which established a centre of interest. Furthermore, these students demonstrated ability to utilize a space, to make shape and proportion of the picture. Also they used colours to create unity and balance as well as different moods. Other students composed better balanced visual movements which drew the viewer's attention. In addition, most of the students in this category painted a picture with a high contrast to make differences between light and dark. Extract 6.1 shows a sample of a good response from a student.

Extract 6.1: A sample of a student's good response in question 6

Extract 6.1 shows the sample response from a student who managed to make good arrangement of pictorial composition showing balance, dominance and movements which established a centre of interest.

The analysis shows that 72.7 percent of the students, who scored average marks in this question, were able to display knowledge and understanding of the topic as well as the ability to use the principles of painting. The students presented the subject matter with a good texture, proportion, perspective and balance. Also, they made a faint but fair treatment of the fore and background together with light and shade. Some of the students in this group were able to establish good spaces around and between the object with a perceptive awareness of their outline, shape, tone, colour, form and composition. Their

composition suggests that, they had adequate knowledge about pictorial composition. Extract 6.2 shows a sample of an average response from a student.
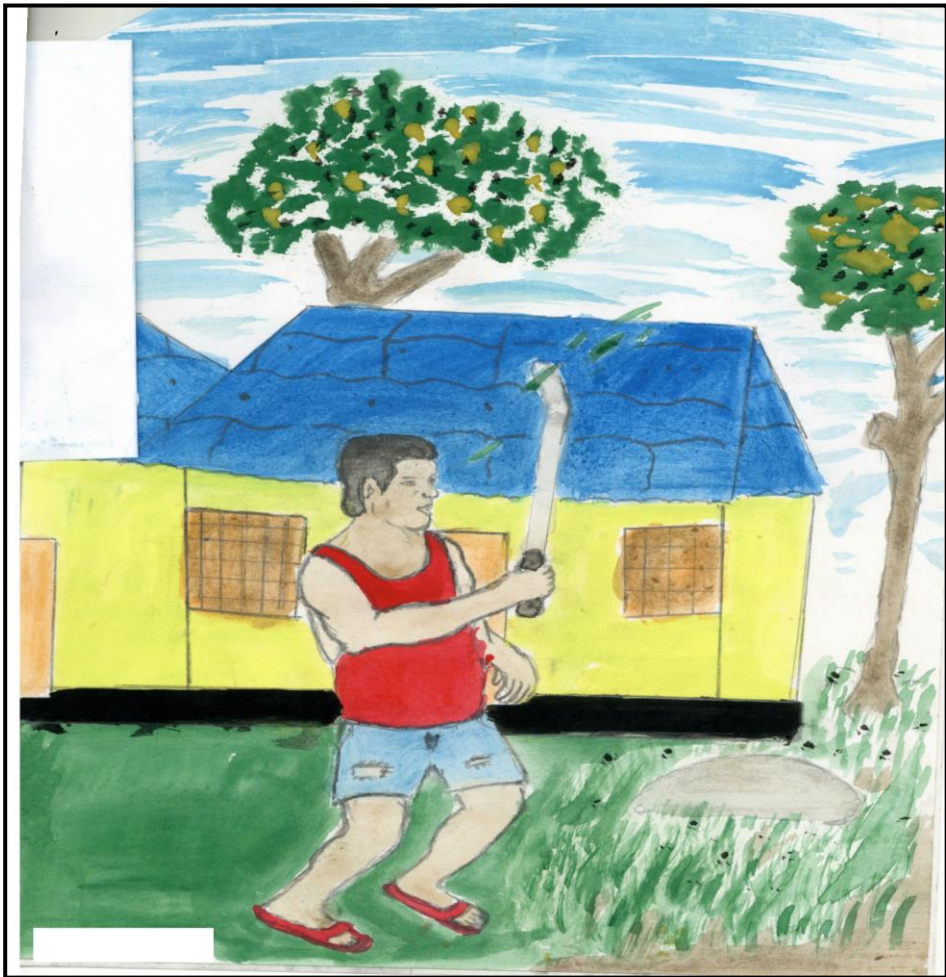
Extract 6.2: A sample of the student's average response in question 6

The students who performed poorly in this question had inadequate knowledge about pictorial composition. The analysis shows that 12 (15.6%) students failed to show their ability on painting from pictorial composition hence failed to create good pictures. The students did not show the balance, dominance and movement which lead to the creation of the centre of interest (theme) while, other students were unable to apply colours to emphasise subject matter, proportions, movements and perspectives to create mood and feeling. Furthermore, the candidates were incompetent in creating harmony and unity in the composition. Other students in this category displayed poor painting techniques which did not consider proportion and perspective. Another student

in this group was not able to equalise the proportions of the human body features such as head, torso and legs. For example, one of the students made painting of a boy who had a small head with big hands and legs. Lack of skills in painting and poor organization skills were contributing factors for poor performance. Extract 6.3 shows a sample of a poor response from a student.

Extract 6.3: A sample of the student's average response in question 6

Extract 6.3 shows the sample response from a student who failed to organize well a pictorial composition, also had enough skill in painting and sketching.

2.4 SECTION D: CRAFT AND DESIGN
In this section students were expected to design and paint using water or poster colours.

2.4.1 Question 7
The question required the students to design a warning poster by using block letters carrying a message "STOP ROAD CLOSED." The students were required to use one colour with the square measure of 0.5cm. A total of 337 (28.2%) students opted for this question.

The analysis of students' performance shows that 54 (16.0%) students scored from 4 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 277 (82.2%) students scored from 15 to 31 marks

which is an average performance and 6 (1.8%) students scored from 33 to 41 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 7.
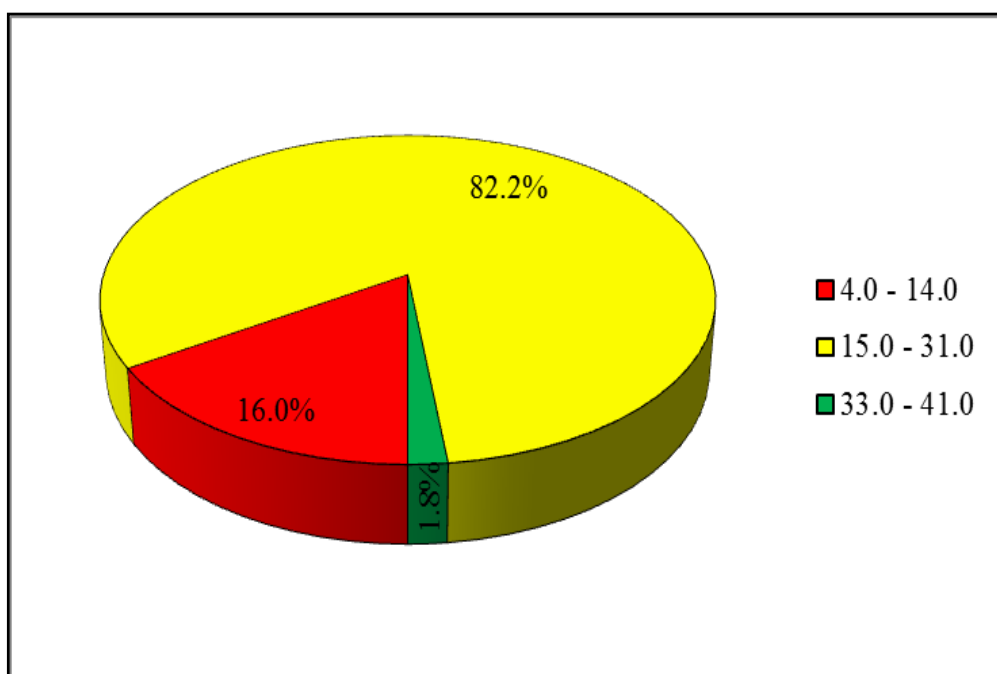
Figure 7: *Students' scores in percentage showing performance in question 7*

The analysis shows that (1.8%) students who scored high marks were able to design a warning poster using block letters. These students had technical ability in painting using water colour. For example, one student demonstrated the technical ability and the subject treatment by using good brushes to make a poster very smooth with all features needed. Another student showed good ability in lettering and was able to choose a font that matches the message while adding good colour to make the poster more eye-catching. Moreover, these students were able to keep things consistent by using partial colour (one colour) and used perfect font, spacing, borders and font sizes throughout a poster. Another student presented originality by shaping the letters well balanced with colour scheme, good texture, a good form, good space utilisation and the work done was neat. Also, these students were able to construct block letters using series of steps. For example, one of the students used a square grid in constructing a block letter alphabet with the size of 5cm. Another student displayed good skills of drawing each block letter with shadow in the poster. Furthermore, the students were able to leave more space between the letters. Other students provided a poster with the body text

that is readable from a distance and good font sizes. Another student showed a poster including both textual and graphic elements. This was an indication that they had inadequate knowledge about lettering (block letters) and poster design. Extract 7.1 is a sample of good response from a student.
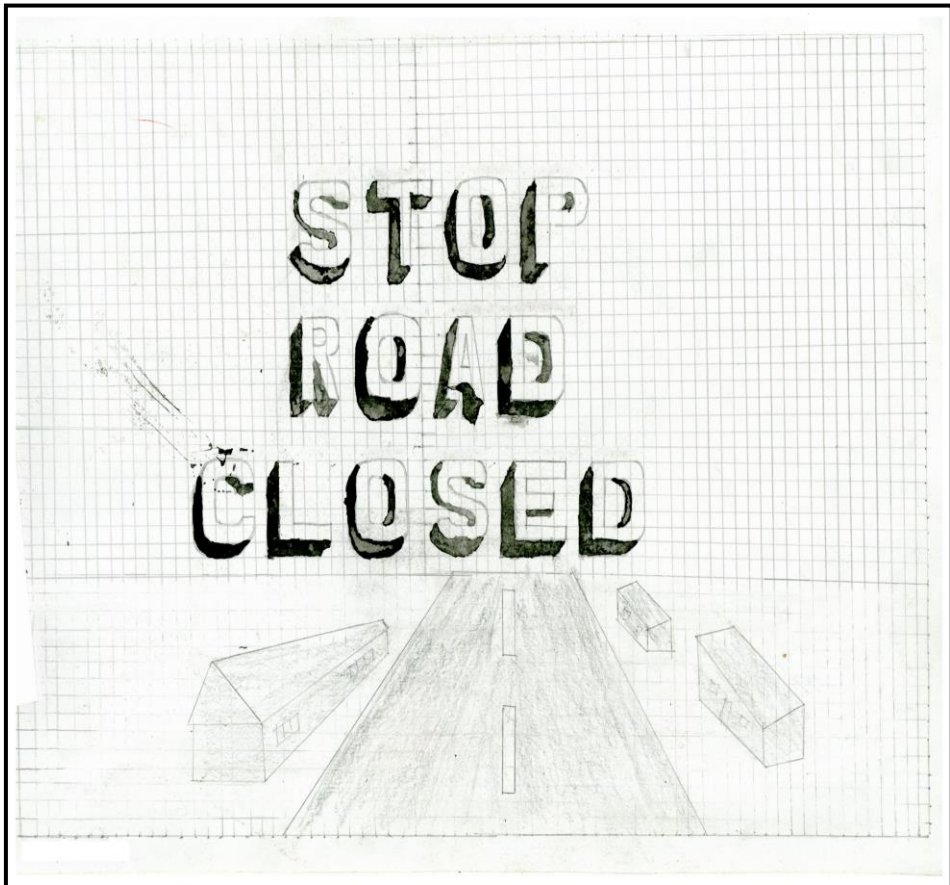
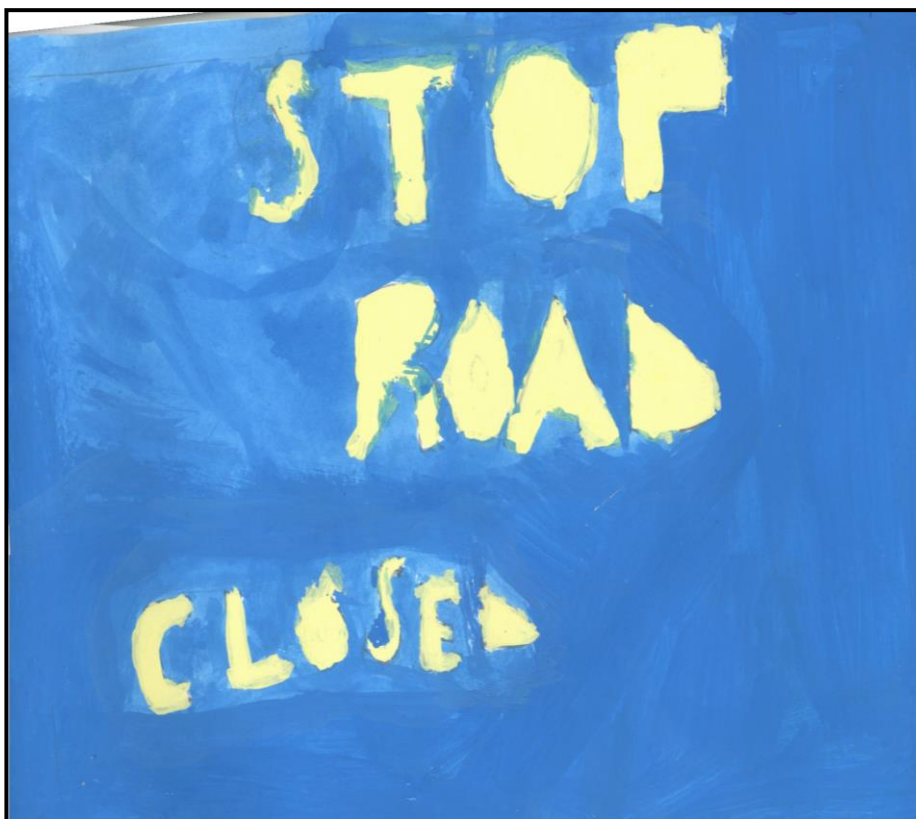**Extract 7.1:** A sample of the student's good response in question 7

In extract 7.1 the student designed a poster by using a square grid in constructing block letter alphabets with the size of 5cm. He/she showed both textual and graphic elements.

On the other hand, the analysis shows that 277 (82.2%) students who performed averagely in this question had ability to design words using block letters in the same proportion of equal stems' height and same letters' thickness. The candidates applied good techniques in writing block letters and provided a good design containing a colour scheme which attracted the viewers with simple and straight forward words. Extract 7.2 is a sample of average response from a student.

Extract **7.2:** A sample of the student's average response in question 7

The only 8.5 percent of the students who performed poorly had inadequate knowledge in painting poster using water colours. The analysis showed that the students were poor in colours application. For example, one student used coloured pencil to paint the letters, which is not recommended. Another student designed the poster and wrote the text into very small distances between the letters and others left long distances between two or more straight letters. Furthermore, one student outlined all coloured letters by pencil lines; also some works did not meet the elements and principles of design. Moreover, another student failed to place letters in good order hence the letters became closer to one another instead of putting square after one letter while another student used coloured pencil or crayon instead of water colours. Furthermore, other students did not follow the instructions provided in the question. For example, one student used italic letters or calligraphy to write the text instead of block letters. Extract 7.3 shows a poor response from a student.

Extract 7.3: A sample of the student's poor response in question 7
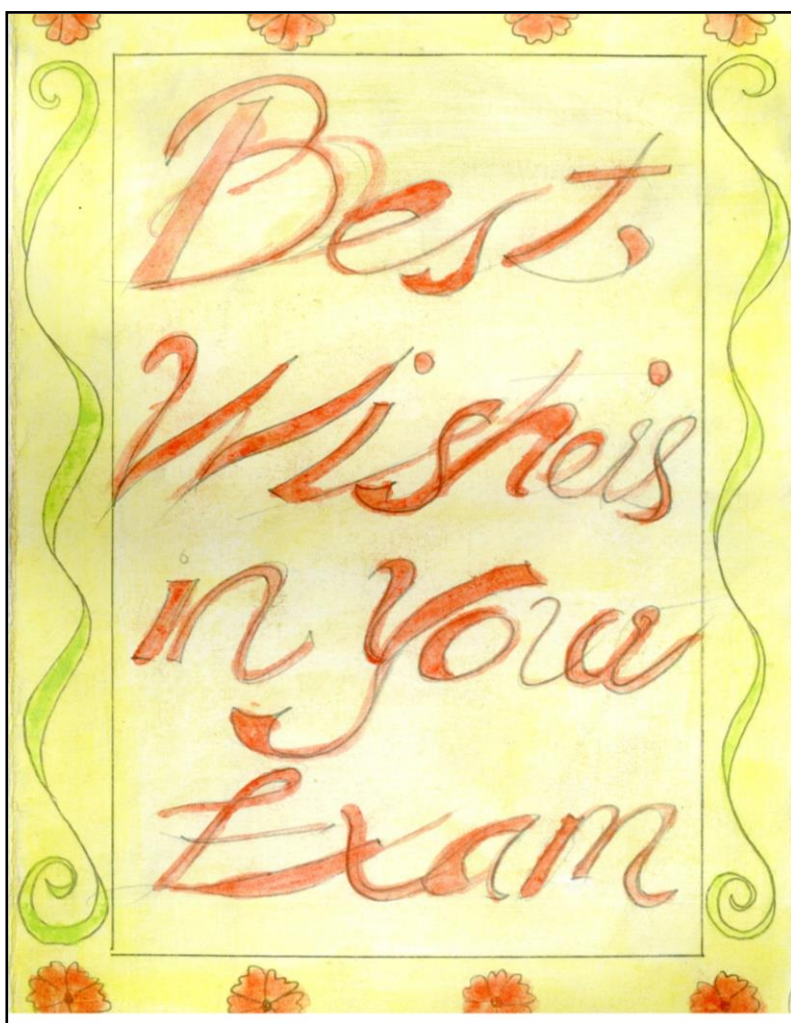
2.4.2 Question 8

The question required the students to design a best wishes card for a friend who is sitting for Ordinary Level Examination wishing a great success. The students were instructed to use script letters and apply no more than three colours.

The analysis of students' performance shows that 28 (14.4%) students scored from 0 to 14 marks indicating an unsatisfactory performance. Further analysis indicates that 165 (84.6%) students scored from 15 to 31 marks which is an average performance and 2 (1.0%) students scored from 39 to 40 marks which is a good performance. The students' performance in this question was good as illustrated in Figure 8.
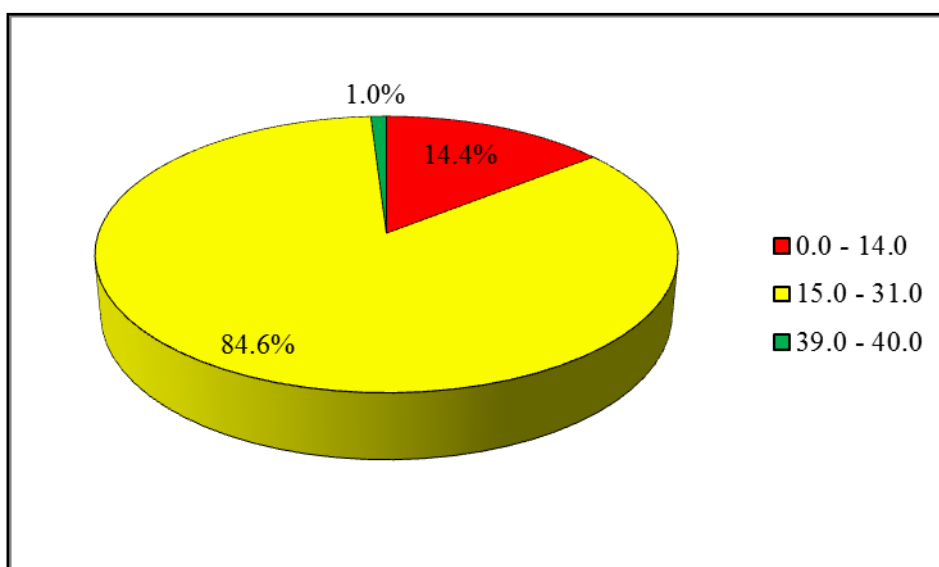
Figure 8: *Students' scores in percentage showing performance in question 8*

As shown in figure 8, the 2 (1.0%) students who performed well had adequate skills and knowledge capabilities in painting by using water and hence they came out with good idea of displaying best wishes card. For example, one student showed a good sided card with good colour, small text message attached with glitter materials around the text message. Other students designed cards and attached them with well-balanced paper cuts design on cover and very good script lettering to convey message. Furthermore, these students displayed a card with good combinations of colours as well as illustrations based on the examination wishing. On the other hand, other students used script letters to write text outside of the cover and inside the card. This was an indication that they had adequate knowledge about greeting cards. Extract 8.1 is a sample of a good response.

**Extract 8.1:** A sample of the student's good response in question 8

Extract 8.1 shows a good response from a student who used script letters to write text outside the cover and inside the card. Also was able to display a card with good combinations of colours as well as illustrations based on the examination wishing.

Furthermore, the 84.6 percent of students who performed averagely had enough knowledge and ability in the topic of designing. These students were able to create a greeting card in good different appearance, For example, one of the students designed a card which was good in size, attractive colour, decorated with flowers and well script letters design. Another student designed a card with very good arrangement and good balanced coloured letters. Extract 8.2 is a sample of average response from a student.

Extract 8.2: A sample of the student's average response in question 8

On the other hand, the 28 (14.4%) students who performed poorly in this question had inadequate knowledge about painting. These students failed to show their ability and creativity of designing the layout and messages for the greeting card. Moreover, the students failed to display suitable colours, illustrations and texts based on the purpose of the subject matter while other students were not good at script lettering as well as a combination of elements such as shape, texture, space, line and colour to achieve effective visual communication. For example, one student displayed a card with combinations of more than three colours. Other students designed cards which look like posters just wrote the words using block letters and painted with different colours. Furthermore, those students failed to make a good arrangement of colours in order to draw the viewer's attention. Other students in this group could not utilize a number of principles of design in order to make the subject matter satisfactory to the observers such as proportions, balance and harmony. For example, one student displayed a card without good proportions by writing small words which are not easily readable. Other students did not create motifs which hold a meaning that relates to the subject matter. Extract 8.3 shows a sample of a poor response.
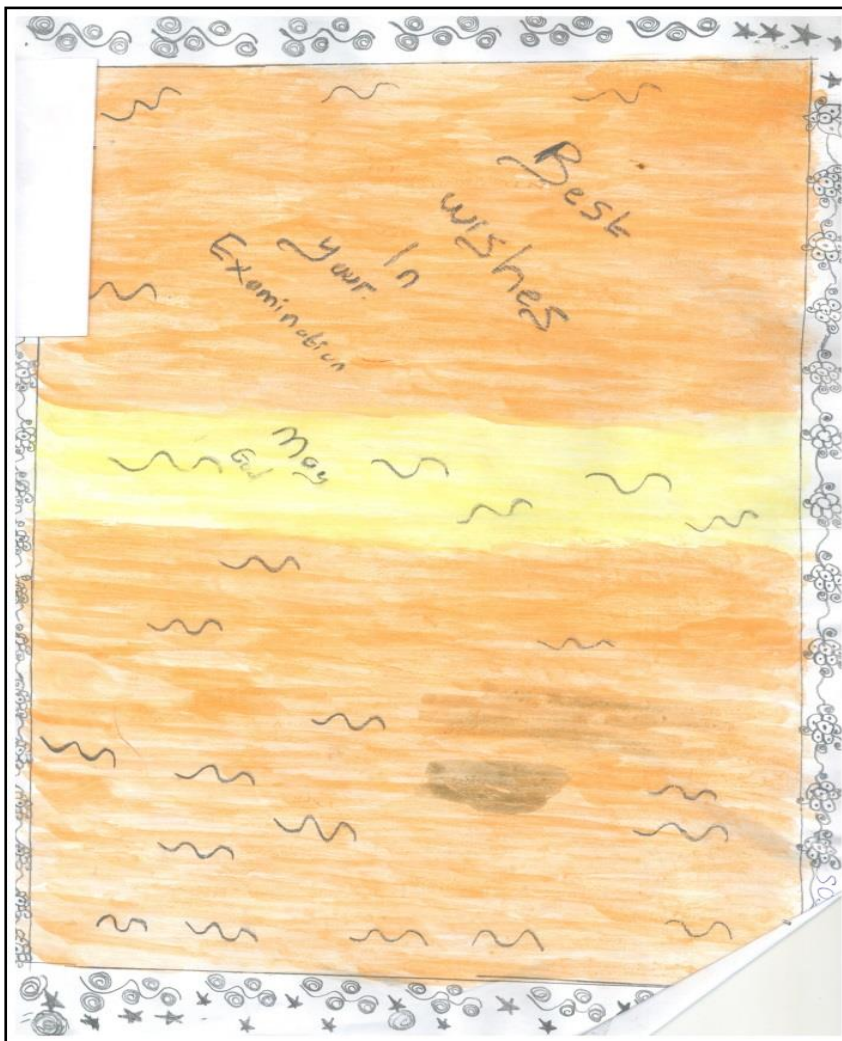
Extract 8.3: A sample of a student's poor response in question 8

Extract 8.3 is a sample of a response from a student who designed a card without considering the principles of design as a result produced a card which looks like a letter.

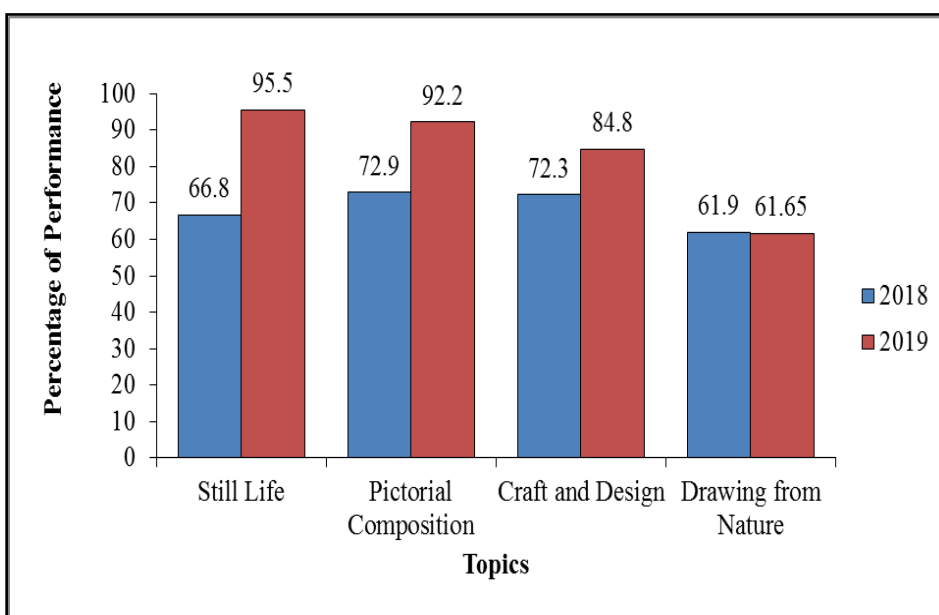## 3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The general performance of the students in Fine Art subject in Form Two National Assessment (FTNA) for the year 2019 was good by 83.53 percent. The analysis per topic shows that on the topic of *Still Life*, the students' performance was good with the average of 95.5 percent. For *Pictorial Composition* students had good performance of 92.2 percent. In *Craft* and

Design students had a good performance of 84.8 percent. In the topic of *Drawing from Nature*, the students' performance was average as the scores were 61.6 percent. The general performance across topics is summarised in Figure 9.
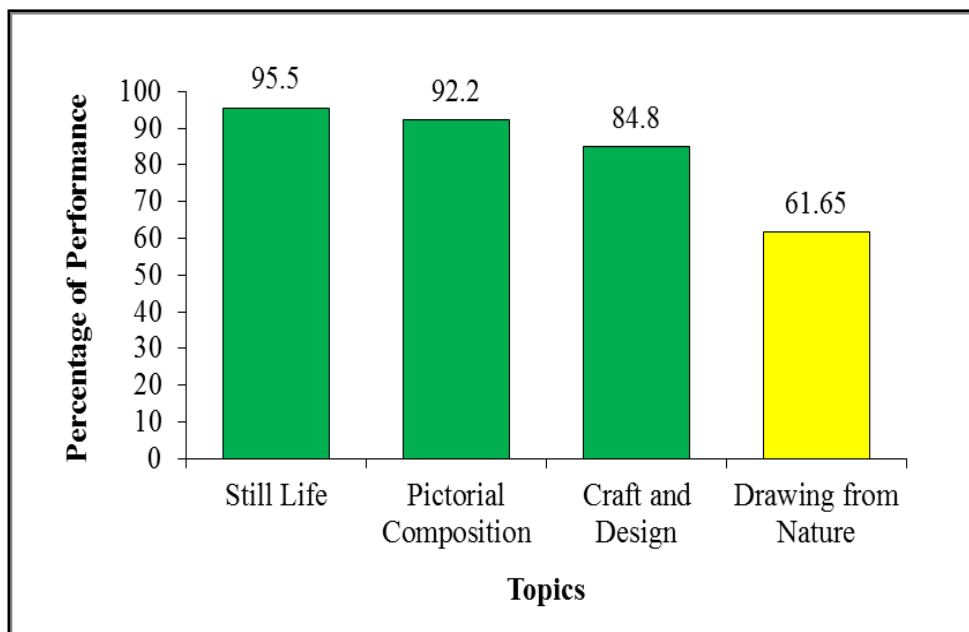
Figure 9: *Percentage of Candidates' Performance per Topic*

The analysis of students' performance in comparison with the 2018 in each topic shows that the performance in *Drawing from Nature* increased by 25 percent. In 2018, the performance was 61.9 percent while in 2019 it was 61.65 percent. However, the performance in *Pictorial Composition* increased by 19.3 percent, from 72.9 percent in 2018 to 92.2 percent in 2019. In addition to that, the performance in *Craft* and *Design* increased by 12.5 percent when compared to 2018, where the performance was 72.3 percent while in 2019 it was 84.8 percent. Finally, in *Still Life* topic the performance increased by 28.7 percent from 66.8 percent in 2018 to 95.5 percent in 2019. The comparison of students' performance per each topic in FTNA between 2018 and 2019 is summarised in figure 10.

Figure 10: *A comparison of students' performance in each topic between 2018 and 2019*

4.0   CONCLUSION

The general performance of the students in Fine Art, in the FTNA, 2019 was good because many of them scored 30 percent and above in all topics. The students performed very well in those topics because they were able to identify the tasks of the questions, to follow the instructions, had adequate competence in the subject matter related to the topics and were able to draw, design and paint using appropriate elements and principles of art and design.

5.0   RECOMMENDATIONS

In order to improve the student's knowledge and maintain their performance, it is recommended that:

(a) Subject teachers should lead students to use the principles of design to make various designs.

(b) Subject teachers should guide the students to recognise the rudiments of water colour painting in the displayed picture.

(c) Subject teachers should lead students to outdoor to do nature study of artistic phenomena and observation of the visual elements of arts.

(d) Students are encouraged to practise the use of materials and equipment for art work.

(e) Subject teachers should initiate a question and answer session to make the students quest for the nature and characteristics of the pencil technique.

Summary of Students' Performance per Topic

S/N	Topics	Question Number	Percentage of students who scored 30 percent and above	Remarks
1.	Still Life	1 & 2	95.5	Good
2.	Pictorial Composition	5 & 6	92.2	Good
3.	Craft and Design	7 & 8	75.2	Good
4.	Drawing in Nature	3 & 4	61.6	Average