3.0   PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

3.1   ART AND DESIGN (442)

GENERAL COMMENTS

The 2014 KCSE Examination paper consisted of three papers; *442/1*- Theory marked out of 60; *442/2* - Practical marked out of 100 and *442/3* Project paper *(School based assessment)* marked out of 40.

The table below shows the overall candidates' performance in Art and design (442) examination in the years: 2011, 2012, 2013 and 2014.

Table 9: Candidates overall performance in the years 2011, 2012, 2013 and 2014

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2014	1		60	30.03	8.04
	2		100	56.18	13.79
	3		40	20.04	4.97
	Overall	**1,178**	**200**	**106.14**	**23.15**
2013	1		60	27.77	9.59
	2		100	65.84	9.39
	3		40	18.49	5.64
	Overall	**1,156**	**200**	**111.99**	**20.71**
2012	1		60	38.35	11.33
	2		100	63.86	13.25
	3		40	25.61	6.38
	Overall	**1,169**	**200**	**127.61**	**26.31**
2011	1		60	32.28	9.22
	2		100	63.49	12.71
	3		40	14.13	3.52
	Overall	**1,126**	**200**	**109.59**	**21.73**

The following can be deduced from the table above.

i)   There was an increase in candidature from **1,156** in **2013** to **1,178** in the year **2014**.

ii)   There has been a drop in the subject as compared to the year 2013; this is evidenced from the mean score of **106.14** in **2014** from **111.99** in **2013**.

iii)   There was a significant drop in performance in Paper **442/2** - (practical paper) from a mean of **65.84** in **2013** to **56.18** in **2014**.

The report below highlights questions in which the candidate's performance was poor. These questions have been analyzed by giving weaknesses, copies of sampled poorly executed artworks, expected responses and advice to teachers on how best these mistakes can be eliminated.

3.1.1 Art and Design Paper 1 – Theory (442/1)

This theory paper consisted of fourteen questions which were divided into three sections.
Section A consisted of a set of ten compulsory short-answer questions that were allocated a maximum of two marks each. **Section B** comprised five compulsory structured questions each marked out of 5 and **Section C** had three essay questions from which candidates had to answer one marked out of 15.

SECTION A

Question 1 (a)

(a)   Requirement(s)
The question required candidates to identify **two** most outstanding elements and **one** principle in the given composition.

(b)   Weaknesses
Some candidates showed inability to identify outstanding elements and principles.

(c)   Advice to teachers
Teachers should teach students the elements and principles of art comprehensively since it's through the same that the students are able to understand any art object. They should also expose students to various types' of artworks and art critique.

(d)   Expected response
    (i) Element: Texture and line
    (ii) Principle: Rhythm and movement

Question 1 (b)

(a)   Requirement(s)
    The question required candidates to define a pendant.

(b)   Weaknesses
Majority of the candidates were unable to explain the term with reference to ornaments.

(c)   Advice to teachers
Teachers should teach all terminologies related to ornament making.

(d)   Expected response
Pendant is a hanging ornamental object suspended from a necklace or earring.

Question 1 (g)

(a)   Requirement(s)
The question required candidates to explain the term priming and state its function.

(b)   Weaknesses
Majority of the candidates showed inability to explain the term priming but were able to state its function.

(d)   Advice to teachers
Teachers should expose candidates to techniques of preparing painting surfaces.

(d)   Expected response

(i)   **Priming:** It refers to coating a surface/canvas/fabric with undercoat or primer in preparation for painting.
Function:
i)   To reduce absorption.
ii)   To stabilize the painting surface/make it stiff or firm/isolates the support (canvas) from damaging ingredients in the paint hence preventing disintegration of the canvas.
iii)   Provides a smooth surface that accepts the paint, letting the paint brush flow better thus adequate adhesion.

Question 1 (h)
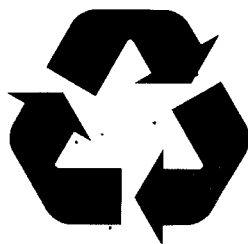
(a)   Requirement(s)
The candidates were required to identify the given visual symbol and state its function.

(b)   Weaknesses
The candidates showed inability to identify the graphic visual symbol. Some were able to identify the symbol but many failed to state its function.

(c)   Advice to teachers
Teachers should expose candidates to the different **visual symbols** /Informational Universal Symbols (road signs, sports symbols, factory symbols) and **identification symbols**.

(d)   Expected response
(i) Recycle symbol.
(ii) **Function**: The recycling symbol typically designates materials that are recyclable or recycled,but may also indicate that goods or services involve recycling or are otherwise environmentally friendly.

Question 1 (j)
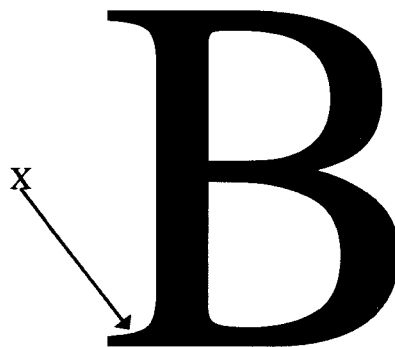
(a)   Requirement(s)
The candidates were required to identify the illustrated typeface and identify the part labeled X.

(b)   Weaknesses
Majority of the candidates were unable to identify the typeface; but a few were able to name the labeled part.

(c)   Advice to teachers
Teachers should expose candidates to anatomy of typefaces; type families and character which are basic foundational tools that need to be understood for production of better graphic design works.

(d)   Expected response
(i) **Typeface:** Roman
(ii) Part labeled **X**: Serif.

SECTION B

Question 2
(a)   **Requirement(s)**
The candidates were required to use stippling shading technique to create a 3-Dimensional
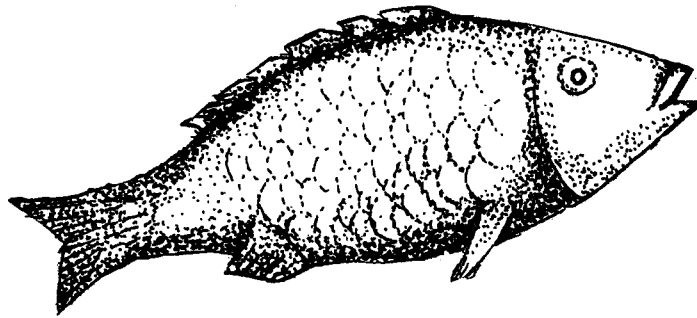
effect on the illustrated form.

(b)   **Weaknesses**
Majority of the candidates showed inability to shade using stippling technique.

(c)   **Advice to teachers**
Teachers should expose candidates to the different **shading techniques** (cross hatching, smooth, contour, circulism, slinky) and **value gradation scales.**
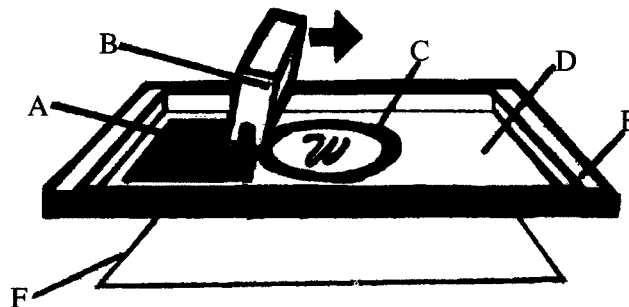
(d)   **Expected response**

Question 3

(a)   **Requirement(s)**
The candidates were required to identify the labeled parts of the given tool and classify the parts under materials, tools and equipment.

(b)   **Weaknesses**
Majority of the candidates were unable to classify the parts under the given headings but were able to name the labeled parts.

(c)   **Advice to teachers**
Teachers should expose candidates to the different materials, tools and equipment used in various printing techniques through involving them in practical work.

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(d)   Expected response

Material	Tools	Equipment
A: Ink paste	B: Squeegee	E: wooden frame/screen/ metal frame
F: Printing surface	C: Design/mofit	
	D: Silk mesh	

Question 4

(a)   Requirement(s)
The candidates were required to explain the given clay decorating techniques.

(b)   Weaknesses
Majority of the candidates were unable to distinguish the different clay decorative techniques.

(c)   Advice to teachers
Teachers should comprehensively cover pottery terminologies and techniques and engage the students in practical work.

(d)   Expected response
(i) Incising: carving/cutting grooves/shapes slightly to create patterns.

(ii) Slip trailing: application of coloured slip onto an object, then scratch to create designs

(iii) Inlaying: Set decorative pieces on clay surface to make a design that is usually level with the surface.

(iv) Excising: cut out/through patterns/designs.

(v) Sgraffito: scratch the design on the surface and then apply coloured slip.

Question 5

(a)   Requirement(s)
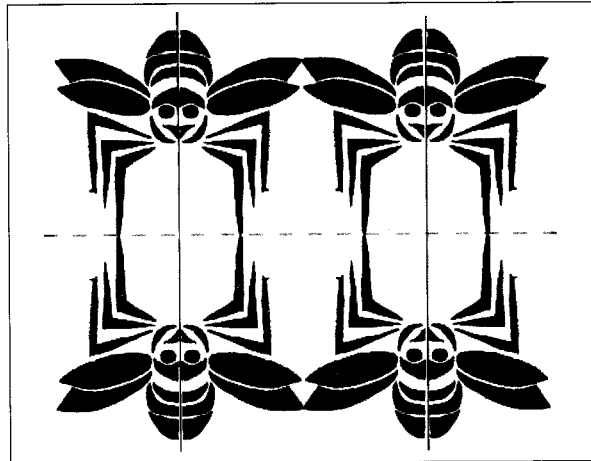The candidates were required to create an inverse repeat pattern using the given motif.

(b)   Weaknesses
Majority of the candidates were unable to produce the motif in inverse repeat pattern.

(c)   Advice to teachers
Teachers should expose the learners to all types of repeat patterns.

(d) **Expected respo**

SECTION C

Question 7

(a) **Requirement(s)**
The candidates were required to identify the illustrated structure, state the material used in its construction and describe the process of sculpture making using papier-mâché.

(b) **Weaknesses**
Majority of the candidates were unable to name the structure but were able to identify the material used and the process of sculpture making using papier-mâché.

(c) **Advice to teachers**
Teachers should expose the candidates to all materials and tools related to sculpture making.

(d) **Expected response**
(i) **Structure**: Is an armature.
(ii) **Material** used to construct it is a thin wire.

(b) Process of making a form in papier-mâché.
     (i) Collect the required materials, tools and equipment.
     (ii) Cut /tear/shred the paper into small pieces.
     (iii) Soak in water and leave it to soften and set for at least 3 days.
     (iv) Drain the water and add glue or cold water paste.
     (v) Pound into a homogenous pulp/state.
     (vi) Apply the pulp in small amounts on to the structure until the entire form is covered.
     (vii) Keep building up the form until the desired form/shape is achieved.
     (viii) Add details to define the form/shape.
     (ix) Refine the details/structure.
     (x) Leave to dry under shade and ensure that it is completely dry.
     (xi) Apply the desired colour and leave to dry.
     (xii) Apply finish: clear vanish and leave to dry.

Question 8

(a)   Requirement(s)

The question required the candidate to define the term badge, name and explain four components of a badge and state two functions of colour in a badge.

(b)   Weaknesses

Majority of the candidates were unable to explain the components of a badge, a few were able to state the function of colour.

(c)   Advice to teachers

Teachers should expose the candidates to different identification symbols and their components.

(d)   Expected response

(a)   A badge is an identification symbol worn to show membership to a group /organization institution/ society/rank/position/status/achievement.

(b)   **Components of a badge**:

(i)   **Shield**: Main body/overall form/layout of a badge on which the components are arranged/attached (usually oval/round/circular etc).

(ii)   **Identification symbol**: Contains the name and pictorial representation of the institution/ rank/status etc.

(iii)   **Ribbon/wreath**: A decorative or beautifully designed section of the badge which bears the motto.

(iv)   **Motto**: A short phrase stating the core values, aspirations or beliefs of an institution.

(c)   Colour function in a badge:

(i)   Aesthetic appeal.

(ii)   Identification.

(iii)   A symbolic value of what the institution stands for or supports the motto.

Question 9

(a)   Requirement(s)

The candidates were required to describe the term *"waisting"*, explain four ways of achieving firmness of yarn using a ghiordes knot and state three ways of finishing a woven mat.

(b)   Weaknesses

Majority of the candidates were unable to explain the four ways of achieving firmness of yarn using a ghiordes knot and the main ways of finishing a woven mat. Candidates' responses generally demonstrated lack of mastery of content in weaving.

(c)   Advice to teachers

Teachers should expose the students to various weaving techniques through demonstration.

(d)   Expected response

(a) Waisting is a defect in a woven article caused by uneven tension of yarn i.e. loose warps and wefts.
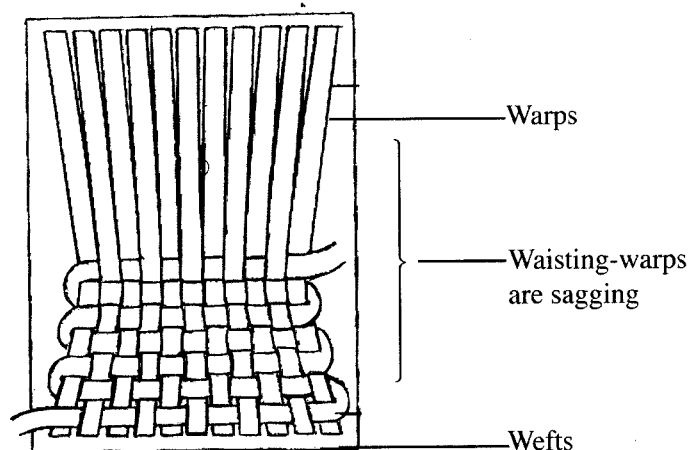
(b) **Four ways of achieving firmness of yarn.**
   (i) Using thick yarn instead of thin yarn.
   (ii) Firmly tying the warp threads to avoid sagging.
   (iii) Allowing minimum spacing between the warps.
   (iv) Using plain weave after each row of ghiordes knots.
   (v) Pulling the weft threads firmly at the end of each woven line.
   (vi) Beating down firmly the weft threads after every row.

(c) **Three main ways of finishing a woven mat.**
   (i) Knotting the warps/fringes.
   (ii) Sewing the warps/overcasting/binding.
   (iii) Hemming warps/folding and hemming.

3.1.2 Art and Design Paper 2 – Practical (442/2)

This paper comprised of four questions in two alternative, **Drawing or Painting-** 2 questions and **Graphic design-** 2 questions. Candidates were required to choose only **one** question which was marked out of 100.

ALTERNATIVE A: DRAWING OR PAINTING

Question 1

(a)   **Requirement(s)**

   The candidates' were to draw a close-up depicting a small boy and girl joyfully playing with pebbles in a working area of 35 by 45 cm.

(b)   **Weaknesses**
   Childlike features were not expressed well. There was a clear indication that the candidates did not understand the term close up. Most of them could not render depth/perspective, works showed poor proportion and lack of detail.
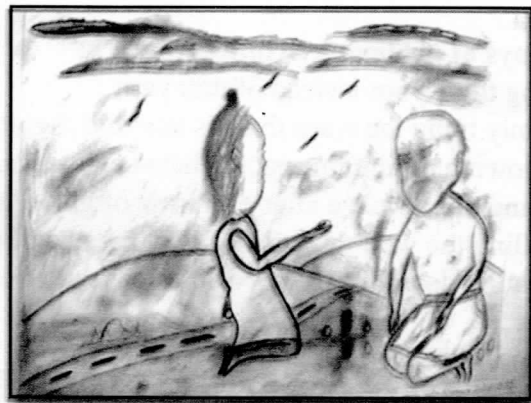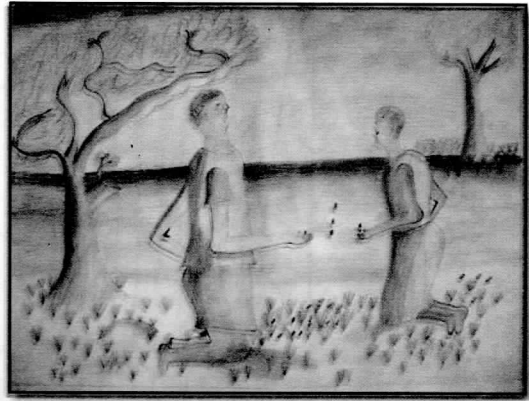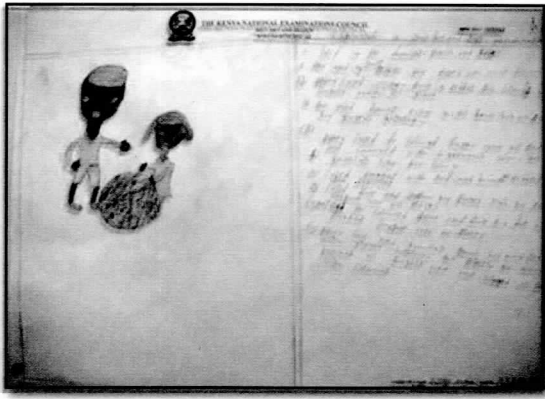
(c)   **Advice to teachers**

Emphasis should be laid on close range drawing to bring out proportion, detail and perspective of the subjects correctly. Teach compositions using diverse media.

Question 2

(a)   **Requirement(s)**

The candidates' were to create a pictorial composition based on the following description: It is the end of a busy market day. Passengers of different ages are struggling to be the first to board the only home bound public service vehicle on the route.

(b)   **Weaknesses**

Placement and grouping of objects did not create a pleasing arrangement, Poor forms were depicted that lacked proportion, facial expressions, wrong media used i.e. coloured pencils, and lack of tonal variation. Paintings lacked control and understanding of the medium. The movement was not organized (rhythm) and lacked center of interest.
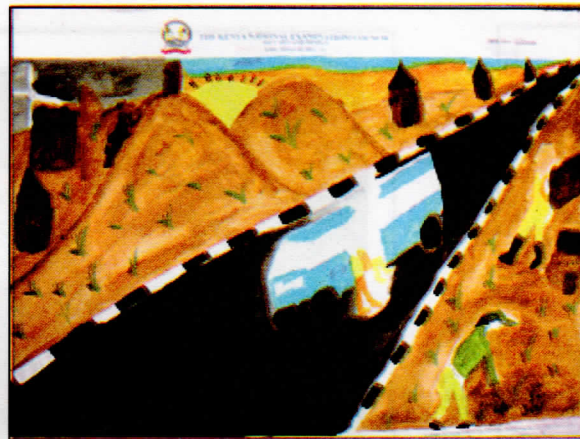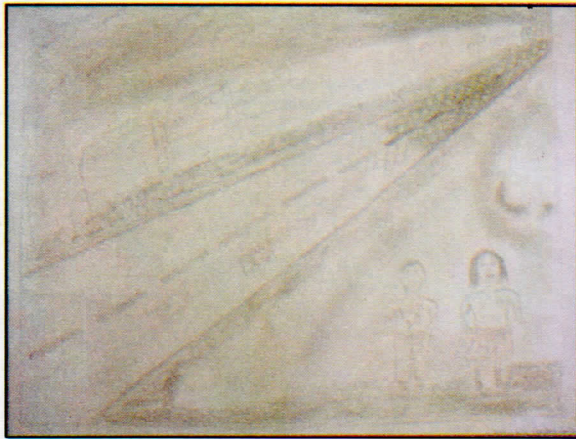
(c)   **Advice to teachers**

Emphasis should be laid on colour mixing, more practice on painting and drawing imaginative compositions. Encourage the students to be more involved in drawing compositions to improve their creativity and interpretation skills.
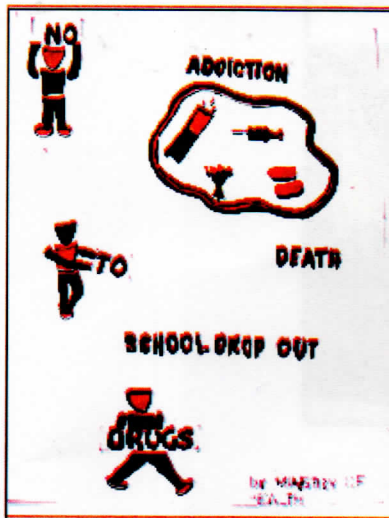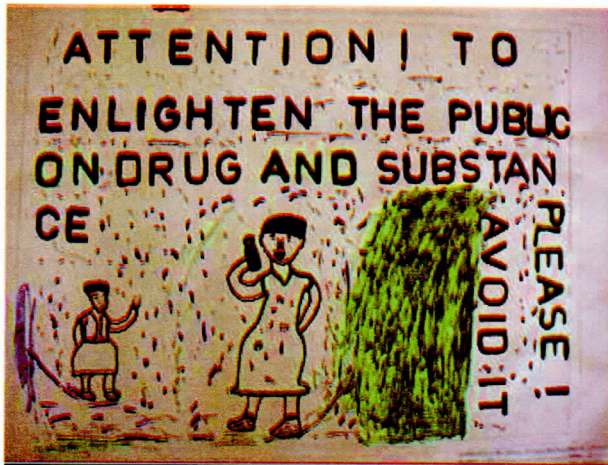
GRAPHIC DESIGN

Question 3

(a)   **Requirement(s)**

The candidates' were to design a poster in three colours, warning the public against drug and substance abuse an initiative of The Ministry of Health who has embarked on a mission to enlighten the public.

(b)   **Weaknesses**

Some of the candidates did not understand the poster design layout principles; the posters were too crammed with the content and emphasis laid on the ministry of health and not to the "warning". Illustrations not balanced with text, poor lettering, and clashing colour combinations. Most of the posters were mundane and poorly executed that displayed a lack of understanding of the design process.

(c) **Advice to teachers**

Teach various requirements for specific types of posters, layout principle, question interpretation and graphic design process, appropriate typography/lettering.

Question 4

(a)   **Requirement(s)**

The candidates' were to design a logo, letterhead and envelope for "*Trendy - tex*" a company dealing with production of unisex clothing.

(b)   **Weaknesses**

Some of the candidates were not able to add the logo to the required documents. They had difficulty in scaling the logo to size, the logos lacked identity, poor choice of font and colour. Identified areas of weakness were craftsmanship, layout, typography colour schemes inappropriate illustrations, and quality of the finish.
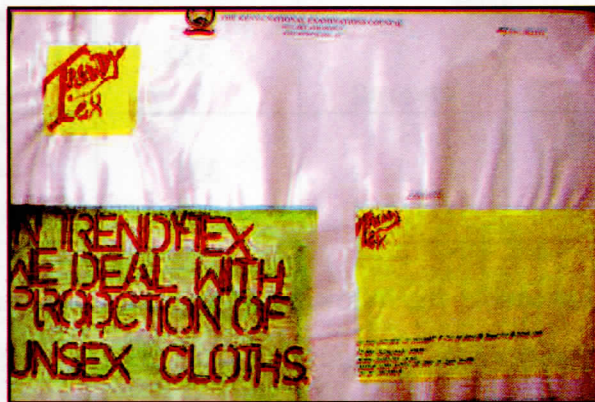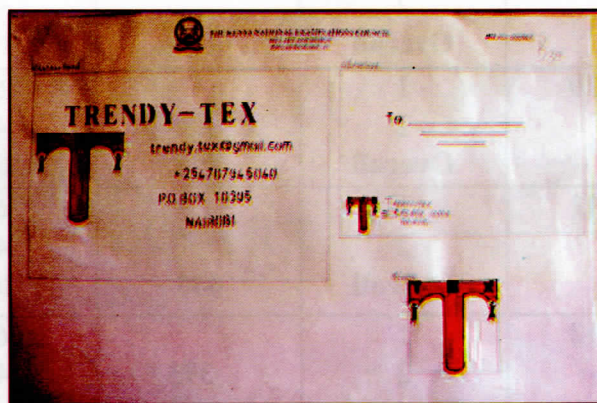
(c)   **Advice to teachers**

Teach corporate identification and relate logo to design to the function of corporate documents