



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**VISUAL ART P1
(VISUAL CULTURE STUDIES)**

**EXEMPLAR 2007
MARKING MEMORANDUM**

This memorandum consists of 11 pages.

GENERAL COMMENTS FOR MARKERS

- Learners must answer all their questions in FULL SENTENCES or PARAGRAPHS where applicable. Point form answers cannot receive full marks.
- Markers must refer to the Visual Art SAG document rubric (pg 24) to obtain a guideline to help them assess the levels of achievement.

QUESTION 1

- Artists need to exhibit to be seen by other people; to share their ideas with the public and get their messages across. As a way to market and sell their work. To get recognition for what they are doing. Any other relevant reasons.
- Learners personal choice of theme, but must be justified by giving convincing reasons.
- Learners could use any three artworks from any period, both international and South African that share their chosen theme. They must critically analyse these artworks in terms of content, technique and formal elements to justify why they were chosen for this theme.
- They must be clear on the information given, e.g. names, dates, and media. The brochure should help the viewer to get a greater understanding of the theme and/or background of the artist.
- Learners personal choice of venue, but must be justified.

TOTAL [20]

QUESTION 2

Visual sources

- David, *Oath of the Horatii*
- Cape Youth Congress banner

2.1 □ Composition

Learners must show an understanding of composition (organising of art elements) in their answer.

- Focal point is the handing over of the swords with lines created by the arms leading the eye towards it.
- The two groups of figures balancing one another.
- Everything happens in the foreground.
- Flattish background (like a stage) with the arches and columns leading the eye to the groups of figures.

□ Posture of the figures

Learners must describe the postures of the figures, e.g.

- very dramatic, stage-like.
- Exaggerated poses in both men and women, e.g. arms held high, heads show sorrow, etc.

(6)

2.2

Cape Congress banner was probably used during a political march or protest action against Apartheid. It stated the intentions/claims of the people carrying it and makes others aware of these.

(3)

2.3

Learners must discuss some of the images used, e.g.

- people are agitating for their rights.
- three figures are portrayed larger; they include an activist/fighter with gun, worker with a hammer and outstretched arm showing power to the people, etc.
- marching people - arms held high.
- words (slogans such as 'Free Mandela').

(3)

2.4

- Both are figurative.
- Oath of the Horatii - naturalistic, life-like; while the banner is more direct, stylised, child-like/naive.
- Banner works with outlines and flat colour areas: while in the Oath of the Horatii figures are modeled to look three-dimensional.

(4)

2.5

In the Oath of the Horatii the outstretched arms symbolises the swearing of the oath and the receiving of the swords. Showing their determination to conquer.

In the banner the outstretched arms show a protest action of power to the people that are universally used.

(4)

Total [20]

QUESTION 3

- 3.1 A small, naked, emaciated child that appears to be gravely ill is bending over as if it is dying with a vulture looking on in the background (2)
- 3.2 No, people do not read all the articles in the newspaper. Often they just scan the heading and/or first paragraph, so they do not get the full picture of a situation. The choice of content for the photograph created the outcry, because the photographer included the vulture in the picture. The associations with this bird in nature caused the outcry. It is known that vultures arrive on the scene when they spot a weak or dying animal, ready to prey on it. (4)
- 3.3 Yes or no. The learners can motivate their choice.
Yes: The photograph is closer to real life, more naturalistic. / It will show off the dark colours of the vulture and create a visual link with the dark skin of the child in contrast to colours of the natural environment.
No: The strong contrasts in the black and white photograph has a strong, dramatic visual impact like the bold letters of article headings. (2)
- 3.4 It was newsworthy, it attracted worldwide attention to the plight of starving children in an African country / Conceptually the inclusion of the vulture in the picture to convey a message of helplessness was excellent / Compositionally and technically the photograph is of a high standard / It evoked an enormous response from viewers all over the world / It became a symbol of the fight against poverty, neglect and starvation (4)
- 3.5 Learners give their own response and can refer to photography as an art form with regards to the content of the photograph, the technical skills of the photographer, the quality of photographs printed on special paper and the meaning / messages / visual impact that photographs have. (2)
- 3.6 Learners give their own response. One mark for the title of the artwork and one mark for the name of the artist can be awarded if mentioned. (6)

QUESTION 4

Visual sources

- Malgas, ***Korsten Vilage, Port Elizabeth***
- Nkuna, ***Amandla ilizwe I Africa***

4.1 Malgas, ***Korsten Vilage, Port Elizabeth***

- People without decent homes - small box-like houses.
- Not having running water - woman using outside tap/woman carrying water.
- Lack of space - people are doing things like washing outside, homes are close together.
- Bleak surroundings - no trees or other greenery shown.

Nkuna, ***Amandla ilizwe I Africa***

- Shows the hard times during the struggle for equality during the apartheid years.
- Had to fight for the rights e.g. march shown in the painting.
- These were countered by attacks from the police - police shooting at marchers, SAP van.
- People got hurt - ambulance.

(6)

4.2 Malgas example -Township Art started as the expression of black artists living in townships, documenting their lifestyle and surroundings. It became submerged in the political struggle.

Nkuna - Protest art more directly politically and socially involved agitating for change/ showing the bad in a system, etc.

(6)

4.3

- Strong influence in South Africa. Artist were exposed to it, for instance at art institutions, became peoples' idea of art.
- Easier to understand and get the message across.
- Any other relevant and motivated reason.

(2)

4.4 Malgas

- Simplified, clear, stylised in a way, not emotional, naturalistic

Nkuna

- More expressionistic, lively, definite brushwork, distortion

(2)

4.5

- People are still living in hardship. People need better living conditions like decent housing, running water, etc.
- Tells us of the struggle for equality and democracy. Reminds us of what people had to go through to achieve these rights.

(4)

TOTAL [20]

QUESTION 5

Visual sources

- ***Kifwebe mask***
- ***Masked Dogon dancers***
- Ingres, ***Louis-Francois Bertin***
- Picasso, ***Head and shoulders of a woman***

- 5.1 5.1.1 Before European countries colonized Africa and brought Western influences to Africa. (3)
- 5.1.2 European and American art with an emphasis on representational naturalism.
- 5.1.3 Covers the face or part of the face, etc. Use in rituals. Disguising peoples' identity. (3)
- 5.2 • The mask is symbolic and simplified. It is also conceptual, having to do with ideas, while the portrait is naturalistic, representational.
- A very specific function in society without which society could not function, e.g. funeral rites and other rituals. The portrait could be a documentation of a person and/or intended as art (art-for-art sake).
- Everything in the portrait was done to achieve a life-like image, for instance the texture of the hair must represent real hair. Very definite lines in the mask like around the eyes, on the cheeks (scarification). Geometric and simplified shapes. Texture in the use of attached fibre and carving in wood. (7)
- 5.3 5.3.1 There is only one original artwork, which makes it valuable, and therefore it has to be conserved. If it is damaged, it can't be replaced. Because there is only one such work, it is very collectable and gets a great money value put on it. (3)
- 5.3.2 Functional; had specific meanings and symbolism attached to it. Viewed as magical. Used in different ways such as in rituals shown in visual sources (funeral rite) (3)
- 5.4 Learners must give a justified answer.
- Possibilities:
- An artwork shows technical skills, expression of ideas, emotions, etc.
- Should be aesthetically pleasing.
- Communicate ideas, messages, feelings, etc. (2)
- 5.5 Simplify shapes to geometric shapes. Capturing the essence of images e.g. a face without showing individuality. Emphasis on geometric shapes. (2)

TOTAL: [20]

QUESTION 6

6.1 Learners may refer to any symbol in the given examples. Marks are only awarded if they attach a meaning to the symbol, for example:

In Marisa:

- Heart -Love
 - Red ribbon – HIV/AIDS disease
 - Radio – Communication /
- Social life
- Boats / Fish / City buildings - City of Durban
 - Woman wearing headband with aids symbols -Person that is infected

In Michelle:

- Hands reaching up -Hope/unity/love
- 'Africa'-wristwatch - Time is ticking/running out (3)

6.2 Traditional cloths were chosen because women wear these cloths, so they will be spreading an important message about HIV/AIDS wherever they go. It is effective because:

- When something familiar is changed, it attracts attention. So more attention will be drawn to the messages if the old medium (the traditional cloth) is changed or reinvented.

OR

- The geometric patterns of the traditional cloth only decorate the cloth, there was no meaning attached to the cloth. Now the cloth has meaning (2)

6.3 Any of the following criteria for defining an artwork will be accepted:

- Objects made by artists
- Object intended to be artwork
- Agreement among people that it is an artwork
- Artistic form
- Content
- Has subject matter
- Aesthetical value
- Evoke a response
- Technical ability
- Has meaning
- It is unique
- It is made by hand
- It has an idea (5)

6.4 Learners give their own opinion and marks are rewarded for motivated reasons for example fashion designers often create unwearable clothes for the catwalk to show off their creative abilities. (4)

- 6.5 Learners are required to explain the importance of the relationship between idea, medium and message. They may refer to the importance of colour texture, representation, line, etc. To put their idea cross and communicate meaning. (6)

QUESTION 7

Visual sources

- Goya, *Third of May, 1808*
- Munch, *The Scream*
- Dumile Feni, *Fear*

- 7.1 The soldiers are shown without identity (no faces). They form a tight group like a killing machine. The victims are shown as individuals with different emotions. (2)
- 7.2 Goya
- Hands show terror e.g. covering the face. In main figure in white the hands are thrown in the air to surrender, also reminds us of a crucifixion.
- Munch
- Hands are covering the ears to emphasis the idea of a scream; the figure is trying not to hear its own scream.
- Dumile Feni
- Again outstretched arms with hands to stop whatever is causing the fear. Dramatic foreshortening places attention on the hands. (6)
- 7.3 Expressionism is to express emotions through vigorous brushstrokes, and distortion or exaggeration of shapes and colours. (2)
- 7.4 The open mouth of the figure. Then lines moving from the figure to the background. The scream carries through the painting and everything is screaming. (2)
- 7.5 The foreshortening with the extremely big hands helps to create this feeling fear. The unusual placing of the figures - the one is cropped and the other one is much smaller. Strong use of black and white in the drawing. Emphasis on the open mouths of the figure. (2)
- 7.6 Even though these works were created at different times, they all portray scenes/emotions that are still relevant today. Even though they put emphasis on bad situations and emotions, they all want us to be aware of them and tried to change for the better.
- Goya
- Innocent people get killed in wars, like in the Middle East. So we must work for peace.
- Munch
- People being unhappy, suffering mental anxiety, etc.
- Dumile Feni
- People experiencing fear, terror. (6)
- May interpret it in a South African context.

TOTAL: [20]

QUESTION 8

A discussion and comparison of the paintings in the visual sources using correct art terminology. Give credit to learners that make effective and good use of the visual sources by really studying and comparing them.

Subject matter - Van Gogh portrayed what he saw such as still-lives, landscapes, self-portraits, etc.

Analysis and comparison regarding the use of line, texture, shape, etc. in the visual sources.

Style - expressionistic style, use of distortion, use of impasto, linear brushstrokes, exaggeration, curling shapes, etc.

The discussion of why van Gogh so captured the imagination of the public must show the use of the sources (letters and quote). Learners must justify their opinions.

Some possible reasons may include:

- the expression of strong emotion.
- his unhappy life.
- his need to express himself.

Any additional relevant information may be rewarded e.g. referring to the Investec advertisement.

TOTAL: [20]

QUESTION 9

Visual sources

- Dali, *Premonition of Civil War*
- Marvel comic, *Teen Monster*
- Noria Mabasa, *Union Buildings*

9.1 Learners must make reference to one specific work which they feel has been influenced by the fantasy or dream world the most. Learners must give reasons for their choice. Some influences may be seen in the following;

- Deliberate distortion
- Disturbing imagery
- Strange combination of imagery
- Vivid use of colour

(4)

9.2 Learners to identify the example they feel shows the most use of distortion and state where and why it has been used.

- Extended limbs
- Gruesome facial expressions
- Skeletal parts showing through flesh

(4)

9.3

Dali has possibly made use of disturbing imagery for the following reasons;

- To get viewers attention through controversial images
- Makes a harsh comment on man's inhumanity to man
- The ripping of the body emphasises the harshness and brutality of war
- Pain and suffering is harshly suggested through the tearing of the body
- Harshness of the scene is emphasised by the contrast of the conventional landscape in which the disturbing imagery is placed. (4)

- 9.4 Learners to choose any art work they have studied which they feel makes use of disturbing and or distortion to communicate a message. Learners must give reasons why their chosen artist has worked with distortion to terms of the idea, medium and message. They should also refer to basic elements of art such as use of colour texture, representation, line, etc. That helps to put their idea across and communicate meaning. (8)

QUESTION 10

- 10.1 Learners give own opinion for example:
The buildings give identity (a face) to a city. The kind of activities that take place in a city is revealed by looking at the face of a city, for example high rise buildings reveal growth and an active corporate world. (3)
- 10.2 Opportunities: Schools, universities, workplaces
Amenities; Shops, hospitals, clinic
Infrastructure: roads, public transport, electricity
Social development: More people, entertainment,
Recreation: public swimming pools, parks, golf courses, (5)
- 10.3 Learners give their own response. Give marks if they describe the atmosphere of a city which gives the city a characteristic of glamour for example:

Lights and/or neonlights at night that give the city an atmosphere of a fairytale / Flickering signs signifying the pulse of the nightlife / Busy streets with people buzzing around / busy skyline with buildings of different height and shapes / buildings concentrated in one area as if it is inviting one to come and investigate / (4)
- 10.4 Learners give their own response. They must motivate why the city is worth saving and how they will do it by stating the points that they will consider. They can motivate the value of the buildings by referring, for example to the name of the architect, the period, style, building materials and function of the buildings. (8)