



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE  
EXAMINATION**

**GRADE 10**

**VISUAL ARTS**

**MARKING MEMORANDUM FOR  
PAPER 1: VISUAL CULTURE STUDIES  
EXEMPLAR PAPER**

**JUNE 2006**

**MARKS: 100**

**TIME: 2 Hours**

**This question paper consists of 8 pages.**

## INSTRUCTIONS AND INFORMATION

**Read the following instructions carefully before commencing marking:**

1. Learners must answer any **FIVE** questions for a total of 100 marks.
2. It is **MOST IMPORTANT** that allowance be made for the learner in many instances. Learners must be given credit for providing their own opinions and ideas in answers. Credit must also be given for lateral thinking. However it is also important that arguments and statements are well reasoned and qualified by reference to specific factors.
3. Questions and sub-sections must be numbered clearly and correctly.
4. Information and art works discussed in one answer must not be credited if repeated in other answers.
5. Learners must name the artist and title of each art work mentioned where applicable.
6. Learners may discuss both two and three-dimensional art works in any question where appropriate.
7. ***It must be remembered that many learners will be discussing these examples, never having seen them before. We therefore cannot expect factual, academic information. They should draw upon their own experiences, cultures and interpretations of the art works, within the context of the question. Therefore markers need to be open-minded and flexible in the marking process.***

Answer any *FIVE* questions.

**QUESTION 1:**

**The Symbols of Life by Walter Battiss.**

**Learners will discuss the following**

1.1

Use of any *three* of the formal elements of art.

- Line: Linear painting, representing signs, symbols similar to Rock art. Horizontal dark line across artwork,- represents river
  - Tone: Looks almost two toned light and dark – strong contrast.
  - Texture: Almost no texture – but hieroglyphic aspect of artwork creates illusion of texture.
  - Shape/ form: Bold shape in middle- (river) runs horizontally through picture- small hieroglyphic/ San Rock art.
  - Space/ Perspective- no perspective depths- two dimensional.
- (10)

1.2

The focal point is the river that runs horizontally through the composition. (2)

1.3

Message Artist conveys

- Any convincing interpretation about
    - Symbology
    - Signs
    - African images
    - Hieroglyphics
    - Rock art
    - Ect
- (4)

1.4

Explanation of the process the artist has used to create figures and animals.

- Studies from life, then simplification
  - Emphasis on certain parts of images
  - Use of fantasy
  - Simplification and stylization
  - Influence of Rock art
- (4)

1.5

Sketch of personal stylised symbol – look at simplification of image, originality, creativity, reflection of own culture. (4)

**Total (20)**

**QUESTION 2**

Pictures - Norman Catherine and Azaria Mbatha

2.1 Learners must give their interpretation of the two works

- Does the title help with their interpretation?
- Formal language – black and white print, positive and negative images, focal point, etc
- Message the artist conveying – conflict between traditional values and contemporary issues.
- Reflection of conflict repeated on TV and artwork on wall.
- Personal interpretation of learners need to be considered- options need to be substantiated (8)

2.2 Use of space – shallow space in Norman Catherine’s work as seen in the perspective of the floorboards and dresser. Textured negative space tends to flatten the space once again.

Mbatha gives us a slight suggestion of the interior of a room through the overlapping of images like the dog and the TV, and the smaller figures seen through the window. (5)

2.3 Catherine’s use of line in the background tends to emphasise the figure by following the form of the body. The perspectival line of the floorboards help to give a sense of space. Mbatha’s use of line helps to suggest the interior walls of a room and floor, although the all tend to run into one another. Use of thin and thick lines creates visual interest and a sense of texture in both works. (2)

2.4 Use of deliberate distortion in Catherine’s work links both fantasy and terror in a playful manner, and helps to draw attention upward toward the man’s head Mbatha’s work is almost a simple take on a complex political situation. (5)

**QUESTION 3**

Picture - Street vendors and craft work.

**Article to local newspaper**

Credit must be to the learner who draws on their own experience and environment to answer this question.

- Strongly criticize- attempts to remove arts and crafts street vendors from your town/ city area. Learners must substantiate their reasons why the vendors should remain.
- Discussion of arts +crafts vendors to promote our country. Any craft form may be included but a discussion of the function and material and technique used to create the piece must be included.
- Crafts- generate income to many people - tourism, overseas market, local market, etc.
- Job Creation - what opportunities are their for young people in this line of work and is it sustainable?

Total (20)

**QUESTION 4:**

4.1 Learners to choose four aspects from the list provided. Information related to each of these areas could contain some of the following facts. (Learners own interpretation of each work must also be credited if relevant.)

- Discussion on “meaning” /content of Pieta and David Sculptures
- Done in marble- glyptic- chisel and hammer
- Great attention to accurate anatomy
- Large sculptures
- Religious icons
- High Renaissance
- Contraposto pose David
- Pieta: Jesus smaller than his mother perfect drapery, fold
- Band diagonally across her with Michelangelo’s name on.
- Madonna pose, lowered eyed, endearing look, very young/ idealized.
- Jesus’ body collapsed horizontally. Bland- no expression- calm/serene.
- David

Young, energetic, perfect body, out of proportion- top part larger than legs- teenager, S - shape form - idealism of Greeks monument before he killed Goliath.

(8)

4.2

Learners write an article/essay to their art teacher where they will address the following:

- Written proposal to convince the art teacher to acquire THREE art works by local artists.
- Discuss the THREE artists works of art
- Motivations with reasons
- Explanation why you think these works will be suitable for school. (12)

Total (20)

**QUESTION 5**

**Fig 7. Venus of Willendorf, Fig 8. Egyptian mural painting, Fig 9 San rock art**

Learners are to agree/disagree with the statement about early art being created for “magi-religious” purposes by either discussing the images provided or selecting their own examples from different early cultures that supports their stance.

The following information should be discussed

- Name and title of example, or period it comes from if no title is available
- Time/cultural period
- The influences this time period and culture would have had on the example being discussed.
- The process of making, including the medium used, the subject matter, who would have created it, and where it would have been placed.
- The use of figures, how they were depicted, eg use of the canon system by Egyptians, why they were depicted, symbols, etc as they relate to that particular culture, custom, tradition, time period.
- In depth reasons why this piece would have been made, i.e fertility symbol, religious, shamanic rituals, ceremonies, etc.

There must be flexibility in the marking of this question. Answers pertaining to the various areas do not have to be equally weighted. (20)

**QUESTION 6**

Pictures: Parthenon and Pantheon

6.1 Compassion of these two temples with a place of worship from learners own community? (7)

6.2 Learner to discuss/explain the type of building they would erect in their community. Give reasons. (3)

6.3 Learners must write a paragraph discussing the following:

- Site/location and why it was selected.
  - Convenience/proximity to public transport
  - Size
  - Price
  - Prime location
  - Etc
- Type of design
  - Modern
  - Traditional
  - Ethnic
- Building/construction methods and materials
  - Traditional i.e. brick, stone, clay, thatch, wood, etc
  - Modern i.e. steel, glass, tile, aluminium, etc
- Purpose/function of building and how it will aid the community
- Give credit to illustrations which help to describe the above answer (10)

Total (20)

**QUESTION 7:**

“Head” from the “Conversation” series by Cecil Skotness, and  
 “Mappogga” by Alexis Preller.

7.1 Learner must give their own response to how the paintings show a unique and individual interpretation of indigenous African imagery: This may be because of:

- The use of deliberate distortion to emphasise either the head or the figure featured in the two works
- The use of African type drapery and decoration on the figure in Mappogga.
- Mappogga shows a regal/royal looking figure – speaks about her status in the tribe
- Any valid information from the learners own experience must be acknowledged (4)

7.2 Learners must discuss any other art works they have studied which also reflect an African influence/identity. Consideration must be given to how the artist communicates this African images- saying something in a unique/individual manner. (8)


**7.3 “Untitled” by Dumile Feni.**

Learners are to read the extract and then either discuss the work of Dumile Feni or any other artist they have studied in the context of showing daily angst or hardship in a deprived society. Consideration will be given to the following:

- A discussion on Dumile’s work or another artists work which reflects on some of the following
  - Human situation
  - Life in township
  - Daily angst and hardship of existence in a deprived society.
  - Poverty, brutality and fear. (8)

Total (20)

**GRADE 10**  
**FURTHER EDUCATION & TRAINING CERTIFICATE EXAMINATION**

<b>ASSESSMENT RUBRIC : Responding to a Visual Arts Examination Assignment</b>  <b>Learners' name:</b> .....  <b>Grade 10</b>  <b>Date:</b> .....	Place a  in box			
	Outstanding	Satisfactory	Adequate	Basic
Ability to understand, analyze and interpret the assignment.				
Ability to freely investigate, explore and generate ideas.				
Use of different creative approaches to carry out visual research.				
Ability to solve visual and conceptual problems in divergent ways				
Technical skill in the use of a variety of media and techniques.				
Presentation skills.				
Comment				