higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

HISTORY OF ART N5

17 November 2023

This marking guideline consists of 9 pages.

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SECTION A

Mark only TWO questions in this section.

QUESTION 1

1.1 1.1.1
- Balanced, sensual but playful pose captures the essence of the female figure
- Captures the feminine spirit by using a curving pose showing movement
- Open composition leads the eye upward, symbolising hope
- Texture and spaces created by the steel makes the figure interact with her surroundings – oneness with nature (4)

1.1.2
- The artist is showing appreciation and admiration for women.
- The artist shows both the strength of a woman and femininity. (2)

1.1.3
- By placing the sculpture outdoors, the artist shows that a woman is one with the environment
- Size and scale emphasise power of the female (2)

1.1.4 Student's response (2)

1.2 1.2.1 FIGURE A – colour is monochromatic, uses blue-grey hues
- Cold colours give a sense of a cold winter's day and depressing mood
- Cold industrial steel of the bridge echoes industrial age
- Lines are strong and geometric, enhancing the architectural lines of the bridge
- Vertical line in the centre divides the composition into two, each half containing an arch
- Figures on left half and bridge with negative pace on the right

FIGURE B – more expressive use of line − not as technical and accurate as FIGURE A
- Diagonal of bridge and buildings add a dynamic element to the work
- Organic lines and shapes of steam clouds give a sense of movement and action compared to FIGURE A, polychromatic
- Has more hues reflecting the city
- Combination of warm and cool colours add to vibrancy (10)

1.2.2 FIGURE B − very technical rendition of the bridge showing details✓
Smooth and flat use of paint with precisely modelled areas✓

FIGURE C – more gestural and natural✓
Transparent steam gives a sense of lightness and movement✓
Impasto application of paint/no detail/focus on capturing light and colour/sweeping brush strokes✓ (4)

1.2.3 FIGURE B – more detailed✓
Accurately depicting figures and clothing (showing class/status)✓

FIGURE C – very gestural, no detail✓
Not drawing attention to the figures✓ (4)

1.2.4 Student's response (2)

1.3 1.3.1 Idealised✓ – student's response (e.g. religious artwork)✓ (2)

1.3.2 Stylised✓ – student's response (e.g. simplification of line, form and shape)✓ (2)

1.3.3 FIGURE D − colour used naturalistically✓
Tonal quality (sfumato) gives sense of form✓

FIGURE E – monochrome gives a dramatic look to the work✓
Simple lines and flat black and white contrast lead focus to the connection between mother and child✓ (4)

1.3.4 FIGURE D – technique gives a soft, gentle feel of motherly love✓

FIGURE E – carved, simple lines discard distractions and focus on the basic emotion of love between mother and child✓ (2)
[40]

AND/OR

QUESTION 2

Mark only QUESTION 2.1 OR QUESTION 2.2

2.1 **PREHISTORIC ART**

2.1.1
(a) Polychrome
(b) Polysemy
(c) Shaman
(d) Patina
(e) Entopic image
(f) Incising
(g) Kaggen
(h) Nomad
(i) Petroglyph
(j) Eland

(10 × 1) (10)

2.1.2
- They believed in a rain bull that can bring rain to an area that needs it.
- Girls who were killed by lightning, turned into stars.
- Death by water resulted in being turned into water flowers or clouds.
- After death a man could turn into a winged beast. (4)

2.1.3 Used the following for paints:
- Limonite/Yellow ochre for yellow
- Haematite/Ferric oxide/Red ochre for red
- Silica/Gypsum/Kaolin for white
- Charcoal for black
- Plant sap for binding agent

For brushes:
- Reed/Quills/Animal fur, et cetera (Any 6 × 1) (6)

2.1.4
- Pecking – hammering rock, removing patina (dark outer layer), revealing lighter interior rock layer
- Incising – cutting through patina with another sharp stone – can incise deep or shallow
- Scraping – scrape away patina (top layer of rock) to reveal large, flat lighter areas (3 × 2) (6)

2.1.5
- Antelope
- Giraffe
- Snakes
- Birds
- Jackal
- Rhino, et cetera (Any 4 × 1) (4)

2.1.6 Student's choice (10)
[40]

AND/OR

2.2 **EARLY TRADITIONAL SOUTH AFRICAN ART**

Student's choice (2 × 20) **[40]**

AND/OR

QUESTION 3

3.1 3.1.1 Religious text of Islam which Muslims believe to be the word of Allah

3.1.2 A repetitive, stylised pattern based on a geometric floral or vegetal design

3.1.3 Belief in a single god

3.1.4 Semicircular niche in the wall of a mosque

3.1.5 Earliest form of Arabic calligraphy

3.1.6 An illustration in an ancient illuminated manuscript

3.1.7 Duty or law that governs one's life

3.1.8 A tower that surmounts a Hindu temple

3.1.9 A sacred, mystical syllable used to invoke God

3.1.10 Idol of a deity

(10 × 2) (20)

3.2 Student's choice (10)

3.3 Student's choice (10)
[40]

TOTAL SECTION A: 80

SECTION B

Mark only THREE questions in this section.

QUESTION 4

4.1 4.1.1 Feather, symbol of Ma'at

4.1.2 Process of embalming the dead

4.1.3 Writing system of ancient Egypt

4.1.4 Nameplate of the pharaoh

4.1.5 God of the underworld

(5 × 1) (5)

4.2
- Water for irrigation and crops
- Major source of water and life
- Papyrus grew on its banks
- Annual floods ensured fertile soil for agriculture
- Believed that one had to cross the Nile after death to get to the next world (5)

4.3
- Mastaba – flat top, sloping sides, rectangular base, burial chamber for non-royal burials
- Pyramid – pointed top (apex), sloping triangular sides, square base, burial chamber exclusively for the pharaohs (2 × 2) (4)

4.4 Student's choice (10)

4.5 4.5.1 Pharaoh Khufu (1)

4.5.2
- Built as a protective monument for the mummified king and his possessions
- They also symbolised his absolute power
- An emblem of order in the chaos of the natural environment of the desert
- Pharaoh's sarcophagus
- Possessions that will assist in the afterlife (5)

4.5.3 The four equal triangles of the pyramid were laid out precisely to align with the four cardinal points of the compass.
Built on the west bank of the Nile where the sun 'dies' every day.
After being built, a block covered with shiny metal was placed at the top of the pyramid.
The sides were originally covered with limestone to give it a smooth surface.
True pyramid shape – square base – four triangular sides that end in a point.

Covered 5,25 hectares
Was 147 m high
2,3 million stone blocks each weighing approximately 2,5 tons
King's chamber in the heart of the pyramid – lined with granite
Queen's chamber below this
Grand Gallery – passage leading to the king's chamber
Two shafts for either religious purposes or ventilation
Subterranean chamber (below ground level) (10)
[40]

AND/OR

QUESTION 5

5.1 Student's choice (5)

5.2 Student's choice (15)

5.3 Student's choice (20)
[40]

AND/OR

QUESTION 6

6.1
- Built by the Flavian emperors as a gift to the people
- They knew that the common man had a difficult life and needed an outlet for their frustration – this would prevent the people from revolting
- Social functions held with the aim of showing the feats of the Romans
- Gladiators against each other
- Gladiators against animals
- Imitations of various battlefields
- War against the Christians
- Functions to introduce people to the officers, politicians
- Electing leaders
- Shows of chariots and horses, et cetera (10)

6.2 Student's choice (10)

6.3 Student's choice (20)
[40]

AND/OR

QUESTION 7

7.1 Student's choice
E.g. The Book of Kells/Queen Mary's Psalter
Manuscripts with decorative initials, borders
Written on parchment or vellum
Included miniature illustrations
Used bright, mineral-derived paints
Highly complex, refined drawings
Written by hand
Usually religious
Often decorated with gold leaf or silverpoint to reflect light
Used for church services (10)

7.2 Student's choice (30)
[40]

AND/OR

QUESTION 8

8.1 8.1.1 Technique of gradual gradation of colour or light – soften the transition between colours

8.1.2 Contrast between light and dark

8.1.3 Refers to changes of colours and reduction of detail as things recede into the distance

8.1.4 Painting water-based paint directly onto wet plaster

8.1.5 A cultural and intellectual movement that emphasises human potential

(5 × 2) (10)

8.2 Student's choice (10)

8.3 Student's choice (10)

8.4 Student's choice (10)
[40]

AND/OR

QUESTION 9

9.1 Student's choice

9.2 Student's choice

9.3 Student's choice

9.4 Student's choice

9.5 Student's choice

(2 × 20) **[40]**

AND/OR

QUESTION 10

10.1 Neoclassicism

- The French Revolution breaks out in Paris.
- Art linked to political events – official style of the new government.
- Excavation of the ruins of Herculaneum in 1738 and Pompeii is uncovered in 1748; gave an accurate picture of life in antiquity.
- Based on classical ideals such as democracy of Ancient Athens and Rome.
- Age of Enlightenment – philosophical movement.
- Emphasised rationalism – move towards classical ideas.
- Johann Winckelmann (historian) – proposed that since the ancients already attained perfection, the only way forward was to imitate the Greeks.
- Diderot – said that art should have purpose – teach moral/patriotic values.

Romanticism

- With the French Revolution of 1789 and the end of the monarchy, the art that it supported ended as well. A new type of painting was required to celebrate heroism of the New Republic.
- Emerged as a response to the disillusionment with reason and order in the aftermath of the French Revolution of 1789.
- Anti-establishment movement; characterised by ambiguity, complexity and uncertainty.
- Both men and women were strong and capable – both represented as the protagonist. (Any 10 × 1) (10)

10.2 Student's choice (10)

10.3 Student's choice (10)

10.4 Student's choice (10)
[40]

TOTAL SECTION B: 120
GRAND TOTAL: 200

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