



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2012

**ARTS AND CULTURE
MEMORANDUM**

MARKS: 100

This memorandum consists of 4 pages.

QUESTION 1**DANCE**

- 1.1 A Travelling from place to place. (1)
 1.2 A Clear beginning, the middle and the ending. (1)
 1.3 D Pitch (1)
 1.4 B Slap! Bang! Dance steps accompanied by rhythmic clapping on the legs. (1)
 1.5 D choreographer. (1)

VISUAL ARTS

- 1.6 A Harmony, variety, balance and proportion (1)
 1.7 C negative space. (1)
 1.8 B the group of possible buyers that someone selling goods aims at. (1)
 1.9 C a design motif. (1)
 1.10 A tactile and non-tactile texture. (1)

MUSIC

- 1.11 C string (1)
 1.12 D computer. (1)
 1.13 C quartet. (1)
 1.14 D $\frac{6}{8}, \frac{9}{8}, \frac{12}{8}$ (1)
 1.15 B mediant. (1)

DRAMA

- 1.16 C tension. (1)
 1.17 C Thrust stage (1)
 1.18 B Tragedy (1)
 1.19 C improvisation. (1)
 1.20 A Symbols (1)

[20]**QUESTION 2**

- 2.1 False (1)
 2.2 True (1)
 2.3 True (1)
 2.4 True (1)
 2.5 True (1)
 2.6 False (1)
 2.7 False (1)
 2.8 True (1)
 2.9 False (1)
 2.10 True (1)

[10]

QUESTION 3

3.1	Animation	G	Films, videos and computer games in which drawings or models seem to be moving
3.2	Hip hop dance	H	A dance that uses quick arm and leg moves, spin on the ground using hands, back and head
3.3	Tone	J	The quality of a voice or sound
3.4	Ululation	F	A long, wavering, high pitched sound
3.5	Mounting	A	To fix a piece of artwork to support, such as a board or frame for display in an eye catching way
3.6	Personal space	I	The space around the body of a dancer
3.7	Climax	C	The point where the level of interest is at its highest
3.8	Baton	D	A small stick held by the conductor used to mark the beat
3.9	Fusion	B	A style of dancing that mixes styles of more than one form
3.10	Percussion instruments	E	Instruments made of animal skins

(10x1) [10]

QUESTION 4

- 4.1 Playwright (2)
 4.2 Pianist (2)
 4.3 Design motif (2)
 4.4 Biography (2)
 4.5 Torso (2)
- [10]**

QUESTION 5

- 5.1 **Semibreve** – A musical note that is 4 beats long. (2)
 5.2 **Mime** – Use of facial expression and hands to communicate the message. (2)
 5.3 **Craftsmanship** – The skill and quality of work in something made by hand. (2)
 5.4 **Tableaux** – A frozen picture or a movement of stillness. (2)
 5.5 **Mural** – Any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. (2)
- [10]**

QUESTION 6

- 6.1 6.1.1 C Major (1)
 6.1.2 D Major (1)
 6.1.3 G Major (1)
 6.1.4 B Flat Major (1)
 6.1.5 A Major (1)

6.2 **F Major Scale**(5)
[10]

QUESTION 7

Learners' designs will have the following:

1. A clear heading
2. Use of different colours to make poster interesting
3. The message should be clear
4. Clear labelling
5. Attract attention (5x2) **[10]**

QUESTION 8

- 8.1 Gibson Kente was born on 25 July 1932, in Duncan Village/East London. (2)
- 8.2 Seventh-Day Adventist College in Butterworth. (1)
- 8.3 He joined a black theatre group called the *Union Artists*. (1)
- 8.4 8.4.1 Any appropriate answer (1)
- 8.4.2 (some learners may suggest that: the apartheid government wanted to maintain a myth of white supremacy over blacks; the government was trying to enforce apartheid policies that were oppressive to blacks) (1)
- 8.5 Possible negative effects could be:
- Loss of potential audience as they are given only one night to watch a performance in a particular venue - halls would be full to capacity
 - Loss of potential revenue- maybe one person would love to watch a production more than one time which implies more than one ticket
 - Inconvenience to the group - the musicals were performance in community halls in the townships (not formal theatres) with limited resources; setting up the stage, lighting etc. just for one night, dismantle after the performance and move to another venue may have been a tedious exercise. (4)
- 8.6 Any two of the following:
Manana, The Jazz Prophet, Sikhalo, Life, Zwi, How Long, I Believe, Too Late, Can You Take It?, Hard Road, Lobola, Mama and the Load, Sekunjalo (2)
- 8.7 Any two of the following common features of Kente's township musicals:
- Much of the action took place in the quasi-legal *shebeens*, or taverns that were usually run by a formidable woman, and populated by *tsotsis*, or thugs, dancing girls, and ordinary workers.
 - There was usually a pompous police officer to provide comic relief, as well as dissolute priests and a Zulu boy who delivered his lines in broken English.
 - Song and dance were also key elements of the township musical. Kente's musical scores were heavy on jazz and African gospel. (2)
- 8.8 Any two of the following artists: *Peter Se-puma, Sello Maake Ka Ncube, Mbongeni Ngema, the late Brenda Fassie, and Nomsa Nene* (2)
- 8.9 *How Long Must We Suffer?* (2)
- 8.10 8.10.1 Any appropriate answer (1)
- 8.10.2 Learner may suggest that it was good to disclose in public so as to de-stigmatise HIV/Aids. (1)

[20]**TOTAL: 100**