

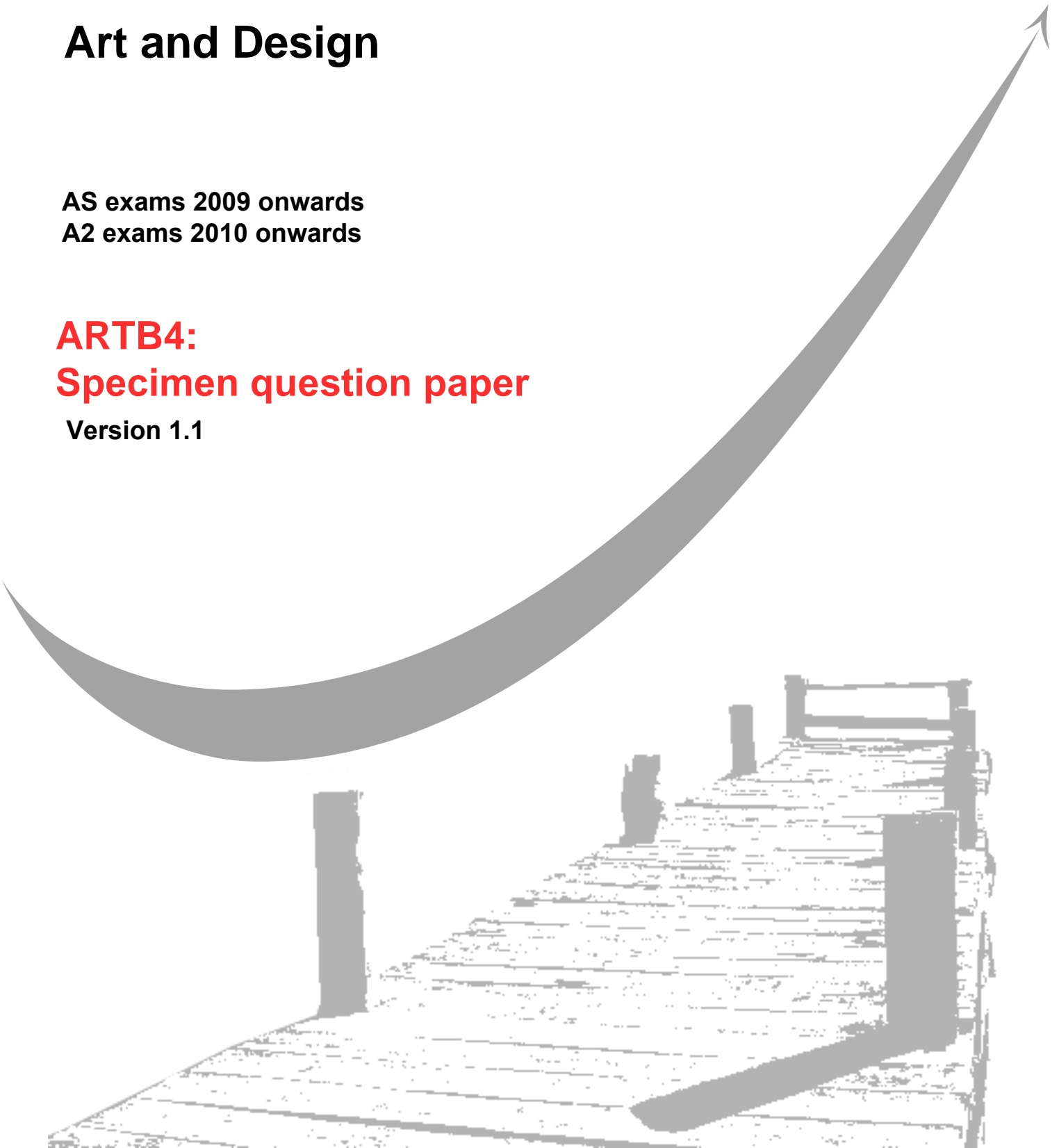
**GCE**  
**AS and A Level**

# **Art and Design**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **ARTB4:** **Specimen question paper**

**Version 1.1**



## SPECIMEN ASSESSMENT UNIT

General Certificate of Education  
June 2009  
Advanced Level Examination



### ART AND DESIGN (FINE ART) Unit 4 Externally-set assignment

ARTB4

To be issued to candidates on 1 February 2009 or as soon as possible after that date.  
All teacher-assessed marks to be returned to AQA by 31 May 2009.

**For this paper you must have:**

- appropriate art materials.

Time allowed: 15 hours

#### Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Answer **one** question.
- You must show evidence of personal work relating to your chosen question.
- You must show evidence of research and investigating and developing your ideas. This should include visual work and, if appropriate, annotations or written work. Sketchbooks, workbooks and/or journals may be included.
- Practical responses to the work of other artists, designers and craftspeople must show development in a **personal** way and should lead to a finished piece or pieces.
- Your work during the supervised time must be produced **unaided**.

#### Information

- The maximum mark for this paper is 80.
- All questions carry equal marks.
- This paper assesses your understanding of the relationship between the different aspects of Art and Design (Fine Art).
- There is no size restriction on work produced for this paper.
- You should make sure that any fragile, temporary or ceramic work is photographed, in case of accidents.

#### Advice

- You may discuss your ideas with your teacher before deciding on your starting point.
- You may use any appropriate fine art media, method(s) and materials, unless the question states otherwise.

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This paper will test your ability to:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as your work develops
- record in visual and/or other forms, ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on your work and progress
- present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

The questions below should be seen as starting points for personal investigations. The contextual references included in questions are intended to be helpful to candidates and are not prescriptive.

Choose **one** of the following questions.

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### 1 *Collections*

Peter Blake, Damien Hirst and the photographer Martin Parr assembled extensive collections of objects which ranged from the mundane to the bizarre. These often stimulated ideas for their work. Develop a personal response making reference to appropriate work by others.

### 2 *The Circus*

The people, patterns, shapes, colours and forms associated with the circus have inspired work by many artists. Georges Seurat, Pablo Picasso, Georges Rouault and Max Beckmann have all produced work based on different aspects of circus life. Research appropriate work and produce a personal response.

### 3 *Expressive Qualities*

The tactile characteristics of materials have been used by artists and sculptors, such as Auguste Rodin, Antoni Tàpies and Georg Baselitz as a means of revealing and exploring expressive qualities. Look at appropriate examples and produce your own work.

### 4 *Contemporary Events and Issues*

Responding to contemporary events and issues has been an important part of the work of artists, such as Théodore Géricault, George Grosz, Richard Billingham and Gillian Wearing. The work produced often reveals the artist's own attitudes and values. Look at examples and produce a personal response.

## 5 *Towering Structures*

Towering structures, such as Chartres Cathedral, the Eiffel Tower and the Empire State Building are all monuments to human enterprise and endeavour. The shapes, patterns, textures and the impact of light upon these structures provide a rich source of study for artists. With this in mind develop a personal response.

## 6 *Clothing*

Clothing can range from intricate and ornate costumes used in rituals and ceremonies to everyday, utilitarian items. Artists, such as Cindy Sherman, Robert Rauschenberg and Joseph Beuys have made use of clothing in different ways in their work. Look at appropriate examples and produce your own work.

## 7 *Cross-Cultural Influences*

New developments in art often result from a fusion of ideas and approaches from different cultures. For example the art of the Caribbean can be found in Africa, Asia, North and South America and Europe. Investigate examples of cross-cultural influences and develop a personal response.

## 8 *Abstraction*

Many artists, such as Ben Nicholson, Barbara Hepworth, Peter Lanyon and Patrick Heron have produced abstract work which has been influenced by particular places. Investigate appropriate work and produce a personal response.

**END OF QUESTIONS**

**There are no questions printed on this page**