



General Certificate of Education  
Advanced Subsidiary Examination  
June 2013

# Art and Design (Three-Dimensional Design) ARTE2

## Unit 2 Externally Set Assignment

To be issued to candidates on 1 February 2013 or as soon as possible after that date.  
All teacher-assessed marks to be returned to AQA by 31 May 2013.

**For this paper you must have:**

- appropriate art materials.

### Time allowed

- 5 hours

### Instructions

- Read the paper carefully. Before you start work, make sure you understand all the information.
- Answer **one** question.
- Following a period of initial research you should produce work of a developmental nature within the supervised period of 5 hours.
- The work produced in the supervised time may take any appropriate form.
- Work carried out during the supervised time may lead to further work of a developmental nature or to the completion of a final piece or pieces.
- You must show evidence of personal work relating to your chosen question.
- You must show evidence of research and of investigating and developing 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, craftspeople and photographers must show development in a **personal** way.
- The work submitted for this unit must be produced **unaided**.

### Information

- The maximum mark for this paper is 80.
- All questions carry equal marks.
- 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 three-dimensional media, method(s) and materials, unless the question states otherwise.

---

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 in which you make reference to critical and contextual material with which you are familiar.

Choose **one** of the following questions.

---

**1** *Small-Scale*

Architectural models, medallions, hand-crafted jewellery and miniature sculptural figures are examples of small-scale three-dimensional work that is often characterised by attention to detail. Look at relevant examples and produce your own ideas.

**2** *Temporary Structures*

Sets for television and theatre, marquees, tree houses and exhibition pavilions are examples of temporary structures. They are not constrained by the restrictions of permanence. Consider relevant examples and develop your own ideas for a temporary structure in model form.

**3** *Letterforms*

Sculptors, architects and designers have often made use of three-dimensional letterforms in panels, as freestanding forms or as part of a construction. They may be decorative, make a statement or mark an occasion. Look at relevant examples and incorporate letterforms in your own work.

**4** *Simplicity of Form*

The work of some artists and designers is characterised by simplicity of form and often displays an understanding of proportion and finish. Explore appropriate examples and develop your own ideas, making reference to the work of others.

**5** *Locking Pieces*

Sculptors, product designers and designers of exhibitions and theatre sets often produce work which is assembled by locking together individual components. Explore relevant examples and produce your own work which involves locking pieces together.

**END OF QUESTIONS**