

General Certificate of Secondary Education
June 2008



EXPRESSIVE ARTS
Controlled Test Paper

3261/T

To be issued to candidates on or after 1 January 2008

For this paper you must have:

- a Controlled Test Evaluation Booklet.

Time allowed: Investigation Period (as specified by your teacher) followed by the Controlled Test (up to 15 hours)

Instructions

- You must choose **one** Area of Study from those given on pages 2 to 16. The Area of Study chosen must be different from those submitted for Coursework assessment.
- The final presentation must integrate **two** art forms.
- You must complete an Evaluation during the Controlled Test.
- No teacher assistance is permitted during the Controlled Test. All this work must be carried out under teacher supervision.
- You must work either individually or in a group of **no more than five**. If you work in a group, it must be possible to identify your work for assessment purposes.
- If your presentation is a performance, it must last no longer than 15 minutes.

Information

- You will be given time to plan and investigate your response during the Investigation Period. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during the Investigation Period.
- You may write notes on the blank pages of the Evaluation Booklet at any time during the Investigation Period and the Controlled Test.
- The maximum mark for the Controlled Test is 80. Mark allocations are shown below. There are equal marks for each of the questions.

Developing Ideas – **30** marks

Presentation – **40** marks

Evaluation – **10** marks

Advice

- In your presentation, it is recommended that you use only art forms studied during your course.

Area of Study 1: THEMES

Extracts from the book *Pieter Plunker Flying Tailor* by Peter Dennis

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Area of Study 1: THEMES (continued)

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One of Leonardo da Vinci's original sketches

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To protect his inventions, Leonardo da Vinci wrote details about his ideas backwards or in riddles.

Turn over ►

Invention

The stimuli for this Area of Study are given on pages 2 and 3.

The book *Pieter Plunker Flying Tailor* cleverly introduces the reader to the famous artist and inventor Leonardo da Vinci who is travelling through a small village. Pieter is hit on the head by one of Leonardo's sketchbooks that falls from the cart. He sees the sketch and is inspired to build a flying machine to get away from the cold weather.

EITHER

- (a) Create a presentation, integrating **two** art forms, in response to the theme of Invention.

OR

- (b) Create a presentation, integrating **two** art forms, using, if you wish, any one of the following suggestions as a starting point.
- Leonardo made observations and sketches of inventions that were beyond the technology of his time. Create your own story as a comic strip about **one** of Leonardo's inventions. You could include mirror writings and riddles.
 - You are part of an action adventure production, full of excitement, mystery and danger. When things go wrong, it is your invention that saves the day and provides a happy ending, or does it?
 - In an imaginative setting, bring together a group of famous inventors from across time, each trying to prove that his/her invention is the best. Dramatise, script and present this debate to engage an audience of young inventors.
 - Some inventions solve problems which do not really exist. The inventions become items of beauty that reflect the eccentricity of the inventor. Create your own frivolous invention and present it to your audience with all the charisma of a whacky inventor.

Turn over for the next question

Turn over ►

Area of Study 2: ISSUES

Dylan was right.

**The answer
is blowin'
in the wind.**

There is an energy debate about to happen.

The powers that be think the answer is nuclear power.

It's even being called the environmental choice by some.

It's good to see the art of spin is still alive and kickin'.

Of course, we think the answer is to consume less.

And yup, we are all part of that problem.

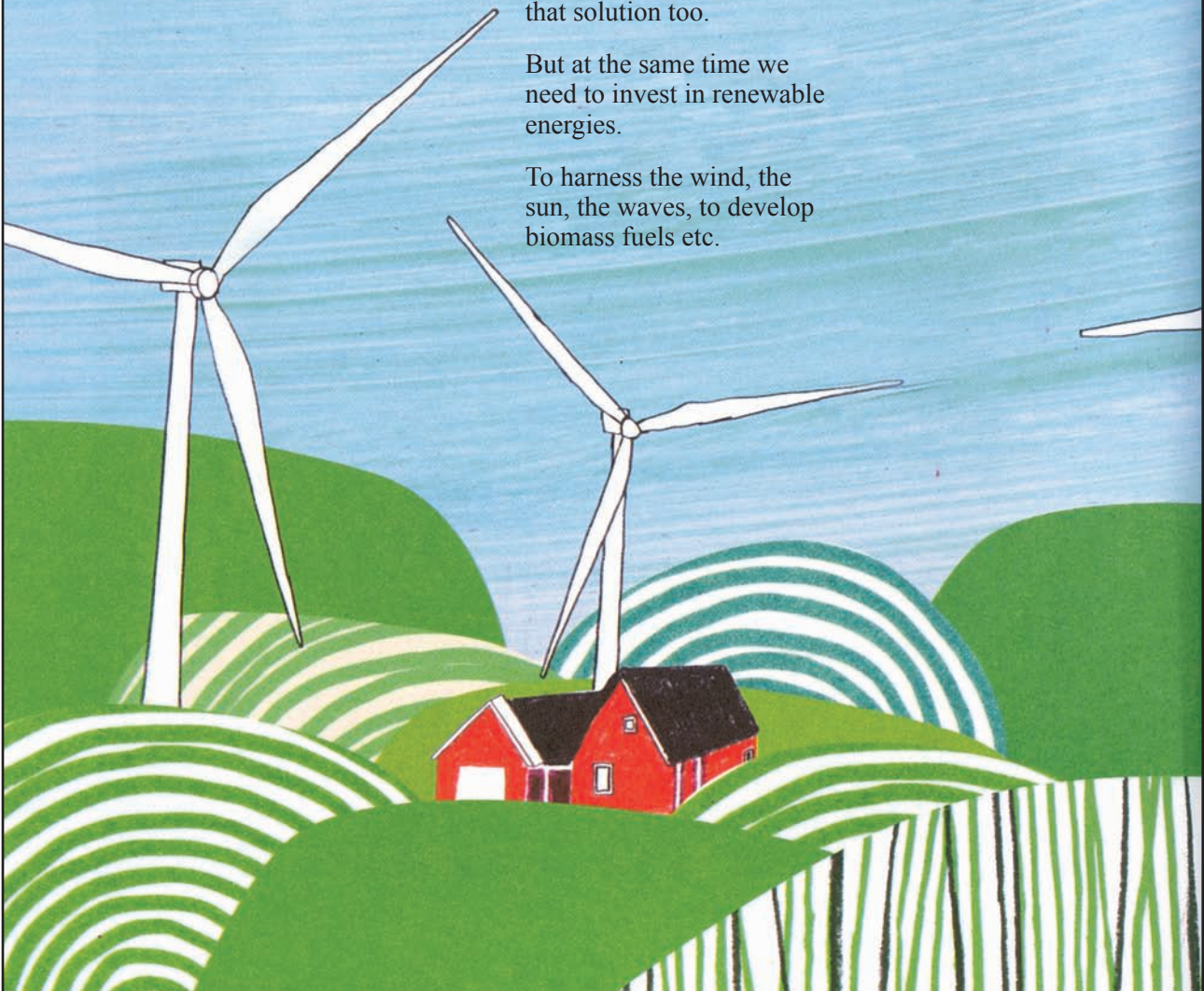
And therefore, all part of that solution too.

But at the same time we need to invest in renewable energies.

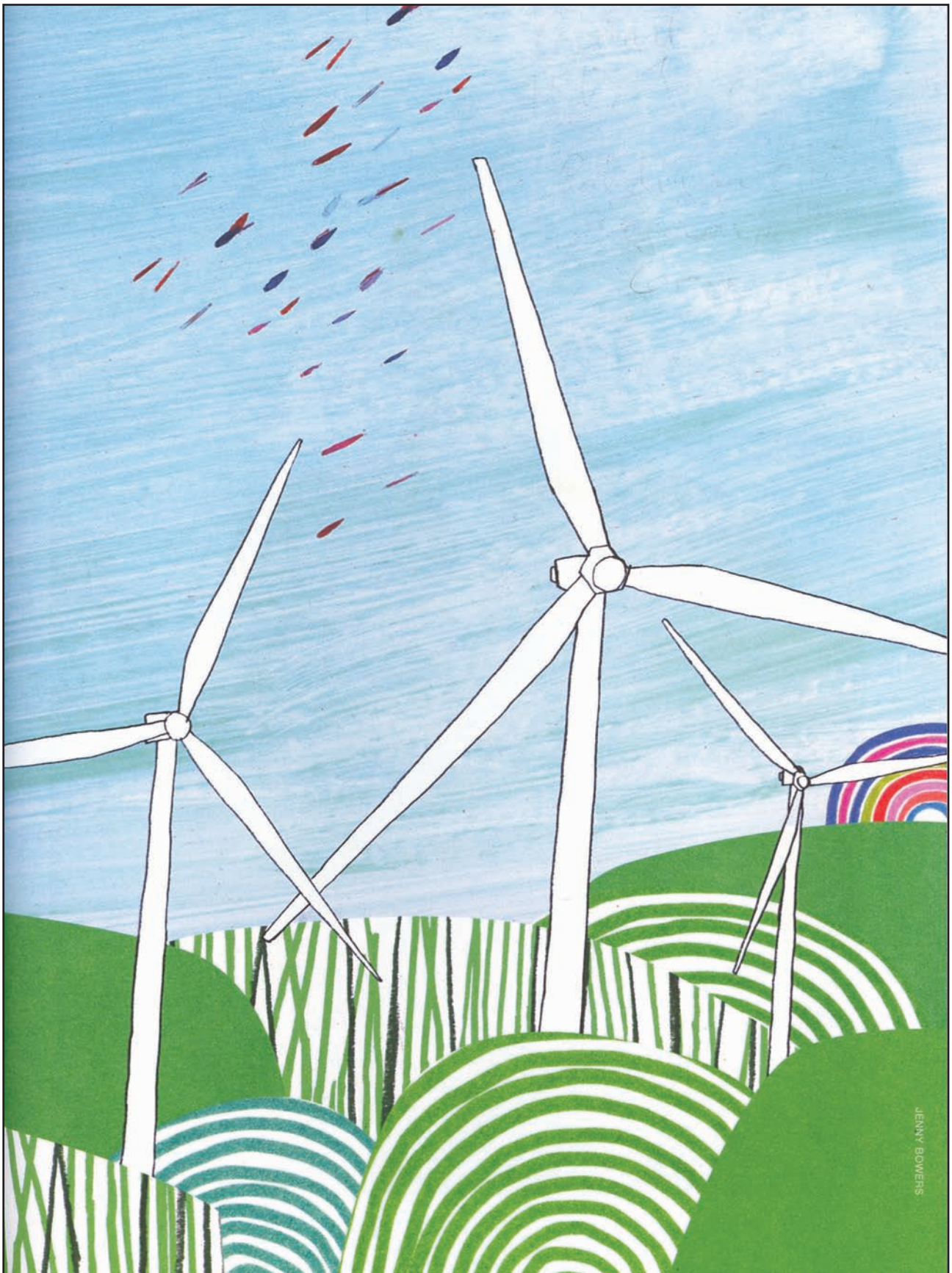
To harness the wind, the sun, the waves, to develop biomass fuels etc.

Yup, the technology needs to be worked on to make it more efficient. But so does the desire to do so.

So before we get railroaded into building more nuclear power stations, can anyone tell me what we are going to do with the waste from the last ones?



Area of Study 2: ISSUES (continued)



Turn over ►

Renewable Energy

The stimulus for this Area of Study is given on pages 6 and 7.

The government in the UK has made a commitment that 10% of our electricity supplies should come from renewable sources of energy by 2010. Renewable energy systems convert the energy found in wind, waves, falling water, sunlight, geothermal heat, or biomass into a form that we can use. Wind power has been used for centuries for sailing ships and in the form of windmills to pump water and grind grain. The modern wind turbines are giants on the landscape that are said to be the most cost-effective renewable energy source.

Discover the myths and facts about renewable energy.

EITHER

- (a) Create a presentation, integrating **two** art forms, in response to the issue of Renewable Energy.

OR

- (b) Create a presentation, integrating **two** art forms, using, if you wish, any one of the following suggestions as a starting point.
- Using the text on page 6 to inspire your lyrics, write a song to raise the listener's awareness of the energy debate.
 - Using dance and drama, contrast the strength and power of the giant wind turbines with the picturesque fluidity of falling water at a water mill. Use your presentation to promote a positive image of renewable energy as the environmental choice for the future.
 - Don Quixote fought the Windmill on the horizon, mistaking it for a Giant Knight. In a modern world where some people think that wind farms dominate the skyline, words are used as a weapon. Tell the story of a modern Don Quixote who wants to support renewable energy sources but does not like the Giants.
 - Is the answer 'blowin' in the wind'? Create a presentation that encourages your audience to be active in the energy debate. You could present a short commercial or create a poster.

Turn over for the next question

Turn over ►

Area of Study 3: FROM PAST TO PRESENT

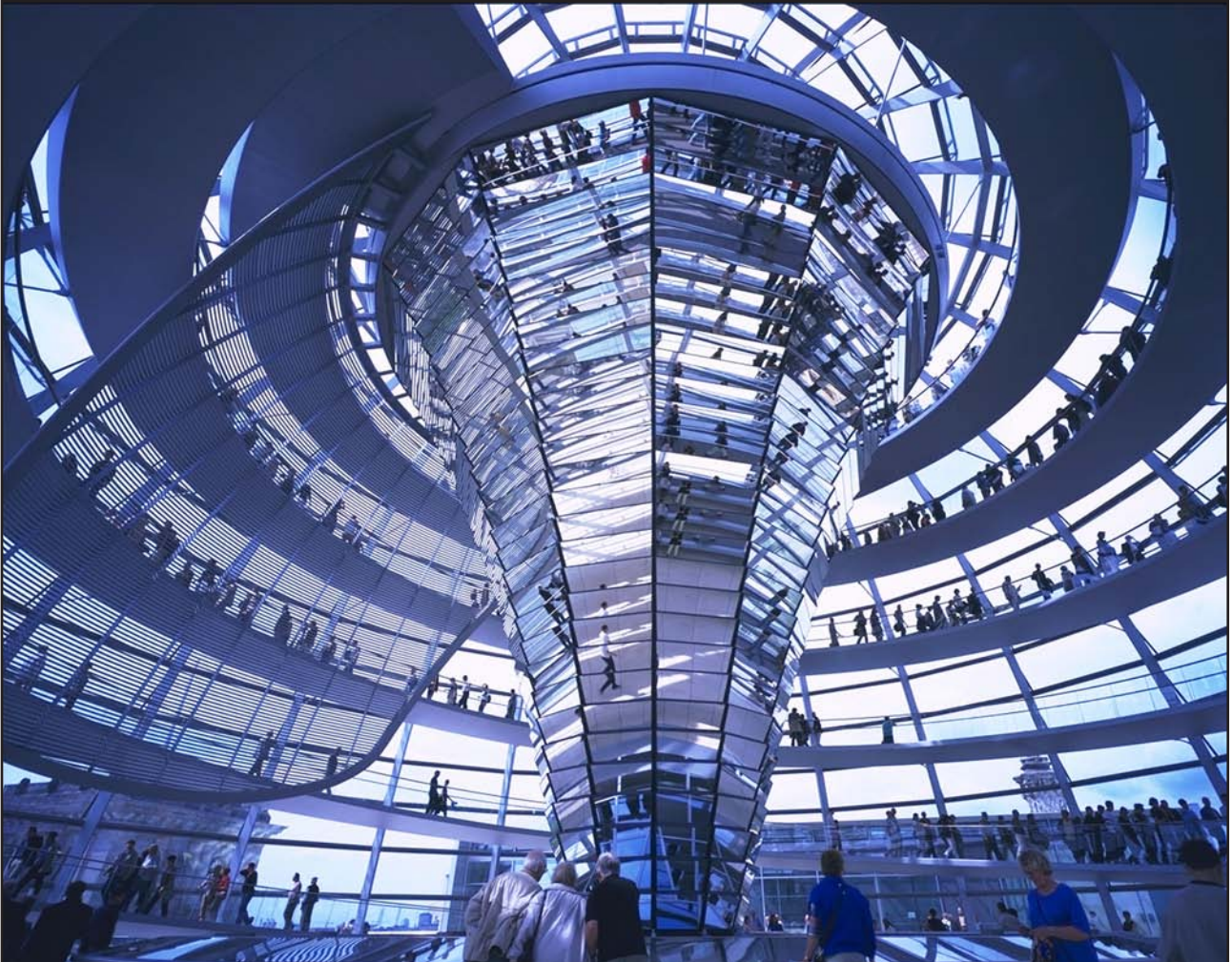
The Millennium Bridge

The Millennium Bridge links the Globe Theatre and the Tate Modern on Bankside with St Paul's Cathedral and the City.



Area of Study 3: FROM PAST TO PRESENT (continued)**The Reichstag Dome in Berlin**

The glass and metal dome overlooks the debating chamber and the central mirror cone draws light into the chamber.

**Turn over ►**

Architecture

The stimuli for this Area of Study are given on pages 10 and 11.

These are two examples of the work of the British architect Sir Norman Foster. Both link the past to the present. The Millennium Bridge has been described as a ‘ribbon of steel’ across the River Thames leading to St Paul’s Cathedral. The Reichstag is the German Parliament building, which has been rebuilt using modern architectural design but keeping many of the architectural imprints of the past.

EITHER

- (a) Create a presentation, integrating **two** art forms, in response to Architecture.

OR

- (b) Create a presentation, integrating **two** art forms, using, if you wish, any one of the following suggestions as a starting point.
- Create a set and choreograph a dance that uses the line, shape and form of **one** of the buildings shown. Present this as part of a celebration of the beauty of architecture as an art form with a city as its museum.
 - The ‘ribbon of steel’ links the Globe Theatre and the Tate Modern on Bankside with St Paul’s Cathedral and the City. Using moving images and drama or original music, present a short tourist film to show how this location links the past to its present, drawing on historical events associated with the architecture.
 - The Millennium Bridge pushed the boundaries of technology and had to be modified shortly after opening to stop the swaying movement it developed when many people used it. Compose and present a piece of music that takes its inspiration from a swaying motion that eventually stabilises. Using visual arts, present a colourful yet accurate graphic notation for your composition, to be viewed as the music is played.
 - Create a presentation that shows the change from darkness to light, drawing your inspiration from the glass and metal dome of the Reichstag.

Turn over for the next question

Turn over ►

Area of Study 4: PEOPLES AND PLACES**Pele, the goddess of the fire in volcanoes**

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Area of Study 4: PEOPLES AND PLACES (continued)

Misshapen pillars of lava rock



Clouds of steam rising as lava enters the sea



Turn over ►

Pele, Goddess of the Fire in Volcanoes

The stimuli for this Area of Study are given on pages 14 and 15.

Pele is the Hawaiian (Polynesian) goddess of the fire in volcanoes. Legend says that she has the power of destruction and that her jealous rages cause Kilauea's eruptions, sending ribbons of fiery lava down the mountainside.

Pele appears in many forms, sometimes calm and beautiful and at other times fierce and angry, destroying everything in her path just like the fire and volcanoes that she rules over. Her image is said to appear mysteriously in the clouds of steam that rise above the lava flows. When angry, she is said to hurl molten lava at her lovers and rivals, trapping them in misshapen bubbles of lava.

A more recent legend says that Pele puts a curse on anyone stealing from her home. Those who have had bad luck since taking rocks away as souvenirs send pieces of lava rock back to Hawaii, hoping to release the curse.

EITHER

- (a) Create a presentation, integrating **two** art forms, in response to Pele, goddess of the fire in volcanoes.

OR

- (b) Create a presentation, integrating **two** art forms, using, if you wish, any one of the following suggestions as a starting point.
- Create a dance drama where the frozen images of Pele's rivals are released. Once free, they tell the story of how they came to be trapped as misshapen pillars of rock. Pele is furious about their release and there is a tempestuous ending.
 - Manipulate original footage of volcanic eruptions and lava flows. Combine these with your own visual arts to tell the story of Pele's world.
 - Using visual arts and music, create an original soundtrack to complement your art work where you show Pele's two sides – the beautiful and gentle, contrasting with the fiery, tempestuous and destructive.
 - A piece of lava is taken home as a souvenir of a Hawaiian holiday. Drawing on the belief that Pele puts a curse on those who steal from her home, tell the story of what happened to someone who stole from Pele.

END OF QUESTIONS

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Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			
Year of examination			

Teacher's mark

General Certificate of Secondary Education
June 2008



EXPRESSIVE ARTS

3261/TB

Controlled Test Evaluation Booklet

Area of Study

Art Forms 1.

2.

Instructions

- This Evaluation Booklet must **not** be removed from your centre.
- Work in this booklet must be your own.
- Use the blank pages (pages 3 to 6) for notes to remind you of how your work developed in order to assist your Evaluation. You may make notes at any time during the Investigation Period and Controlled Test.
- Write your Evaluation (approximately 500 words) on the lined pages (pages 7 to 12), within the 15 hours' time allowance.

Information

- The guidelines for candidates on page 2 of this booklet will help you to evaluate your work.
- Your Evaluation should be written in continuous prose. In your Evaluation, you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered.

Guidelines for candidates

Your Evaluation will be marked according to how well you have analysed and evaluated the effectiveness of your work. In your Evaluation, you should address the following points:

- What did you intend to communicate through this presentation?
- Where did the ideas come from, specifically relating to the stimulus?
- What were the working processes that led to the presentation?
- What were the skills and techniques that you used in both art forms?
- How did you integrate your two art forms?
- How did other art works, conventions and traditions influence you?
- What were the strengths and weaknesses of your work?
- How effective was the presentation in communicating your ideas?

For notes

For notes

For notes

For notes

Evaluation

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Evaluation

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Evaluation

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Evaluation

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