



General Certificate of Secondary Education
June 2012

Expressive Arts

42601

Examination Presentation: Practical work in response to set stimuli

To be issued to candidates on or after 1 December 2011

For this paper you must have:

- a Record Sheet for working processes material (enclosed).

Time allowed

- Preliminary preparation period (up to 12 hours), followed by the development of and completion of practical work (up to 15 hours)

Instructions

- You must choose **one** Area of Study from those given on pages 2 to 10. The Area of Study chosen must be different from the one chosen for submission as part of the Controlled Assessment.
- The final presentation must integrate **two** art forms.
- 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 clearly identify your work for assessment purposes.
- Length of presentations of performances will vary according to the combination of art forms chosen. Presentations must be **no longer** than 15 minutes, but for some combinations of art forms a considerably shorter time may be more appropriate.
- You will need to provide evidence of your working processes in developing your work towards the final presentation. This evidence is to be listed on the Record Sheet provided.

Information

- Before the start of the 15-hours time allocation for the development of and completion of your practical work, you will be allowed up to 12 hours to carry out relevant research to investigate the topic chosen and to do some preliminary planning. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during this preliminary preparation period.
- **No teacher assistance is permitted during the 15-hours time allocation for developing and completing your practical work.** All this work must be carried out under teacher supervision.
- The maximum mark for the Examination Presentation is 80. You will be awarded a mark out of 40 for your working processes and a mark out of 40 for your final presentation.

Advice

- It is recommended that you use only art forms studied during your course.

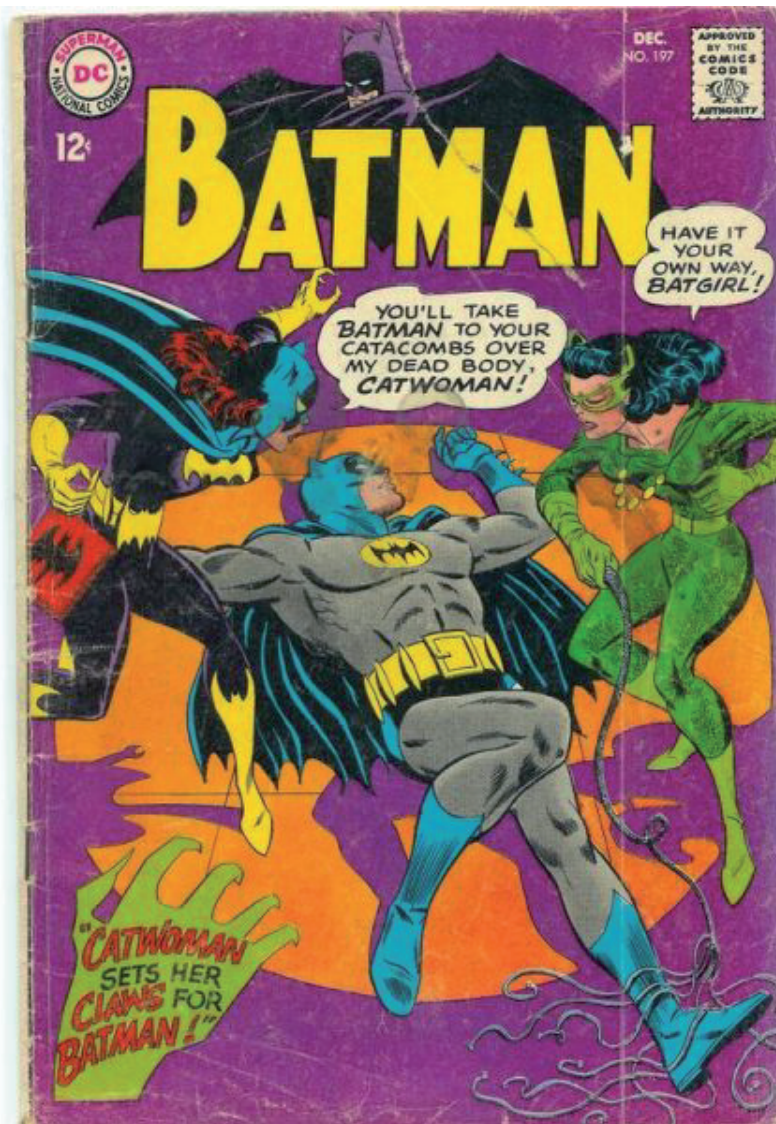
Area of Study A: FROM PAST TO PRESENT

SUPERHEROES

Superheroes were initially portrayed in comic books. Superman is generally considered to be the first superhero. He was conceived by American writer Jerry Siegel and American artist Joe Shuster, and was first published in 1938. From then on comic books gained in popularity, particularly during the war years. Following on from Superman there were Spiderman, Batman and Wonder Woman, to name but a few. One thing they all have in common is that they possess extraordinary or superhuman powers. Their aim was, and is, to prevent day-to-day crime as well as stopping crimes against humanity.

Batman and Catwoman are often linked in comic books and subsequently films. The hero Batman is then helped or hindered by the anti-hero Catwoman.

Batman and Catwoman



Area of Study A: FROM PAST TO PRESENT (continued)**Superheroes' superpowers**

Superman is not human. He is from the Planet Krypton and his aim is to make the world a safer place by fighting for truth, justice and freedom. He uses his powers to fight evil and help humankind. A few of his traits are his X-ray vision, the ability to fly and incredible strength and speed.

Spiderman was bitten as a teenager by a radioactive spider, granting him spider-like super powers. These include the shooting of a spider's web to propel himself forward or for use as a safety net. He also has the ability to recognise danger before it happens. He too aims to fight evil and protect humankind.

Super Hero dodging bullets**Turn over ►**

Area of Study A: FROM PAST TO PRESENT (continued)**Further stimuli based on the topic of 'Superheroes'**

- Films about the topic of superheroes: for example, 'Superman', the Richard Donner film, with Christopher Reeve in the title role; the series of Batman movies
- Comic books from the past and the present representing superheroes
- Sculpture: Adrian Tranquilli has created superheroes to show a different side of everyone's favourite superhero
- Soundtracks for the Batman movies such as 'Batman Returns' by Danny Elfman or 'Batman Begins' by Hans Zimmer; another well-known composer for film music is John Williams who wrote the score for 'Superman – The Movie'

Task

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

Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'Superheroes'.

Area of Study B: PEOPLES AND PLACES

THE MASAI – AN AFRICAN TRIBE

The Masai are a proud semi-nomadic tribe of eastern Africa. They occupy the region known as the Great Rift Valley in southern Kenya and northern Tanzania. Although the men are best known as warriors, their way of life has been determined by herding, mainly cattle, and nowadays other livestock. Cattle are an important part of the tribe's survival. Owning cattle is also a sign of wealth. The Masai have always lived off the land and had no need to trade with others. In today's society the Masai have had to adapt and learn how to trade for money, whilst at the same time trying to keep their society intact.

A young Masai warrior



Even today, Masai warriors walk the land proudly wearing traditional beads and a red cloth wrapped around the waist or over the shoulder, and often with stretched earlobes adorned with further beads. In the past, a Masai warrior would protect his herd and, if necessary, kill a lion if the herd was in danger of attack.

Area of Study B: PEOPLES AND PLACES (continued)

The pictures below show the Masai women in their finery, a tribal mask, a group of Masai men dancing, and some traditional Masai shields made from hide and painted with geometric motifs.



The Masai tribe has many rituals relating to different stages in life. They believe in one god, *Ngai*, who is the creator of everything. One of their many rituals is the *rainmaking* one, performed during times of drought. Chanting, singing and dancing are important aspects in the life of the Masai.

Area of Study B: PEOPLES AND PLACES (continued)**Further stimuli based on the topic of 'The Masai – an African Tribe'**

- Poetry written about the Masai such as 'Miyere' or 'The Messenger', both inspired by a Masai peace warrior
- The myths and fables about the Masai
- Films such as 'The White Masai' and 'Masai the Rain Warriors'
- Ancient board games such as 'Mancala'

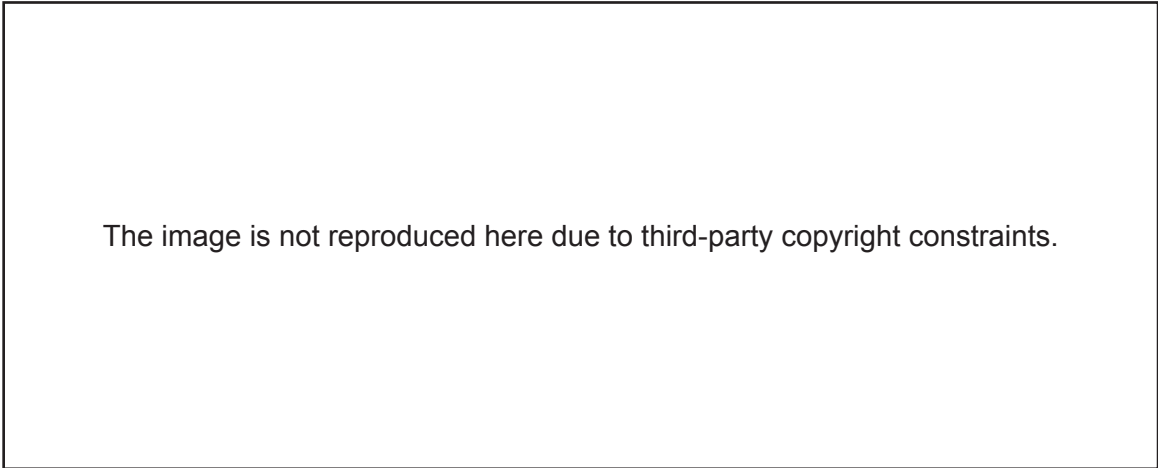
Task

The stimuli for this Area of Study are given on pages 5, 6 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the above stimuli for the topic 'The Masai – an African Tribe'.

Area of Study C: UNIVERSAL THEMES**STARS**

The influence of stars has been explored over the centuries by many different civilisations. Ancient Egyptians and peoples of the Mediterranean world, as well as the Chinese, Aztecs and the Incas, have tried to predict eclipses and other events in the sky, as they believed the stars had an impact on their everyday lives. Artists have taken great inspiration from the theme, particularly as it is still steeped in mystery.

'The Starry Night' by Vincent van Gogh

The image is not reproduced here due to third-party copyright constraints.

Vincent van Gogh painted this painting in 1889 while in an asylum in Saint-Rémy. In his lifetime he sold only one painting; today his paintings are sold for record prices. Van Gogh is considered to be one of the leaders of the Post-Impressionist Movement. *The Starry Night* is one of the most well known images in modern society, and has in turn inspired other artists.

Area of Study C: UNIVERSAL THEMES (continued)

The lyrics below are open to various interpretations, and relate to Van Gogh's life.

'Vincent (Starry, Starry Night)', by Don McLean

The text is not reproduced here due to
third-party copyright constraints.

Area of Study C: UNIVERSAL THEMES (continued)**Further stimuli based on the topic of 'Stars'**

- Poetry that uses 'Stars' as its subject or inspiration
- Dance works relating to stars: for example, 'North Star' by Lar Lubovitch; 'Stardust' by Richard Alston
- The Star shape: a much used design motif in decorative and everyday objects
- Star shapes: in architectural design, for example, the Bourtange star fortress in the Netherlands, or Star Castle on the Isles of Scilly.

Task

The stimuli for this Area of Study are given on pages 8, 9 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'Stars'.

END OF QUESTIONS

There are no questions printed on this page

There are no questions printed on this page

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Page 2 Images of Batman and Cat Woman; © DC Comics

Page 3 and 6 Images of Super Hero Dodging Bullets, Masai Women Singing, and Masai tribesman outdoors, dancing; © Getty Images

Page 5 Image of Shields; © J Marshall – Tribaleye Images / Alamy

Page 5 and 6 Images of Young Masai Warrior Posing Outdoors, and Hemera – African mask; © Thinkstock

Page 8 *The Starry Night* by *Vincent Van Gogh*, 1889; © 2011. Digital image, The Museum of Modern Art, New York/Scala, Florence

Copyright © 2012 AQA and its licensors. All rights reserved.

G/K77668/Jun12/42601