



General Certificate of Secondary Education  
June 2013

## Expressive Arts

42601

**Examination Presentation: Practical work in response to set stimuli**

**To be issued to candidates on or after 1 December 2012**

**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 11. 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 identify your work clearly 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.

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**Area of Study A: FROM PAST TO PRESENT****POLAR EXPLORERS**

The inaccessibility of the ice was like a last bastion of mankind to be conquered. Geographical discovery and advancing scientific knowledge were essential for attempts to reach the most northern point on the earth. The Polaris expedition was funded by the United States Congress in 1871. It was not successful, due to quarrels among the team members after the death of their leader Charles Francis Hall. A British arctic expedition in 1875 was halted and had to turn back as members suffered from scurvy. More successful expeditions discovered the Northeast Passage, which opened possibilities for trading. In 1909 Robert Peary is said to have become the first man to have reached the North Pole. Peary would not have been successful but for the knowledge of his companions, particularly the Inuit people. However, later, through modern technology it was discovered that Peary did not quite make it to the North Pole. The North and South Poles, with their extreme and challenging environments, continue to be an inspiration to artists, writers and film makers alike.



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Robert Edwin Peary  
(6 May 1856 – 20 February 1920)

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**Area of Study A: FROM PAST TO PRESENT (continued)****Terra Nova Expedition**

Taken from the name of the supply ship, the Terra Nova Expedition (1910–1913) was led by Captain Robert Scott. He had previously commanded the Discovery Expedition to the Antarctic (1901–1904).

**Flying the Flag**

Charlie Burton and Ranulph Fiennes were the first explorers to reach the North Pole by mechanical transport. In the photograph, they are flying the flag on Easter Day 1982 and they later received a message from President Ronald Reagan congratulating them on their endeavour.

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

- films about the topic of arctic explorers such as Kevin Hooks' *Glory and Honor* (1998)
- the documentary *Harry's Arctic Heroes* (2011), as an inspiration to all to overcome physical disability
- an ice sculpture in the Arctic created by Antony Gormley
- the *High Arctic* exhibition at the National Maritime Museum (2011–2012).

**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 'Polar Explorers'.

## Area of Study B: PEOPLES AND PLACES

### THE INCA – A LOST CIVILISATION

The beginning of the Inca rule is set by historians at around 1200 AD. The first Inca ruler Manco Capac was said to be the son of the sun god Inti. The Inca worshipped the sun god Inti and also worshipped the moon, earth and mountains. The emperor had absolute power and was considered a god by his people. History records 13 Inca rulers from the 12th to 16th centuries. On 21 June, the Festival of the Sun was celebrated. The Inca were incredible architects, as seen in the city of Cusco. This is now one of Peru's tourist destinations and was once the capital of the Inca. Roads and mountain paths were built, which are still used today. It was the arrival of the Spanish in 1533 and their use of fire power that led to the demise of the Inca.



**The Lost City of Machu Picchu**

Machu Picchu was rediscovered in 1911. The Spanish invaders never found it, possibly because it was built at an altitude of 2350 metres on the saddle of a mountain. With the demise of the Inca, Machu Picchu was left untouched and the stonework has withstood the passage of time. It is thought that Machu Picchu was a place of worship and a country retreat for the ninth Inca emperor Pachacútec.

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**Area of Study B: PEOPLES AND PLACES (continued)**

Gold was one of the treasures of the Inca and they created many interesting artefacts from gold such as the mask and vase pictured below.



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**Area of Study B: PEOPLES AND PLACES (continued)****Inca Textiles**

An example of an Inca tapestry. Cotton and alpaca wool were the main materials. The fine wool of the vicuña, the smallest American camel, was also used.

**Inca Instruments**

Most South American percussion and wind instruments date back to Inca or pre-Inca times.

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**Area of Study B: PEOPLES AND PLACES (continued)****Further stimuli based on the topic of 'The Inca – A Lost Civilisation'**

- music inspired by Inca legends played by artists such as the group *Inkuyo*, with its founder member Gonzalo Vargas
- myths and fables about the Inca
- films such as Jerry Hopper's *Secret of the Incas* (1954), or Steven Spielberg's *Raiders of the Lost Ark* (1981), part of the Indiana Jones series
- the choreography by Stephen Hues, within the play *Pachamanca, Mother Earth* (2009), based on a pre-Inca myth.

**Task**

The stimuli for this Area of Study are given on pages 5, 6, 7 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the above stimuli for the topic 'The Inca – A Lost Civilisation'.

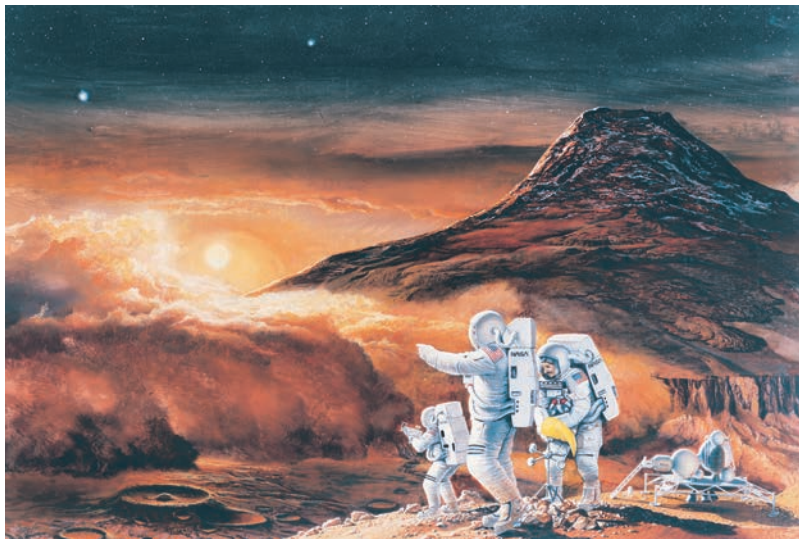


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**Area of Study C: UNIVERSAL THEMES****SPACE – LIFE BEYOND EARTH**

Space is the void that exists beyond the Earth's atmosphere. Scientists throughout time have tried to make sense of it. Mankind has been able to travel to the moon, construct a space station and have some people live there for scientific purposes. Satellites have been sent into space to make our communication systems on Earth better. However, such questions as 'do life-forms exist on other planets?' and 'can we eventually travel between the worlds?' have not yet been answered. These questions have sparked the imagination of many writers and film makers, who have turned numerous stories into box-office hits.

In the Star Trek television series, the primary goal of the first interstellar liner, the Starship Enterprise, was to seek out and contact alien life. Other encounters with aliens have been portrayed in the films, *Close Encounters of the Third Kind* and *E.T.: The Extra Terrestrial*, both of which were box-office hits.

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**Area of Study C: UNIVERSAL THEMES (continued)**

The songwriter Chris de Burgh has used the theme of space travel in his lyrics of *A Spaceman Came Travelling*.

Lyrics of *A Spaceman Came Travelling*,  
by Chris de Burgh are not reproduced here due to  
copyright restraints.

**Area of Study C: UNIVERSAL THEMES (continued)****Further stimuli based on the topic of 'Space – Life beyond Earth'**

- poetry that uses 'Space' as a topic or for inspiration
- dance works relating to space, for example, *The Planets* by Lar Lubovitch (1995), *Monotones II* choreographed by Sir Frederick Ashton (1965)
- toys based on space such as space rockets, the Starship Enterprise, E.T. and other space-related characters
- films such as *War of the Worlds*, *2001: A Space Odyssey*, *Avatar*, *Battle of Los Angeles*; animated films such as *Monsters vs. Aliens*.

**Task**

The stimuli for this Area of Study are given on pages 9, 10 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'Space – Life beyond Earth'.

**END OF QUESTIONS**

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Page 10 Lyrics from *A Spaceman Came Travelling*, written by Chris de Burgh. Published by Chrysalis Music Ltd; a BMG Chrysalis company © 1975. Reproduced by kind permission. All rights reserved.