

# Edexcel International GCSE

## Art and Design:

Fine Art (4FA0) Textiles (4TE0)

Photography (4PY0) Graphic Design (4GD0)

May 2012

**EXTERNALLY ASSESSED EXAMINATION**

**Time: 10 hours (plus 6 weeks preparatory studies)**

**You will need:**

Candidate's choice of materials

**This paper should be given to the teacher-examiner for confidential reference AS SOON AS IT IS RECEIVED in the centre in order to prepare for the preparatory studies.**

**Candidates have six school weeks, prior to the Timed Examination, in which to produce these preparatory studies.**

### Instructions

- This paper will be given to you so that you will have **six school weeks** to prepare for the ten hour **Timed Examination**.
- Instructions are given on page 2 of this paper. You should study these instructions carefully when you receive this paper.
- The theme for this paper is given on page 3. Some ideas to help you develop your artwork are given on pages 4 and 5.
- This theme applies to **all** the International GCSE Art and Design endorsements:

Fine Art (4FA0)

Textiles (4TE0)

Photography (4PY0)

Graphic Design (4GD0)

### Information

- The total mark for this paper is 100.

Turn over ►

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## Instructions to Candidates

### Introduction

This examination consists of two parts:

- **Preparatory studies**

You will be given **six school weeks** before the Timed Examination to carry out preparatory work in response to the theme presented in this paper.

You should use the preparatory period to investigate the theme, experiment with your ideas, and gather visual information about the people, places and objects you need to help you to develop your final work. Any reproduction used, or a photocopy of it, must be included with your preparatory work.

Boards and canvas stretchers should not be used. If you use pastel or chalk, these must be fixed. If you use paint and prints, these must be dry. After the examination, you will have an opportunity to select and mount your preparatory studies with the help of your teacher on three sheets of **A2** paper with no overlapping. Use only one side of the paper.

**The preparatory studies you produce are a compulsory part of the examination as a whole, and marks will be lost if they are not submitted.**

**You must take your preparatory studies into the examination room to help you with your final work.**

- **Timed Examination**

This consists of up to **ten hours** working under examination conditions to produce unaided work in response to the theme. **Your teacher can only help you with technical problems, such as working space, materials and equipment.**

You must take any preparatory studies which you have produced in the six-week period into the examination for your own reference.

Work in a way which is comfortable to you. Board and canvas stretchers should not be used. If your final piece is fragile, bulky or larger than **A2 (420 mm x 594 mm)** in size, the centre must make arrangements to photograph your work. The photographs (size A4) must then be sent to Edexcel for marking.

A completed copy of the following label should be clearly shown in the top right-hand corner on the **FRONT** of your work.

EDEXCEL International GCSE ART AND DESIGN	
<b>Examination work / preparatory work</b> (delete as appropriate) <b>Specification code: 4FA0 / 4TE0 / 4PY0 / 4GDO</b> (delete as appropriate)	
<b>Centre No.</b>	<b>Centre name</b>
<b>Surname</b>	<b>Other names</b>
<b>Candidate No.</b>	<b>Candidate signature</b>
<i>*By signing this form, candidates declare that any assistance received from a tutor has been in accordance with the regulations set out in the specification.</i>	

## Exploring and developing the theme

The theme this year is

### **Delicate**

This theme can be explored in many ways and covers all endorsed titles (Fine Art, Textiles, Photography and Graphic Design). Discuss the theme with your teacher and make sure that you produce evidence to cover each of the four Assessment Objectives below. Your preparatory studies and final examination piece combined must show evidence of all four of these Assessment Objectives.

The four Assessment Objectives are:

- AO1** Record observations, experiences and ideas which are appropriate to intentions.
- AO2** Analyse and evaluate images, objects and artefacts, making informed connections with the work of others.
- AO3** Develop and explore ideas, using a variety of media and processes that are appropriate to intentions.
- AO4** Review and refine ideas, modifying work as it progresses, before presenting a coherent personal response.

The suggestions on the following pages will help you to think about your ideas. You may work from any one of the suggested starting points, or you may develop a relevant starting point of your own which explores the theme, '**Delicate**'.

The total mark for this paper is **100**.

## **Delicate**

### **Delicate situation**

An awkward situation could arise at home, school or on the street caused by a dispute or event.

A disagreement can come about between two normally peaceful countries when the governments clash over religious or political issues.

Internal unrest in countries can occur between different groups of people, creating a sensitive atmosphere, leading to demonstrations and sometimes violence.

After a fire, bomb, earthquake or tornado, buildings can be left in a precarious and delicate state.

Emotional distress can make people feel and look fragile.

People appear weakened after suffering an injury, or seem frail when recovering from an operation.

### **Delicate mechanism**

Intricate mechanical shapes seen inside pianos, watches, clocks or engines.

Complex components and arrangements of circuit boards, microchips, wires and cables.

### **Delicate balance**

A barefoot cyclist rides down a busy main street with piles of goods carefully balanced on top of, or hanging from, the handlebars. Someone in the same street dressed in a brightly coloured garment is carrying a large pot using both arms to balance it on their head.

The balance of nature can be upset when environmental conditions suddenly change causing an avalanche, mudslide, tsunami, whirlpool or fire.

The delicate ecological balance in rain forests or the Antarctic can be disturbed by man's destructive influence.

Many activities require precise balance; gymnastics, diving, cycling, skateboarding, ice skating, windsurfing or tightrope walking.

### **Delicate surfaces**

The ornately decorated surface of a cake, with borders, scrolls and fine lattice work designs.

Various materials; brocade, damask and double cloth.

A decorative mosaic floor in a church, palace, temple or villa.

Fragile wall paintings, weathered frescoes and prehistoric cave drawings.

Cracked, weathered, decayed, rotted, corroded, wrinkled, rusted or creased surfaces.

### **Delicate construction**

Crystal clear ice sculptures which are hand carved for special occasions and celebrations, and used as centrepieces for table decorations, gradually melt away.

Finely constructed stringed musical instruments; sitar, pipa, konghou, balalaika, violin, cello or any other stringed instruments.

Carefully crafted jewellery; brooches, earrings, bracelets, necklaces and pendants made from a variety of materials including diamonds, pearls, shells, beads, precious or semiprecious stones.

Intricate carvings in bone, soap, wood, stone or wax.

Delicately constructed garments used for ceremonies, dances and dramas can often express cultural identity, wealth, power or spiritual belief. These can be made from a variety of traditional materials and natural minerals; sequins, beads, mirrors, seeds, fibres and feathers.

### **Delicate natural forms**

Weathered seashells, driftwood and seaweed on a beach.

The delicate and fragile life of flowers and plants.

Brittle autumn leaves.

Human or animal skeletons.

Animal and plant cells seen under a microscope.

Insects.

The underwater world.

## Reference Material

The following list of artists, designers, craftworkers, cultures and art movements may inspire you as you address the theme. Alternatively, you may like to discuss other ideas with your teacher and consider local alternatives which are accessible to you.

### Abstract

- Cynthia Schira
- Alexander Calder
- Rick Valicenti
- Peter Peri
- Tomma Abts
- Ryuichi Yamashiro

### Animals

- Alexander Wilson
- Mark Catesby
- Indian animal paintings
- Elizabeth Butterworth
- Utagawa Sadahide
- William De Morgan

### Natural forms

- Karl Blossfeldt
- Gustav Klimt
- Susan Derges
- Ernst Haeckel
- Albert Renger-Patzsch
- Edward Weston

### Still life

- Jan Vermeer
- Janet Fish
- Egyptian art
- Jan van Kessel
- Balthasar van der Ast
- Elizabeth Blackadder

### Man-made

- African body art
- Alexander McQueen
- John Monteleone
- Helen Storey
- Carl Fabergé
- Susie MacMurray

### Landscape and environment

- Andy Goldsworthy
- Chris Drury
- Bridget Riley
- Ansel Adams
- Katsushika Hokusai
- Indian miniature paintings





**Edward Weston**

Cabbage Leaf  
*photograph*



**Katsushika Ôi**

Three Women Playing Musical Instruments  
*silk painting*



*African body art*



**Ryuichi Yamashiro**

Ad for Morisawa Co.  
*poster*



**Elizabeth Blackadder**

Purple Irises (detail)

*watercolour*

© Irises (w/c on paper), Blackadder, Elizabeth  
(b.1931) / © City of Edinburgh Museums and Art  
Galleries, Scotland / The Bridgeman Art Library



**Andy Goldsworthy**

Ice Arch

*sculpture*

© Ice Arch, 1984 (cibachrome photos), Goldsworthy,  
Andy (b. 1956) / Leeds Museums and Galleries (City  
Art Gallery) U.K. / The Bridgeman Art Library

**The images on this page could help you think about possible ideas and could be used to support any starting point. You may prefer to explore and respond to other images.**



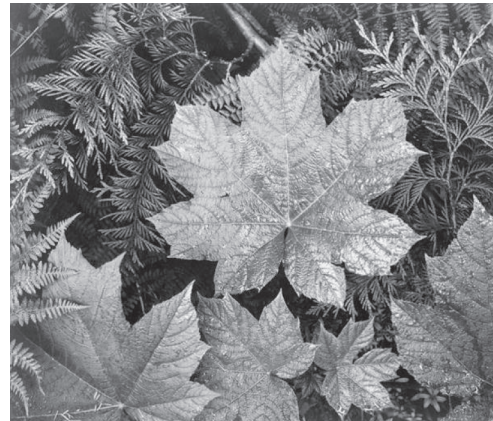
The Floating Life Exhibition  
*Aboriginal fibre Art*



**Alexander McQueen**  
Fall 2006 ready-to-wear collection  
*fashion design*



**Pieter Claesz**  
Still Life with a Peacock Pie  
*painting*



**Ansel Adams**  
Leaf in Glacier National Park  
*photograph*



**Ernst Haeckel**  
Actiniae Sea Anemones  
*illustration*



Tillya tepe gold crown (1st Century)  
*metal work*

**The images on this page could help you think about possible ideas and could be used to support any starting point. You may prefer to explore and respond to other images.**



## Useful websites

- National Archaeological Museum Athens Greece  
[www.namuseum.gr](http://www.namuseum.gr)
- The Palace Museum Beijing China  
[www.dpm.org.cn](http://www.dpm.org.cn)
- Bermuda National Gallery  
[www.bermudanationalgallery.com](http://www.bermudanationalgallery.com)
- Islamic Arts Museum Kuala Lumpur Malaysia  
[www.iamm.org.my](http://www.iamm.org.my)
- The State Hermitage Museum St Petersburg Russia  
[www.hermitagemuseum.org](http://www.hermitagemuseum.org)
- Victoria and Albert Museum London United Kingdom  
[www.vam.ac.uk](http://www.vam.ac.uk)
- Photography Now  
[www.photography-now.net](http://www.photography-now.net)
- National Gallery of Modern Art New Delhi India  
[www.ngmaindia.gov.in](http://www.ngmaindia.gov.in)
- National Museum of Mexican Art  
[www.nationalmuseumofmexicanart.org](http://www.nationalmuseumofmexicanart.org)
- The Guggenheim Museum Bilbao Spain  
[www.guggenheim-bilbao](http://www.guggenheim-bilbao)
- The University of Leeds International Textiles Archive  
[www.ulita.leeds.ac.uk](http://www.ulita.leeds.ac.uk)
- Graphic Design Museum Netherlands  
[www.graphicdesignmuseum.nl](http://www.graphicdesignmuseum.nl)

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