

# Pearson Edexcel International GCSE

## Art and Design

Fine Art (4FA0) Textiles (4TE0)

Photography (4PY0) Graphic Design (4GD0)

**EXTERNALLY ASSESSED EXAMINATION**

May 2014

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

Paper Reference

**4FA0 / 4TE0**

**4PY0 / 4GD0**

### You will need:

Candidate's choice of materials

This paper is made available to centres on the Pearson Edexcel website from the 1st February.

**This paper should be available to the teacher responsible for the examination AS SOON AS IT IS ACCESSIBLE in order to prepare for the candidates' preparatory study period.**

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

**All examination work must be received by Edexcel no later than the last day in May.**

### Instructions

- Instructions to candidates are given on page 2 of this paper. Candidates should study these instructions carefully when they 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.

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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 ten hour 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 including contextual references to develop your final work. All source material used in the development of your response must be clearly labelled.

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

**The preparatory studies you produce are an essential part of the examination and marks will be lost if they are not submitted.**

**You must take your preparatory studies into the examination room and use them 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.**

Work in a way which is comfortable to you. Board and canvas stretchers should not be submitted. 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)<br><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 teacher has been in accordance with the regulations set out in the specification.</i> |                            |

## Exploring and developing the theme

The theme this year is

### Layers

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:

- A01** Record observations, experiences and ideas which are appropriate to intentions.
- A02** Analyse and evaluate images, objects and artefacts, making informed connections with the work of others.
- A03** Develop and explore ideas, using a variety of media and processes that are appropriate to intentions.
- A04** 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 '**Layers**'.

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

## **Layers**

### **Multiple layers**

Cities can be diverse melting pots of exotic aromas, interesting sights and visual delights with infinite layers. Six lane highways surround large-scale housing developments and shanty towns. Tall buildings cling to the edge of hills with the tops hidden by layers of early morning mist.

Busy city streets in the morning rush hour. Market traders set up their stalls for the day. Buses packed full of people. Trains move swiftly above street level. Trams speed along tracks in and out of congested streets. Water taxis shuttle people across waterways. People pulling carts, on foot, on bicycles, in rickshaws and tuk-tuks, move in and out of busy traffic.

Streets with layers of neon signs advertise all types of services including dispensaries, restaurants and bars.

### **Layers within society**

The status of people within society may be created by many factors including culture, economy and environment. Resources are often distributed unevenly, creating rich people with power and influence. Some people abuse their power for their own benefit.

People may endure extreme poverty, struggle to find work, live in inadequate housing and be unable to find enough food and water to feed themselves and their families. Many cannot access basic healthcare resulting in the spread of disease and perhaps an early death.

Groups within society may fight gender, human rights or other inequalities through debate, peaceful protest or direct action.

### **Layers of clothes**

Layered clothing may be worn to protect people from the elements.

Outdoor and sports manufacturers produce specialist clothing made from a variety of new materials which may be worn in layers.

### **Skin layers**

The layers of human skin perform a variety of functions including protecting internal organs against infection, regulating body temperature or shielding against other forms of attack.

Animal skin varies in texture and form. The skin can be wet, dry, shiny, dull, hard, soft or covered with layers of hair, feathers or scales.

### **Layers of the atmosphere and the Earth**

The atmosphere is divided into several layers. The ozone layer is under threat from the release of harmful chemicals. Some governments have acted to reduce the human threat to the ozone layer.

The Earth's distinct layers may be exposed by extreme weather, erosion, or other devastating natural events.



## **Layers of the forest**

The forest floor may be covered in fallen fruits, leaves, roots, branches, twigs and fungi.

The understory layer has many different types of plants where a variety of animals and insects live.

The dense roof of foliage in a forest's canopy could create dim light with hot and humid conditions.

The emergent layer may have taller windblown trees, which could be inhabited by primates and birds.

## **Layers of protection**

Most easily broken everyday objects or perishable items are packaged with a layer of protection.

We use layers of protection for specialist jobs and leisure activities. Runners are wrapped in a foil blanket after a race. Police, firefighters, deep-sea divers and bomb disposal teams wear protective layers. Sunglasses, goggles and helmets could protect us from bright sunlight, dust, wind, rain or injury.

## **Insulation layers**

Large industrial plants wrap pipes with insulation both inside and outside.

Foam, foil, fibreglass, mineral wool, glass, polyethylene and polystyrene beads can be used for industrial and domestic insulation.

We insulate areas of our homes including walls, attics and roofs against cold or heat. Layers of newspaper and plastic sheeting may be used as a primitive form of insulation against the elements.

Insulation saves fuel and energy costs.

## **Food and drink layers**

Meat dishes, vegetarian dishes, fast food, cakes or drinks can be made up of different layers with a variety of ingredients.

## Reference material

The following list of artists, designers, craft workers, 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 that are accessible to you.

### Abstract

- Anni Albers
- Howard Hodgkin
- Piet Mondrian
- Jackson Pollock
- Sonia Delaunay
- Georg Baselitz

### Figurative

- Abbas Kowsari
- Danny Quirk
- Damien Hirst
- Rick Guest
- Jean Auguste Dominique Ingres
- Shadi Ghadirian

### Exterior

- JR
- Hsin-Yao Tseng
- Dan Flavin
- Ram Kumar
- K.r. Santhana Krishnan
- Nicholas Roerich

### Cityscape

- Charles Sheeler
- Richard Estes
- David Mach
- L.S. Lowry
- Glenn Michael
- Gunter B. Voglsamer

### Land Art /Natural Forms

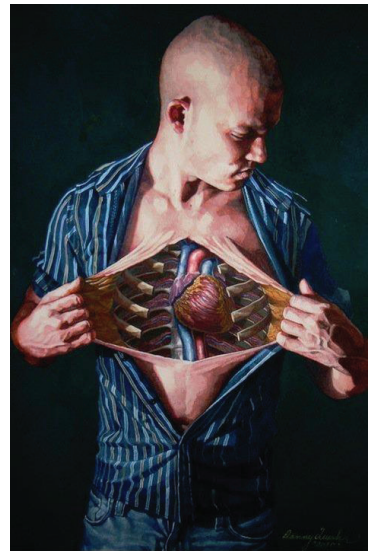
- Karen Farmer
- Andy Goldsworthy
- Jo Lovelock
- Christo
- Chris Drury
- Richard Long

### Still Life

- Lisa Milroy
- Tjalf Sparnaay
- Pieter Claesz
- Maija Louekari
- Wayne Thiebaud
- Erró



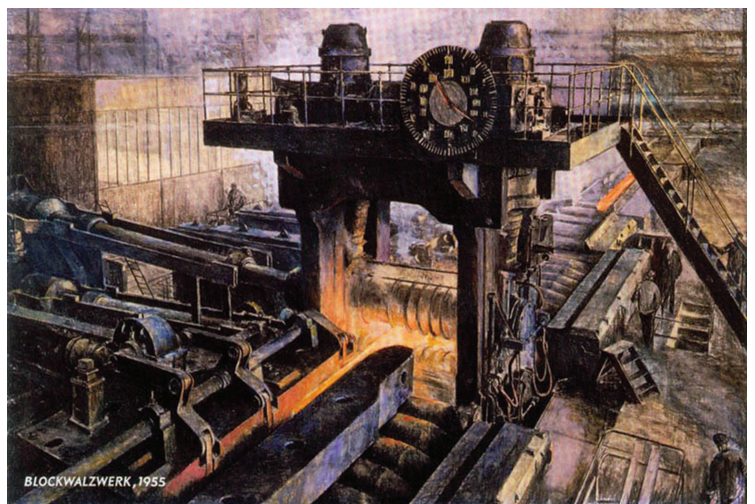
**Abbas Kowasari**  
Halabche  
*Photograph*



**Danny Quirk**  
Anatomical Self-Dissections  
*Painting*



**Jean Auguste Dominique Ingres**  
Napoleon on his Imperial Throne  
*Painting*



**Gunter B Voglasmer**  
Blockwalzwerk  
*Painting*



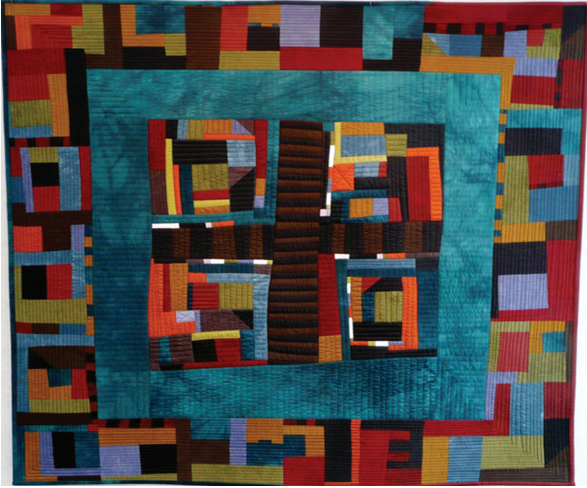
**Wayne Thiebaud**  
Meringues  
*Painting*



**Shadi Ghadirian**  
From the series Qajar  
*Photograph*

**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.**





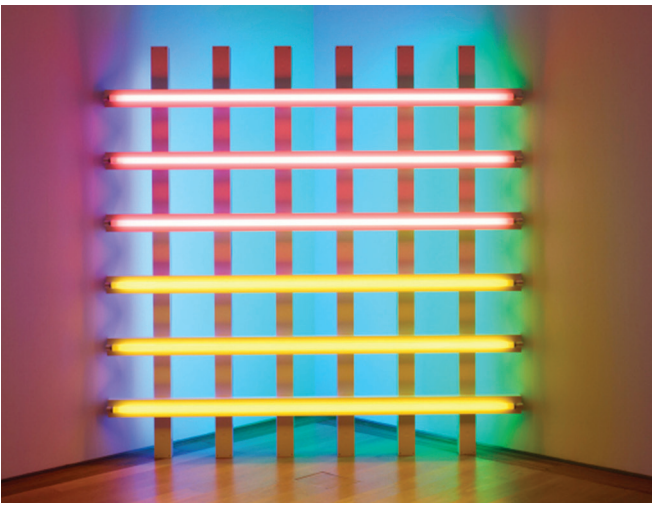
**Karen Farmer**

Roots  
*Textiles*



**Glenn Michael**

Paris  
*Graphic Design*



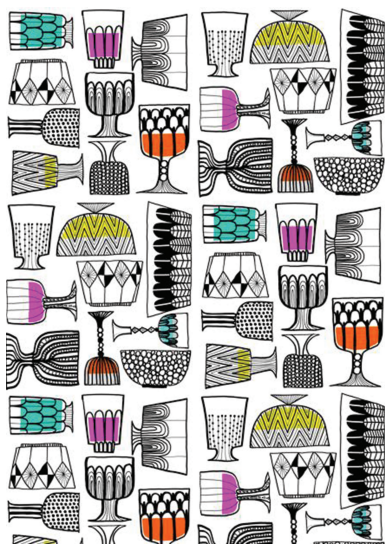
**Dan Flavin**

Untitled  
*Fluorescent lightwork*



**Jo Lovelock**

Untitled  
*Textiles*



**Maija Louekari**

Untitled  
*Illustration*



**Andy Goldsworthy**

One Day at a Time  
*Photograph*

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.org/bilbao](http://www.guggenheim.org/bilbao)
- The University of Leeds International Textiles Archive  
<http://ulita.leeds.ac.uk>
- Museum of the Image  
[www.motimuseum.nl](http://www.motimuseum.nl)

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