

# Pearson Edexcel International GCSE

## Art and Design

Fine Art (4FA0) Textiles (4TE0)

Photography (4PY0) Graphic Design (4GD0)

**EXTERNALLY ASSESSED EXAMINATION**

May 2017

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

Paper Reference

**4FA0 / 4TE0**

**4PY0 / 4GD0**

### You will need:

Candidates' 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 Pearson 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.

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 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 for 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 Pearson 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.

PEARSON EDEXCEL International GCSE ART AND DESIGN	
<b>Examination work / preparatory work (delete as appropriate)</b> <b>Specification code: 4FA0 / 4TE0 / 4PY0 / 4GD0 (delete as appropriate)</b>	
<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

### **Possessions**

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. 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 that explores the theme '**Possessions**'.

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

## **Possessions**

### **Treasured Possessions**

Treasured possessions can be fond memories, for example stories passed on by relations, photographs that trigger a memory or the entry in an old diary.

Countries keep their treasured possessions in government buildings, museums and galleries.

Famous celebrities, including film stars, pop singers and sports personalities, will sometimes auction their treasured possessions for charity.

Rulers from past and present cultures acquire treasured possessions, which are passed on from previous generations. These status symbols might include crowns, ceremonial robes, thrones, orbs and state coaches. These treasured possessions are kept in large palaces, ancient temples and castles.

### **Material Possessions**

People acquire and desire possessions for their homes. These can be ordinary household items like cutlery, linen, furniture, cabinets or glassware. More desirable possessions could include ornaments, paintings, antiques, chandeliers or musical instruments.

Advertisements subtly reshape our desire for material possessions. Excessive consumerism can lead to bigger houses, faster cars, luxury holidays and the latest technologies.

Material possessions do not always bring happiness. Credit cards and loans can allow people to make purchases beyond their means. This can create debt and hardship.

Various religious faiths practise a way of life renouncing worldly pursuits and are expected to have minimal or no material possessions at all.

### **Prized Possessions**

Something really important that is cherished and holds a special memory. For example, an old doll, book or toy, a first tooth, lock of hair, baby clothes or a wedding dress. A collection of coins, stamps, medals or cards.

The most important object in your life could be worth a lot of money or nothing at all. A stone, shell or driftwood found on a beach, a ticket from a sporting event or concert, a programme, a collection of magazines or a special letter.

A prized possession could be good health, emotional wellbeing, positive relationships or an individual talent.

## **Hidden Possessions**

People hide their possessions in a variety of places, for example under floorboards, under a mattress, in a cellar or an attic. A false wall leading into a secret room might hide possessions from past and present generations. Other places include safe books, an old chest, home safes or jewellery boxes.

Ancient tombs hid the possessions of the rich.

Safety deposit boxes kept in bank vaults store important documents and valuables. These could include bonds, wills, diamonds, money, gold and silver ingots. The banks employ a variety of security measures, including guards, CCTV, lasers and alarms, to keep the possessions secure.

## **Worldly Possessions**

People who are homeless, travelling or nomadic carry and keep all their worldly possessions with them as they move from place to place.

Natural disasters like fire and flooding can result in the loss of worldly possessions.

People displaced by war and political unrest often have to leave behind all their worldly possessions.

## **Fashionable Possessions**

Social status in past and present cultures is often associated with fashionable possessions. These could include chic accessories such as headwear, feathers, jewellery, gloves, purses, pocket watches, fans, wigs and footwear.

The latest smartphones, sportswear, luxury brands, popular logos and designer clothes, shoes, bags and watches.

## 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 that are accessible to you.

### Interior

- Andrea Tese
- Alfredo and Isabel Aquilizan
- Mitch Griffiths
- Richard Silver
- Vilhelm Hammershøi
- Johannes Vermeer

### Figurative

- Frida Kahlo
- Richard Billingham
- Venceslao Verlin
- Narziss Renner
- Maisie Broadhead
- Nick Gentry

### Man-made

- Jimmy Choo
- Peter Carl Fabergé
- Christian Louboutin
- Ian Cook
- Anna Ray
- Vivienne Westwood

### Environment

- Alberto del Pozo
- Marian Bijlenga
- Edward Weston
- Velda Newman
- Andrew Wyeth
- Boyle Family

### Still Life

- Antonio de Pereda
- Pieter Claesz
- Harmen Steenwyck
- Klaus Boekhoff
- Lauren DiCioccio
- Francisco de Zurbarán

### Ancient Art

- Aztecs
- Egyptian
- Greek
- African
- Indian
- China



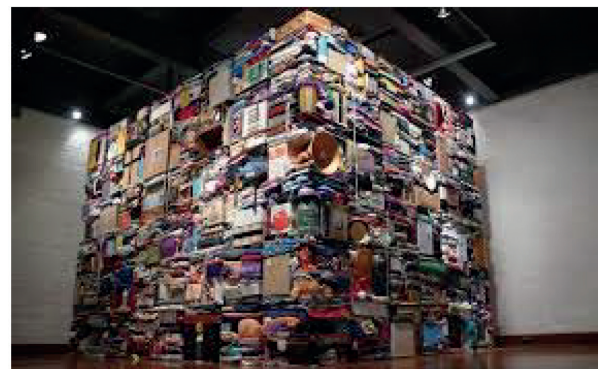
**Ian Cook**  
Union Mini  
*Painting*



**Francesca D'Ottavi**  
Ambri Hockey Vintage Posters  
*Poster*



**Peter Carl Fabergé**  
Lilies of the Valley  
*Ceramic*



**Alfredo and Isabel Aquilizan**  
In Transit (project another country)  
*Sculpture*

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.



**Antonio de Pereda**  
Still Life with an Ebony Chest  
*Painting*  
© Antonio de Pereda



**Harmen Steenwyck**  
An Allegory of the Vanities of Human Life  
*Painting*



**Mitch Griffiths**  
Be my Wife  
*Painting*



**Richard Silver**  
New York Churches  
*Photography*

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.





**Klaus Boekhoff**  
Still Life II  
*Painting*



**Alexander McQueen**  
Ensemble, The Girl Who Lived in the Tree  
*Textiles*



**Edward Weston**  
Nautilus Shell  
*Photography*



(© Marco Wong / Getty Images)

**I.M. Pei**  
Bank of China Tower, Hong Kong  
*Architecture*

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

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