

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

November 2021

Period of sustained focus 10 hours

Paper
reference

1AD0/02

Art and Design

COMPONENT 2: Externally Set Assignment

You do not need any other materials.

Instructions to teachers

In Autumn 2021 hard copies will NOT be posted to centres.

The paper can be downloaded from the GCSE Art and Design section of our Pearson website and it should be released to those candidates who intend to re-sit in the Autumn series.

The paper may be given to candidates any time after its release, at the centre's discretion. Candidates then undertake investigations and development under informal supervision. There is no prescribed time limit for the preparatory study period.

The final ten-hour period of sustained focus may take place over multiple sessions (a maximum of four within three consecutive weeks) and is conducted under formal supervision. The ten-hour period of sustained focus should not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work.

Instructions to candidates

This paper contains the theme and suggested starting points to be used in the preparatory study period and the period of sustained focus. You are advised to read the whole paper.

This paper contains the Externally Set Assignment for the following:

1AD0/02	Art, Craft and Design
1FA0/02	Art and Design (Fine Art)
1GC0/02	Art and Design (Graphic Communication)
1TE0/02	Art and Design (Textile Design)
1TD0/02	Art and Design (Three-dimensional Design)
1PY0/02	Art and Design (Photography)

Turn over ►

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Candidate guidance

Your teacher will be able to teach, guide and support you as you prepare your personal response. You may also complete preparatory work without direct supervision.

The preparatory study period

The preparatory study period begins when you receive this paper and continues up until the start of the period of sustained focus.

You should develop your response to the theme in a personal and creative way, developing, refining and recording your ideas towards the final outcome(s).

The period of sustained focus

The period of sustained focus consists of **ten hours** working under supervised examination conditions in an appropriate studio setting. Teachers will be able to support you with matters such as working space, materials and equipment. However, teachers will not be able to give you feedback about your work in progress or suggest how you might improve or develop your outcome(s).

During the ten-hour period of sustained focus, you will produce your final outcome(s), based on your preparatory studies, in response to the Externally Set Assignment theme. The period of sustained focus may take place over more than one session. You will not be able to access any of your work outside of these sessions. Once the ten-hour supervised sustained focus period has ended, you will not be able to add to or alter any of your work.

Your teacher will inform you of the dates and times when you will complete your ten hours of unaided work for the Externally Set Assignment.

Exploring and developing the theme

Your work for this Externally Set Assignment should be based on the theme given in this paper.

The theme this year is:

Edible

You should discuss your ideas with your teacher before deciding how to respond to the theme. Your work will be marked according to how well you have shown evidence of the four Assessment Objectives.

The four Assessment Objectives are:

- develop ideas through investigations, demonstrating critical understanding of sources
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- record ideas, observations and insights relevant to intentions as work progresses
- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

You should use the knowledge, skills and understanding you have learnt to show your progression along your creative journey.

Suggested starting points

The starting points on the following pages are suggestions to help you think about possible ideas, ways of working and your personal creative approach to this session's theme. You should read through **the whole paper** before you start your preparatory work, as any section may provide you with ideas.

You may prefer to use a starting point of your own and explore and respond to other artists, designers and/or craft workers to help you develop your response to the theme '**Edible**'.

Further contextual references can be found at:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/teaching-and-learning-materials/GCSE16_ARTDES_CR_OCT15.pdf

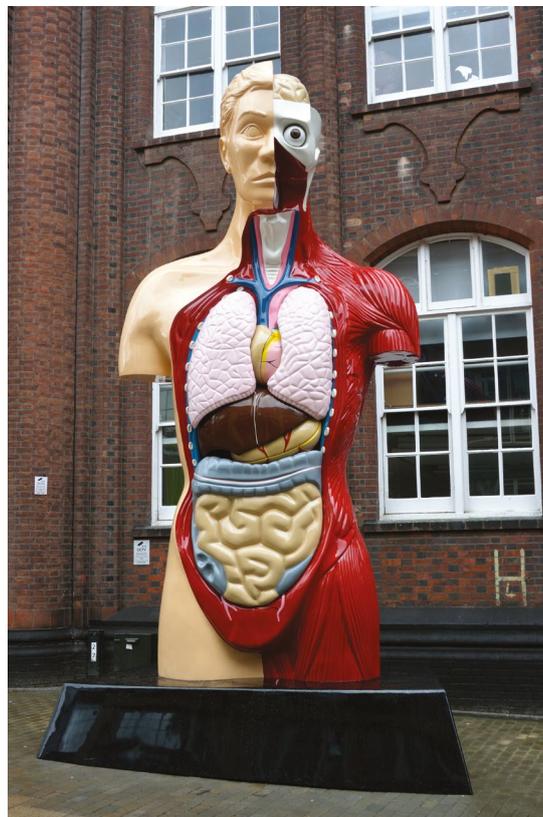
Edible – people

Social gatherings have inspired artists, designers and craft workers to create works of art. **Pierre-Auguste Renoir** depicted the relaxed mood at a sociable lunch party.



Pierre-Auguste Renoir
Luncheon of the Boating Party
painting

Representations of the human anatomy appear in many art forms. **Damien Hirst** used the anatomical torso, with part of the digestive system exposed, to make a powerful visual statement.



Damien Hirst
Hymn
sculpture

Giuseppe Arcimboldo used fruit, vegetables and leaves to create an image of a human face.

The decorative qualities of fruit, plants and vegetables can inspire designers when creating decor for the home. **John Henry Dearle** used a stylised depiction of an artichoke to create a wallpaper design.

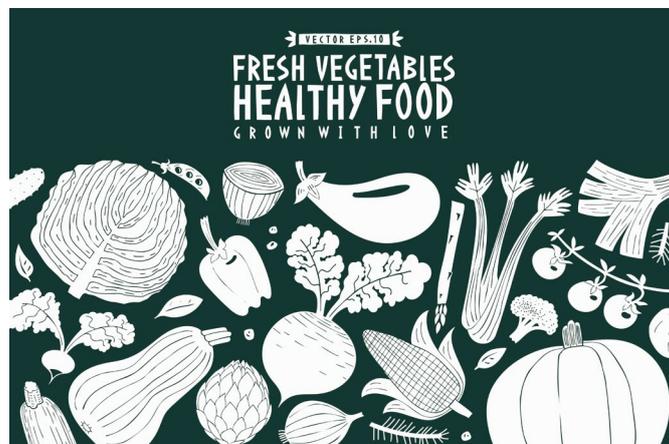


Giuseppe Arcimboldo
Autumn
painting



John Henry Dearle
Artichoke
print

The media promotes healthy eating to encourage people to choose natural food.



Cartoon hand drawn vegetables design template
poster

Here are some other suggestions that may stimulate your ideas:

- chewing
- metabolism
- consume
- taste
- swallow

Using one of the above starting points, or starting points of your own, develop your ideas to produce a personal response to the theme '**Edible**'.

Edible – man-made

Familiar everyday food is depicted in many different ways by artists, designers and craft workers. **Claes Oldenburg** experiments with scale to produce a large sculpture of a burger.



Claes Oldenburg
Floor Burger
sculpture

Repetition is used by **Andy Warhol** to emphasise the mass production of convenience foods.



Andy Warhol
Campbell's Soup Cans
screen-print painting

The preservation of food has been practiced in many different cultures. **Rembrandt Harmenszoon van Rijn** created a powerful painting of meat being stored.

Kitchen utensils and cutlery are functional objects. Designer **Giovanni Alessi Anghini** used stainless steel in his design of kitchen utensils to create practical and attractive objects.



Rembrandt Harmenszoon van Rijn
Slaughtered Ox
painting



Giovanni Alessi Anghini
Kitchen Utensils
three-dimensional design

The attractive qualities of confectionary and cakes are an inspiration for artists, designers and craft workers. **Rachel Campbell** used oil paint to create an impression of cake embellishment.



Rachel Campbell
Cakes
painting

Here are some other suggestions that may stimulate your ideas:

- preserve
- recipe
- culinary
- packaging
- appliance

Using one of the above starting points, or starting points of your own, develop your ideas to produce a personal response to the theme '**Edible**'.

Edible – environment

Different types of food and drink require appropriate storage facilities to keep them fresh. In the painting by **Johannes Vermeer**, we can see a milkmaid pouring milk from an earthenware jug in a cool, dark kitchen.



Johannes Vermeer
The Milkmaid
painting

Aisles of supermarket displays set out in parallel rows in **Andreas Gursky's** photograph create a patterned and colourful image.

Shopping for groceries is depicted in **Duane Hanson's** sculpture.



Andreas Gursky
99 Cent II Diptychon
photograph



Duane Hanson
Supermarket Shopper
sculpture

Storing food requires inventive ideas. **John Kilner's** storage jar provides both a useful and convenient solution.

Farming scenes have inspired artists, designers and craft workers from prehistory to modern times. Images of farming activities are found on the walls of the tombs in ancient Egypt.



John Kilner
Kilner jars
three-dimensional design



Tomb of Menna, Thebes, Egypt
Farming painting

Fast food is about convenience and reflects the pace of modern living. Restaurants are usually brightly lit and colourful, making them an exciting environment.



McDonald's restaurant
photograph

Here are some other suggestions that may stimulate your ideas:

- market
- restaurant
- sea
- garden
- shopping mall

Using one of the above starting points, or starting points of your own, develop your ideas to produce a personal response to the theme '**Edible**'.

Edible – natural world

Hunting, fishing and foraging for wild food has inspired artists, designers and craft workers. **The Devonshire Hunting Tapestries** show people preparing to hunt for food in woodland.



Netherlands 1425–1430
The Devonshire Hunting Tapestries
textile design

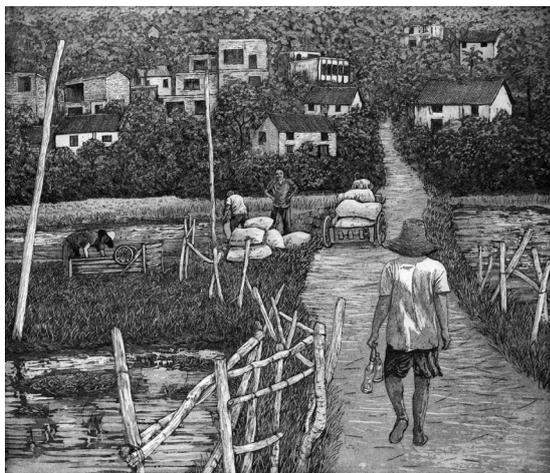
Rebecca Campbell's painting shows a well-ordered garden landscape.



Rebecca Campbell
The Good Life, 2012–13
painting

Jane Peart's etching illustrates the physical demands of gathering in the harvest.

The **Indonesian craft** of using coconut shells to make useful and decorative objects demonstrates the diversity of natural food.



Jane Peart
Back from the Fields, China, 2012
etching



Indonesian craft
Coconut shell craft
three-dimensional design

The agility of a bird as it catches a small insect in its beak, is captured in a photograph by **John Gooday**.



John Gooday
European bee-eater catching an insect in flight, Hungary
photograph

Here are some other suggestions that may stimulate your ideas:

- prey
- animals
- bait
- cultivate
- plants

Using one of the above starting points, or starting points of your own, develop your ideas to produce a personal response to the theme '**Edible**'.

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