



# GCSE (9-1) Art and Design

## Sample Assessment Materials

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**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art and Design**

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Art, Craft and Design (1AD0) Fine Art (1FA0)

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Graphic Communication (1GC0) Textile Design (1TE0)

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Three-dimensional Design (1TD0) Photography (1PY0)

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*First teaching from September 2016*

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*First certification from 2018*

Issue 1

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# Contents

<b>1</b>	<b>Introduction</b>	<b>1</b>
<b>2</b>	<b>Component 2: Externally Set Assignment</b>	<b>3</b>



# Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art and Design is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

This sample assessment material has been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



## Pearson Edexcel Level 1/Level 2 GCSE (9-1)

# Art and Design

## Component 2: Externally Set Assignment

Sample assessment material for first teaching  
September 2016

**Period of sustained focus: 10 hours**

Paper Reference  
**see below**

**You do not need any other materials.**

### Instructions to teachers

This paper should be given to the teacher-examiner AS SOON AS IT IS RECEIVED in the centre in order to plan for the candidates' preparatory study period. The paper will also be available on the Edexcel website each year in January.

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)

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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.

**The Externally Set Assignment is worth 40% of the GCSE.**

## 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:

### Freedom

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 year'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 and references to help you develop your response to the theme '**Freedom**'.

## Freedom – people

Freedom can be expressed through the way a material or technique is applied. **Gabriel Moreno** uses delicately crafted free-flowing lines to create this captivating illustration.



**Gabriel Moreno**  
*China*  
illustration

**Simon Birch** uses bold brush marks to create a powerful painting. A physical expression can reveal the desire to be free.



**Simon Birch**  
*Ultimate Nullifier*  
painting

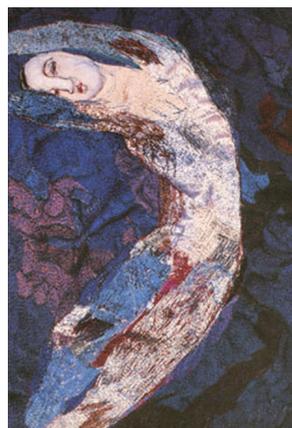
Artists have often observed and recorded freedom movements and the struggle for the freedom of speech.

Artists sometimes depict people who are described as free spirited, carefree, unconventional or nonconformist.

Dancers, gymnasts and circus performers have inspired artists, craftspeople and designers. **Bill Wadman** uses photographic techniques and **Alice Kettle** uses a range of textile methods to capture unrestricted movement.



**Bill Wadman**  
*Dancers*  
photograph



**Alice Kettle**  
*Blue Nymph*  
textile

Breaking free from a situation, slavery or imprisonment could bring about great relief. **Zenos Frudakis** created a life-sized bronze sculpture about escaping.



**Zenos Frudakis**  
*Freedom*  
sculpture

**Here are some other suggestions that may stimulate your ideas:**

- unattached
- restricted
- wealth
- at leisure
- uniform

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

## Freedom – man made

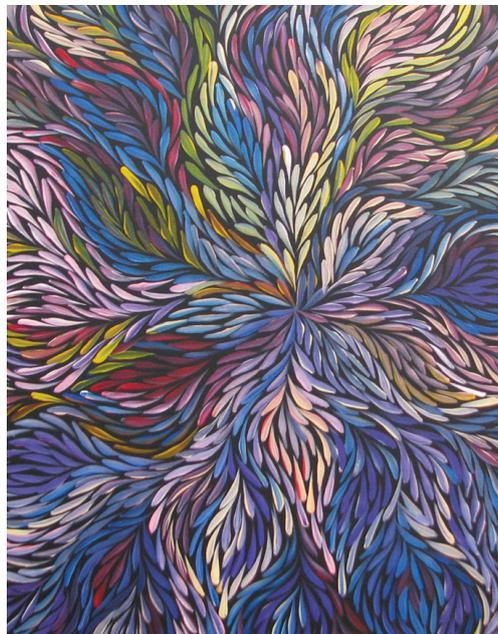
Sport technology products such as running blades give athletes with disabilities the freedom to participate.



(Source: © AFP Press)

Paralympic Running Blades  
product design

Artists often search for new forms of free expression. In this work, **Jeannie Petyarre** creates abstract paintings using repeated marks and shapes.



**Jeannie Petyarre**  
*Bush Medicine Leaves*  
painting

Discarded, free objects and materials can be used to make art. Some artists, craftspeople and designers reuse and modify everyday found objects.

The ballot box is an object we associate with the free world and could inspire artists.

Fashion designers express their freedom by breaking away from tradition. **Vivienne Westwood** created anarchic fashion informed by the Punk movement.

Appliances we use in our homes are constantly improving. This makes our lives easier and gives us more free time. The **Dyson** advert for a vacuum cleaner expresses advances in technology by using colour to associate it with a state-of-the-art car.



**Vivienne Westwood**  
punk fashion  
fashion design



(Source: © Dyson Press)  
Dyson advertisement  
graphic design

**Deanna Dikeman's** photograph focuses on the luxurious contents of an individual's wardrobe, suggesting the excess and freedom of choice of personal choice that comes with wealth.



**Deanna Dikeman**  
*Inventory: Fur Coats, 1999*  
photograph

**Here are some other suggestions that may stimulate your ideas:**

- barrier
- controlled
- mechanical
- power
- transport

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

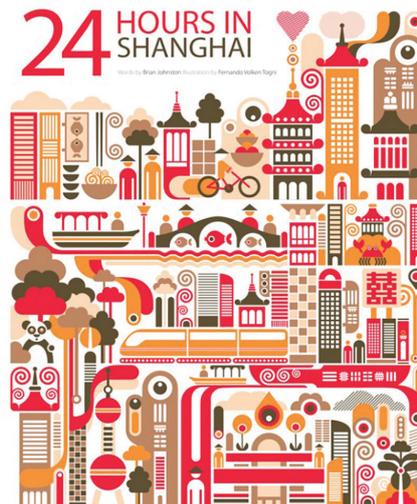
## Freedom – environment

Living in confined spaces can restrict freedom. **Michael Wolf** captures this idea in a visually exciting way.



**Michael Wolf**  
*a119*  
photograph

Many of us now have the freedom to travel to and explore new places. **Fernando Volken Togni** uses simple shapes and motifs to create a poster representing the vibrant atmosphere of a busy city.



**Fernando Volken Togni**  
*Shanghai*  
poster

Getting stuck in places can be a frightening experience. Being set free can be liberating.

Places free from clutter and junk could be described as organised spaces. Many artists and designers use ordered and organised visual elements to give a feeling of freedom and harmony.

Wild places such as a remote seashore can provide a rich source of ideas. **Susan Fraser** uses varied textures in her work to depict an untamed environment.

**Philippe de Loutherbourg** uses a strong composition to emphasise danger in his painting, which shows an escape from a threatening environment.



**Philippe de Loutherbourg**  
*The Great Fire of London*  
painting



**Susan Fraser**  
*Orkney Shore (detail)*  
embellished textile

Towns and cities contain monuments and structures dedicated to the fight for independence and democracy. The Statue of Liberty was designed by **Frédéric Bartholdi** as a symbol of freedom.



**Frédéric Auguste Bartholdi**  
*Statue of Liberty*  
sculpture

**Here are some other suggestions that may stimulate your ideas:**

- wilderness
- independent
- flexible
- locked
- space

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

## Freedom – natural world

**Eugène Delacroix** uses dynamic marks to depict the violence of a wild horse being attacked by a tiger. The horse is desperate to free itself from the tiger's grip.



**Eugène Delacroix**  
*Tiger Attacking a Wild Horse*  
painting

**Andy Scott's** imposing sculpture represents the horse's freedom from its traditional role as a working animal by giving it prominence in a natural landscape.



**Andy Scott**  
*The Heavy Horse*  
sculpture

Birds and flying insects are free to go anywhere. Their unrestricted ability to fly has been a source of inspiration for artists.

In spring, nature frees itself from the cold and dark of winter. The change of seasons can provide a rich source of visual inspiration.

**Alexander McQueen** embodies a freedom of expression in his designs, incorporating colours and elements from the natural world.

Protecting the natural world and ourselves from pollution and harmful chemicals is an issue that should concern us all. In his designs for The Body Shop, **Tom Anders** uses natural colour and forms to show that the products are free from artificial ingredients.



**Alexander McQueen**  
*Savage Beauty Collection*  
fashion design



**Tom Anders**  
Body Shop advertisement  
graphic design

**George Karbus's** powerful photograph shows the moment before a huge wave is about to break, capturing the strength and freedom of moving water.



**George Karbus**  
*Silver Arch*  
photograph

**Here are some other suggestions that may stimulate your ideas:**

- set free
- captive
- organic
- artificial
- nature

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

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