

INTERNATIONAL GCSE

Art and Design (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Art and Design, Fine Art (4FA1), Graphic Communication (4GC1), Photography (4PY1), Textile Design (4TE1), Three-dimensional Design (4TD1)

For first teaching September 2017
First examination June 2019

Issue 2



Edexcel, BTEC and LCCI qualifications

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This sample assessment material is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website qualifications.pearson.com

Acknowledgements

This sample assessment material has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the development.

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Summary of Pearson Edexcel International GCSE in Art and Design sample assessment materials Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Copyright acknowledgement has been added	Throughout the document

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html

Introduction

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

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

Pearson Edexcel International GCSE

Art and Design

Component 2: Externally-assessed Assignment

Sample assessment material for first teaching
September 2017
Time: 10 hours

Paper Reference
4FA1– 4TD1

You do not need any other materials.

Instructions to teachers

- The paper will also be available on the Pearson website each year in **January**.
- All examination work must be received by Pearson no later than the **last day in May**.
- This paper should be given to the teacher-examiner AS SOON AS IT IS AVAILABLE ON THE PEARSON WEBSITE in order to plan for the candidates' preparatory study period.
- 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 10-hour examination may take place over multiple sessions (a maximum of four within three consecutive weeks) and is conducted under formal supervision. The 10-hour examination should not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work.

Information

- The total mark for this paper is 72.

Instructions to candidates

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

The paper contains externally-assessed assignments for the following endorsed titles:

4FA1/02 Art and Design (Fine Art)

4GC1/02 Art and Design (Graphic Communication)

4PY1/02 Art and Design (Photography)

4TE1/02 Art and Design (Textile Design)

4TD1/02 Art and Design (Three-dimensional Design).

Turn over ►

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Pearson

Instructions to candidates

This examination consists of two parts.

Part 1 preparatory studies

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

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).

Boards, canvas stretchers, maquettes and models should not be submitted. Please photograph any three-dimensional work. 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 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.

Part 2 timed examination

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

Boards, canvas stretchers, sculptures and three-dimensional design outcomes should not be sent. Any three-dimensional work or work that is fragile, bulky or larger than A2 (**420 mm × 594 mm**) in size should be photographed and the photographs submitted. The photographs (**size A4**) must be included as part of the final submission.

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

Exploring and developing the theme

The theme this year is:

Balance

This theme can be explored in many ways and covers all endorsed titles (Fine Art, Textiles, Photography, Graphic Communication and Three-dimensional 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:

- 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.

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 the examination theme.

You should read through the whole paper before you start your preparatory work, as any section may provide you with ideas.

The total mark for this paper is 72.

Balance in sport, leisure and entertainment

- There are many sports that require athletes to use balance, including gymnastics, javelin, fencing, diving, football, surfing, netball, volleyball, cricket.
- In the entertainment world, performers have to develop a keen sense of balance when performing a set routine. This includes circus acts, dance and human towers and pyramids seen at festivals.
- In going about our daily life or chosen leisure activities, we require balance. Activities include cycling, yoga, running, gym, parkour and skateboarding.
- Children naturally develop their sense of balance when climbing, swinging, skipping, catching and hopping.



Tom Jenkins
Glasgow 2014

Photograph – © Tom Jenkins / Guardian News & Media



Otl Aicher
Munich Olympics

Poster – © <http://indexgrafik.fr/otl-aicher/>



Ilya Zomb
Art of Balance

Painting – <http://www.camptongallery.com>



Subodh Gupta
Scooter laden with milk churns

Photograph – Installation © Graham Crouch/Stringer/Getty Images

Here are some other suggestions that may stimulate your ideas.

- agility
- concentration
- flexibility
- symmetry
- pairs.

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

Balance of nature

- Rapid changes can occur in nature as a result of human activities such as industry, agriculture, fishing, tourism, and urbanisation.
- Seasonal changes reflect the balance of nature.
- Large-scale fluctuations in global temperature and sea levels result in flooding, drought, storms and melting ice caps.
- Pollution and deforestation can cause many changes in the natural balance of nature. The equilibrium can be disturbed and the balance disrupted. This results in long-term consequences, which can have an impact on the environment.



Lesley Richmond
Distant Forest 5

Textile Design – <http://www.lesleyrichmond.com/Tree/TreeForest11.html>



Katsushika Hokusai
Great Wave of Kanagawa

Woodblock – © Katsushika Hokusai



Edward Burtynsky
Flood Control Levee

Photograph – <http://shelleysdavies.com/watermark/>



Chris Drury
Winnemucca Whirlpool
Land Art – © Chris Drury

Here are some other suggestions that may stimulate your ideas.

- diversity
- organic
- eco-system
- sustainable
- order.

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

Balance of Power

- The balance of power in groups and gangs can be a source of tension.
- Ritualised displays create a hierarchy in some groups of birds, animals and insects, which result in better access to resources such as, food, protection or a mate.
- In personal relationships with family or friends, sometimes the balance can become uneven and this can affect the relationships.
- The scale of buildings in populated areas reflects their relative power and influence.
- International relations can change due to a country's military or political actions.
- In these situations, a power struggle can emerge. Sometimes, both sides can have equal power, however this can change when one becomes more dominant.



Franz Marc
Fighting cows

Painting – © SuperStock / Getty Images



Dmitry Stakhievich Moor
Did You Volunteer?

Russian Propaganda Poster – © Heritage Image Partnership Ltd / Alamy Stock Photo



Lynsey Addario
Veiled Rebellion

Photography – © Lynsey Addario / Getty Images



Jacques – Louis David
Napoleon Crossing the Alps 2

Painting – <https://www.khanacademy.org/humanities/monarchy-enlightenment/neo-classicism/a/david-napoleon-crossing-the-alps>

Here are some other suggestions that may stimulate your ideas:

- strength/weakness
- pressure
- dominance
- equality/inequality
- tension.

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

Work-life Balance

- A balanced diet, regular exercise and meditation can help spiritual wellbeing and reduce tension, fear and anxiety.
- Watching films and listening to or playing music are good ways to relax and redress the balance.
- Spending time with family and friends can be a difficult balance to achieve. Finding time to socialise and go on holiday is important for our wellbeing. Even simple actions like going for a walk, watching television or eating a meal together can help to create a better balance.
- Work can dominate people's lives contributing to problems related to stress.



Georges Seurat
Bathers at Asnières

Painting – © IanDagnall Computing / Alamy Stock Photo



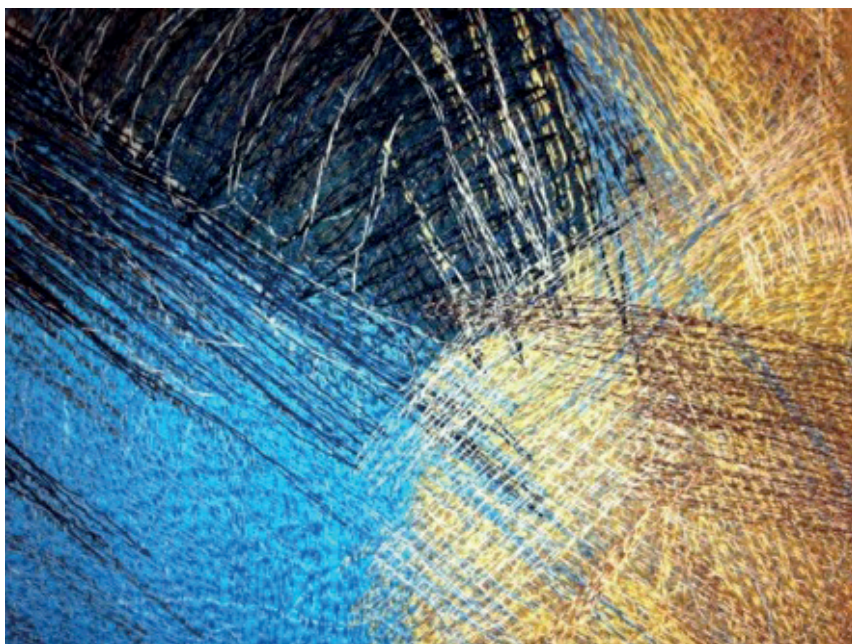
Kapur Singh
The Golden Temple of Amritsar

Painting – <http://www.sikhfoundation.org/article-gt-nov08.html>



Martin Parr
Kovalam Beach

Photograph – © Martin Parr/Magnum Photos



Dionne Swift
Coastal Stiches

Textile – <http://www.craftmaker.co.uk/dionneswift/>

Here are some other suggestions that may stimulate your ideas:

- peace
- harmony/discord
- karma
- rhythm
- emotions.

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

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