

# Pearson Edexcel International GCSE (9–1)

**May 2024**

**Time** 10 hours

**Paper**

**reference**

**4FA1/02–4TD1/02**

## **Art and Design** **COMPONENT 2: Externally-set Assignment**

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

### **Instructions to teachers**

- The paper will be available to centres on the Pearson Edexcel website each year in **January**.
- All examination work must be received by Pearson Edexcel no later than the **last day in May**.
- This paper should be given to the teacher responsible **AS SOON AS IT IS AVAILABLE ON THE PEARSON EDEXCEL 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 workspace or materials, clearing or storage of work.

### **Information**

- The total mark for the 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.

This paper contains the externally-set assignment for the following endorsed titles:

4FA1/02 Fine Art  
4GC1/02 Graphic Communication  
4PY1/02 Photography  
4TE1/02 Textile Design  
4TD1/02 Three-dimensional Design

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## **Introduction**

The examination consists of two parts.

### **Part one – preparatory studies**

The preparatory study period begins when you receive the 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).

The preparatory studies you produce are an essential part of the examination, 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 two – timed examination**

This consists of **10 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.

### **Submission of work**

All work must be submitted for assessment electronically. The work can be either:

- Photographs or scans of the four A2 sheets – three for preparatory studies, one for final outcome(s).

### **OR**

- PowerPoint of no more than 20 slides.

The submissions must be in chronological order and high resolution.

## Exploring and developing the theme

The theme this year is:

### Protect

This theme can be explored in many ways and covers all endorsed titles (Fine Art, Textile Design, 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 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 '**Protect**'.

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 the paper is 72.

## Protect – objects

- Everyday objects are protected in different ways. We use polish to protect shoes and furniture. Storage jars, bottles and baskets are used to protect their contents from contamination.
- We protect fruit and vegetables, street/fast food and household items with a variety of different materials including bubble wrap, cling film, card and moulded plastic. We also wrap gifts to give to people.
- When decorating or storing furniture we cover them with dust sheets or plastic. In winter, sculptures and decorative stonework are protected with specialist thermal material. We also protect plants from frost damage.
- We protect and move large items around the world by land, sea and air in shipping crates or containers.
- Roads have crash barriers for the safety of drivers. Crowd control barriers are used at music festivals, sporting events and celebrations. Barriers are also used for flood and avalanche defence.



Apples for sale in Tokyo, Japan  
*Photograph*



**Christo and Jeanne-Claude**  
Wrapped Reichstag, Berlin 1995  
*Installation*



Street shoe cleaner in Turkey  
*Photograph*



**Bettina Pousttchi**  
Vertical Highways: Crash Barriers, 2021  
*Sculpture*

Here are some other suggestions that may stimulate your ideas:

- defend
- armour
- nest
- bandages
- buffer.

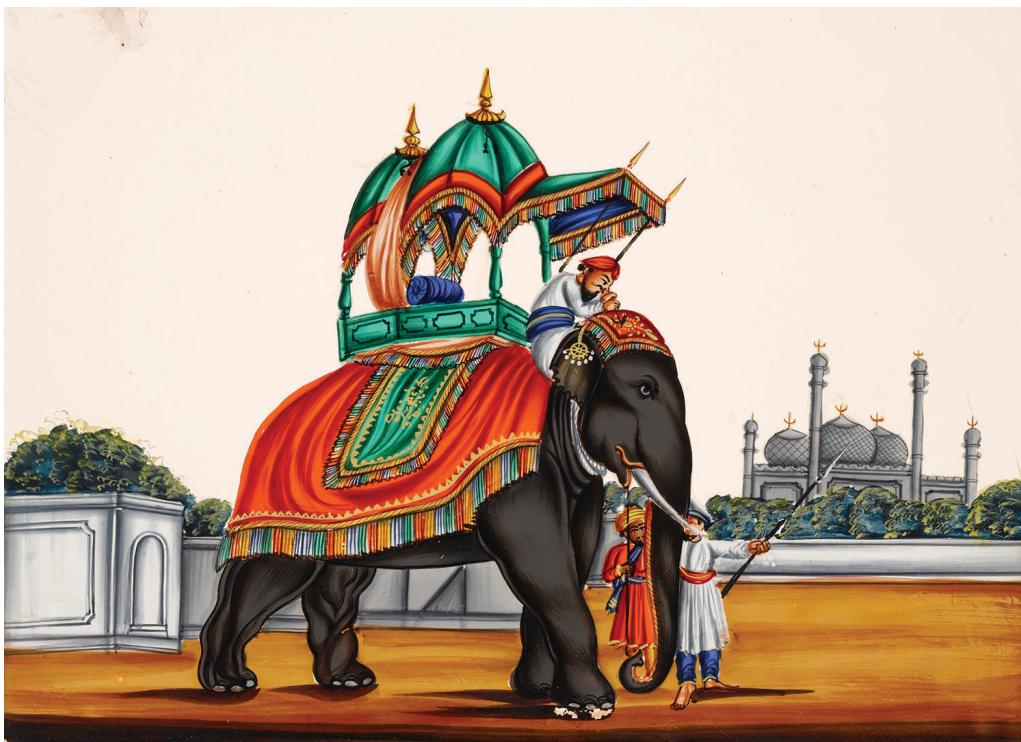
Using one of the given suggestions, or starting points of your own, develop your ideas to produce a personal response to the theme '**Protect**'.

## Protect – environment

- Natural forces continue to change landscapes around the world.
- Hunting continues to threaten endangered species and protecting animal habitats in the wild and the urban environment is a popular cause.
- We use umbrellas and parasols to protect ourselves from the elements.
- Natural and human-made canopies provide protection from the elements. For example, in a forest, in a desert, outside cafés and markets, and in a garden environment. Processional canopies are used in a range of ceremonies in different cultures.
- Fences, walls and hedges are used to protect property and land for a variety of purposes.
- CCTV is used for the safety and security of the public in a variety of places including airports, shops and city centres.



**English School 20th Century**  
The Great Wall of China  
*Gouache on Paper*



Elephant and a mosque from Thanjavur, India, Indian School 19th Century  
*Paint on Mica*



Happy Earth Day to save and protect our planet  
*Poster*



Poachers transporting ivory  
*Photograph*

Here are some other suggestions that may stimulate your ideas:

- endangered
- preserve
- recycle
- sustainable
- shelter.

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

## Protect – people

- Keeping ourselves safe is important so we don't find ourselves in dangerous places or situations that can cause mental and/or physical injury.
- Some countries have strict laws for protecting the unborn child, others allow women to make their own decision.
- Exploitation of workers happens in many countries throughout the world. It is important this is recognised, as human rights can be protected by law.
- When raising children, parents can be overprotective and controlling with the best of intentions for their children's wellbeing and welfare. Others can be more relaxed, promoting independence and imagination. A careful balance is required.



**Banksy**  
Slave Labour, 2012  
*Street Mural*



**Rachel Breen**  
Piece Work  
*Textile*



**Damien Hirst**  
The Miraculous Journey, 2005–2013  
*Sculpture*



**Diana Ong**  
ID Theft, 2008  
*Digital Art*

Here are some other suggestions that may stimulate your ideas:

- safeguard
- propaganda
- protest
- integration
- democracy.

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

## Protect – clothing

- Certain professions require their members to use specialist protective clothing to do their jobs safely. These include nurses, firefighters, riot police, construction workers and research scientists.
- When involved in various pastimes or sports, people wear appropriate clothing. This could include gardeners, beekeepers, boxers, mountaineers, cricketers, racing drivers, fencers and martial artists.
- Disposable protective clothing is used by health and medical professions and forensic scientists to prevent cross contamination and the spread of diseases.



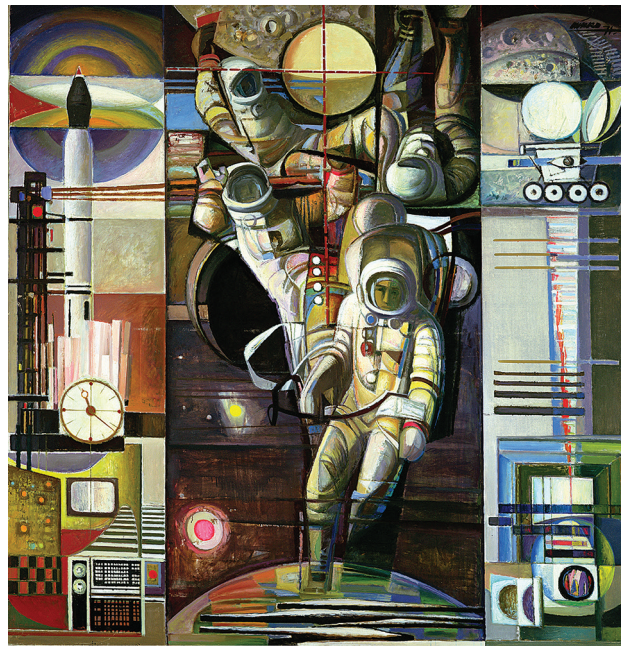
Kendo fighter  
*Photograph*



**Barbara Hepworth**  
Theatre Group No.3, 1947  
*Painting*



**Sebastien Slodtz**  
Hannibal Triumphant, 1722  
*Sculpture (Marble)*



**Lepo Mikko**  
Man and Space, 1971  
*Painting*

Here are some other suggestions that may stimulate your ideas:

- heroic
- defence
- security
- conceal
- guard.

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

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**Acknowledgements**

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