

# OCR

Oxford Cambridge and RSA

## June 2016

**Teachers are allowed prior access to this paper under secure conditions**

**To be given to candidates on or after 1 January**

### GCSE ART AND DESIGN

A120/01–A127/01 OCR-set Task

**Duration:** 10 hours

Please refer to separate Instructions for Teachers (A120/01–A127/01/IT)

Marks must be submitted by 15 May.



#### INSTRUCTIONS TO TEACHERS

- Art teachers are allowed brief access to the Assessment Material before it is released to candidates to ensure adequate resources are available. This must be done in the presence of the Examination Officer.
- The 10 hours of supervised time can then be scheduled at any time provided that at least one session is at least three hours in duration.
- Time given to candidates for preparatory work can be determined by centres.

#### INSTRUCTIONS TO CANDIDATES

- If you are taking Art and Design (A120), you **may** show evidence of one or more areas of study in your preparatory work; the outcome(s) may focus on just **one** of the chosen areas of study. You **must** choose a starting point from Sections 1 or 2.
- If you are taking Fine Art, Graphic Communication, Photography – Lens and Light-based Media, Textile Design or Three-dimensional Design (A121–A125) your work **must** be appropriate to the endorsement you are entered for. You **must** choose a starting point from Sections 1 or 2.
- If you are taking Critical and Contextual Studies (A126) you **must** choose a task from Section 3.
- If you are taking Applied Art and Design (A127) you **must** choose a brief from Section 4.

#### INFORMATION FOR CANDIDATES

- Your preparatory work and outcome(s) will be marked out of a total of **100** marks.
- You have time before the 10 hour supervised period to plan and prepare your work. You will be given a period of time for your preparatory work. The work done during this period must be with you when the 10 hours of supervised time begins.
- During the 10 hours of supervised time you are required to demonstrate your ability to develop your work and produce your outcome(s) that relate(s) to your preparatory work.
- This document consists of **12** pages. Any blank pages are indicated.

## Guidance for Candidates

You are required to select a starting point, task or brief from the relevant section of this paper.

You will need to produce preparatory work relevant to your endorsement. The preparatory work can be used to inform the final outcome(s) during the 10 hours supervised time period.

You will then have 10 hours of supervised time in which to produce and present your outcome(s). Your centre will advise you of the dates of the 10 hours supervised time.

**Once the 10 hours supervised time has started you are not permitted to continue on your preparatory work.** This is kept securely with your outcome(s) and submitted at the end of the 10 hours supervised time.

The starting points are arranged into four sections:

- Section 1: Written Starting Points
- Section 2: Visual Starting Points
- Section 3: Critical and Contextual Studies
- Section 4: Applied.

You must demonstrate in both your preparatory work and your outcome(s) that you have:

- recorded your experiences and observations
- researched and explored your ideas
- used suitable materials and techniques
- shown connections between your work and that of other artists, designers or craftspeople
- selected your preparatory studies and developed them into your outcome(s).

When communicating in writing you are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that your meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

Methods of working could include as appropriate:

- working from observation and experience
- exploring the qualities of materials, processes and techniques
- developing a theme in a personal or imaginative way
- relating to the work of artists, designers or craftspeople
- identifying and responding to a set brief and offering possible solutions or lines of enquiry.

You will be assessed on your ability to do the following:

- AO1** develop their ideas through investigations, informed by contextual and other sources, demonstrating analytical and cultural understanding **[25 marks]**
- AO2** refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes **[25 marks]**
- AO3** record ideas, observations and insights relevant to their intentions in visual and/or other forms **[25 marks]**
- AO4** present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, written, oral or other elements. **[25 marks]**

**SECTION 1 – Written Starting Points**

For each of the starting points, examples of some directions that you may explore are given. You can add your own ideas.

**1 Tranquil**

Still, calm, placid, quiet, restful, peaceful, composed, unruffled, relaxed, laid-back ...

**2 Changed**

Altered, transformed, distorted, modified, adjusted, varied, converted, metamorphosis ...

**3 Eyes**

Open, closed, reflect, blinking, wink, crying, ogles, look at, gaze at, eye-up ...

**4 Drama studio**

Theatre, stage, lights, actors, costumes, props, make-up, song and dance, performance ...

**5 Laundry**

Washing machine, sink, clothing, detergents, basket, pegs, cleaning, drying, weekly wash ...

**6 Single**

One, sole, solitary, lone, individual, unaccompanied, self-contained, self-sufficient ...

**7 Planting**

Embedding, rooting, burying, concealing, placing, potting, introducing, put in ...

**8 Wheel**

Turn, circle, rotate, revolve, roll, twist, spin, revolution, cycle, orbit, go round ...

## SECTION 2 – Visual Starting Points

You can choose to respond to the theme, the statement, the images, or a combination of these.

## 9 Home

Artists, designers and craftspeople have often used or represented the home in their work.



Image A



Image B

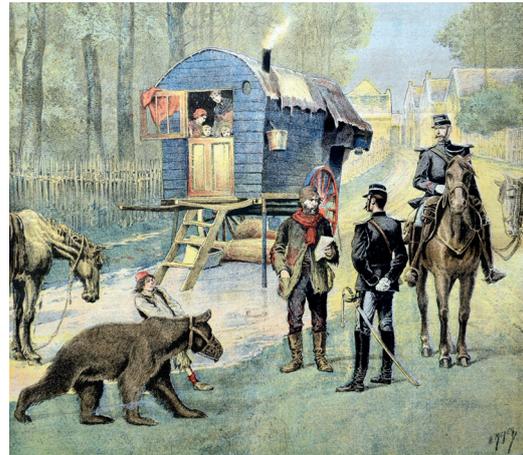


Image C



Image D

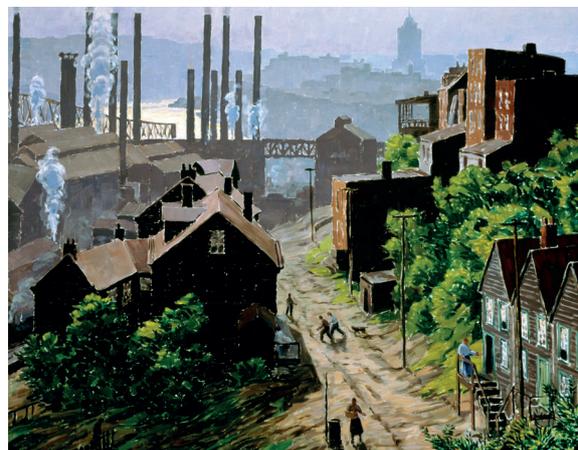


Image E

## 10 Interesting characters

Interesting characters have been portrayed by artists, designers and craftspeople.



Image F



Image H



Image G



Image I



Image J

**SECTION 3 – Critical and Contextual Studies**

A response should be made to **one** of the three tasks set out in this section. Your response to any of the tasks in this section **must** contain your own 2D or 3D work (this may be specified for a particular task) along with some written analysis or supporting text.

- 11 Rural life** is often important as the subject matter in the work of artists, designers and craftspeople such as Jean-François Millet, John Constable, Grandma Moses, Graham Sutherland, Charles F Tunnicliffe and Chris Heisinger.

From your research develop **one** of the following outcomes:

**Either:** Compare **two** artists who show different ways of exploring rural life as a theme.

**Or:** Plan an exhibition of selected works that show rural life in art, design or craft as the main theme.

- 12 Art Deco** was important in the work of artists, designers and craftspeople such as Meredith Frampton, Tamara de Lempicka, René Lalique, Cassandre, C. Paul Jennewein, Louis Icart and William Van Alen.

From your research develop **one** of the following outcomes:

**Either:** Make a series of 2D studies that compares the styles or approaches of **two** artists.

**Or:** Produce a series of prints or printed details that explore the theme.

**13 Aquatic creatures** have often been portrayed by artists, designers and craftspeople in a variety of unusual and interesting ways.

Develop the theme in **one** of the following ways:

- a collage, assembled or mixed media piece of work
- a small illustrated booklet that shows how aquatic creatures have inspired artists or designers
- a guide to an exhibition showing how **three** artists portray aquatic creatures in their work.

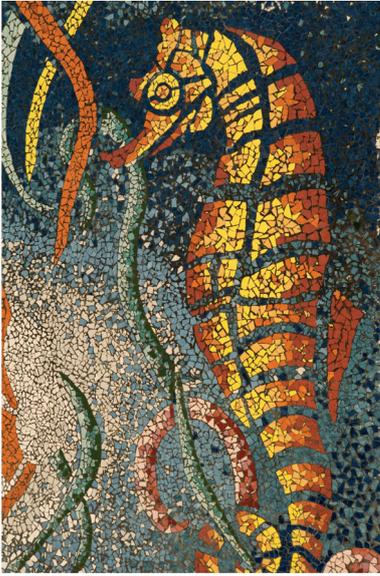


Image K



Image L



Image M



Image N



Image O

## SECTION 4 – Applied

- 14 A national cat society has decided to celebrate the role, tradition and history of cats in society.

The primary aim of the society is to sponsor artists, designers and craftspeople to produce work that will be located in an appropriate situation, using materials and processes in keeping with the theme and potential outcomes.

The brief also requires the artists, designers or craftspeople to propose a suitable location for the work, such as outside a cat society building or the reception area of a cat rescue centre.

The society will look for the following qualities in the proposed artworks:

- location and scale
- materials used in construction or making
- links to the feline subject matter
- creative responses to the theme.

The following images are provided to illustrate existing artwork that has been produced in response to feline themes.



Image P



Image Q

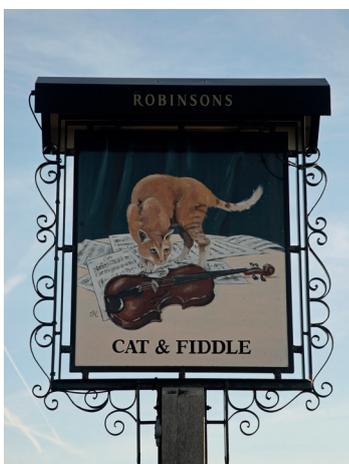


Image R

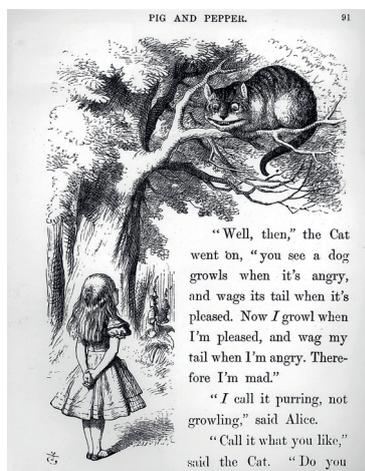


Image S



Image T

The society is offering commissions for art, design, digital presentation and craft work in response to the following briefs.

A response should be made to **one** of the briefs below.

- (a) Explore, develop and produce designs for a mixed media artwork to be displayed in the entry area of a cat rescue centre. The designs should be based on cats and show your interpretation of the animal. The final piece should fit onto a wall 5 m × 5 m. Materials should not protrude more than 200 mm from the surface. You are required to produce scaled designs that explore the theme using appropriate materials.
- (b) Explore, develop and produce designs for a piece of 3D artwork that celebrates the look and form of feline animals. The artwork is to be displayed in the entry area of a national cat society. The chosen design must fit into a 10 m × 10 m space.
- (c) Explore, develop and produce designs for a mural that explores the superstitions associated with cats. The mural should be situated either inside or outside a museum dedicated to folklore and superstitions. You need to produce client design proposals and mock-ups in suitable materials.
- (d) Explore, develop and produce designs for a set of four postage stamps that celebrate cats. You should explore the imagery most suitable for the theme and produce outcomes that may take the form of printmaking or graphic design. You must submit designs for all four postage stamps and one finished mock-up in an appropriate medium.
- (e) Explore, develop and produce designs for an artwork, either in 2D or 3D, which celebrates the relationship between people and their cats. You should produce design proposals that should include examples of finished artwork or a scale model.
- (f) Explore, develop and produce designs for an illustrated poster promoting a national cat competition. The poster is to be displayed locally and nationally. You should produce design proposals that include examples of finished artwork.



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.