



General Certificate of Secondary Education
June 2010

Expressive Arts

42601

Examination Presentation: Practical work in response to set stimuli

To be issued to candidates on or after 1 December 2009

For this paper you must have:

- a Record Sheet for working processes material (enclosed).

Time allowed

- Preliminary preparation period (up to 12 hours), followed by the development of and completion of practical work (up to 15 hours)

Instructions

- You must choose **one** Area of Study from those given on pages 2 to 8. The Area of Study chosen must be different from the one chosen for submission as part of the Controlled Assessment.
- The final presentation must integrate **two** art forms.
- You must work either individually or in a group of **no more than five**. If you work in a group, it must be possible to identify your work for assessment purposes.
- Length of presentations of performances will vary according to the combination of art forms chosen. Presentations must be **no longer** than 15 minutes, but for some combinations of art forms a considerably shorter time may be more appropriate.
- You will need to provide evidence of your working processes in developing your work towards the final presentation. This evidence is to be listed on the Record Sheet provided.

Information

- Before the start of the 15-hours time allocation for the development of and completion of your practical work, you will be allowed up to 12 hours to carry out relevant research to investigate the topic chosen and to do some preliminary planning. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during this preliminary preparation period.
- No teacher assistance is permitted during the 15-hours time allocation for developing and completing your practical work. All this work must be carried out under teacher supervision.
- The maximum mark for the Examination Presentation is 80. You will be awarded a mark out of 40 for your working processes and a mark out of 40 for your final presentation.

Advice

- It is recommended that you use only art forms studied during your course.

Area of Study A: FROM PAST TO PRESENT**THE SUFFRAGETTES**

The suffragette movement was born out of the desire to gain the right to vote for women at the end of the 19th century.



Emmeline Pankhurst (left) and her daughters Christabel and Sylvia were major campaigners in the suffragette movement.

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Area of Study A: FROM PAST TO PRESENT (continued)



The cartoon shows women holding responsible positions and unable to vote, whereas there are no restrictions on men voting.

Further stimuli based on the topic of 'The Suffragettes':

- the arguments against votes for women: for example, the speech made in 1912 by the Conservative minister, Lord Curzon; one of Lloyd George's speeches in 1913
- the beginning of 'universal suffrage'
- early film clips recording the suffragettes' protests
- women in Parliament: for example, the first women MPs; the first woman Cabinet Member; the first woman Prime Minister

Task

The stimuli for this Area of Study are given on page 2 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'The Suffragettes'.

Turn over ►

Area of Study B: PEOPLES AND PLACES**LAKE GUATAVITA AND THE LEGEND OF EL DORADO****Lake Guatavita**

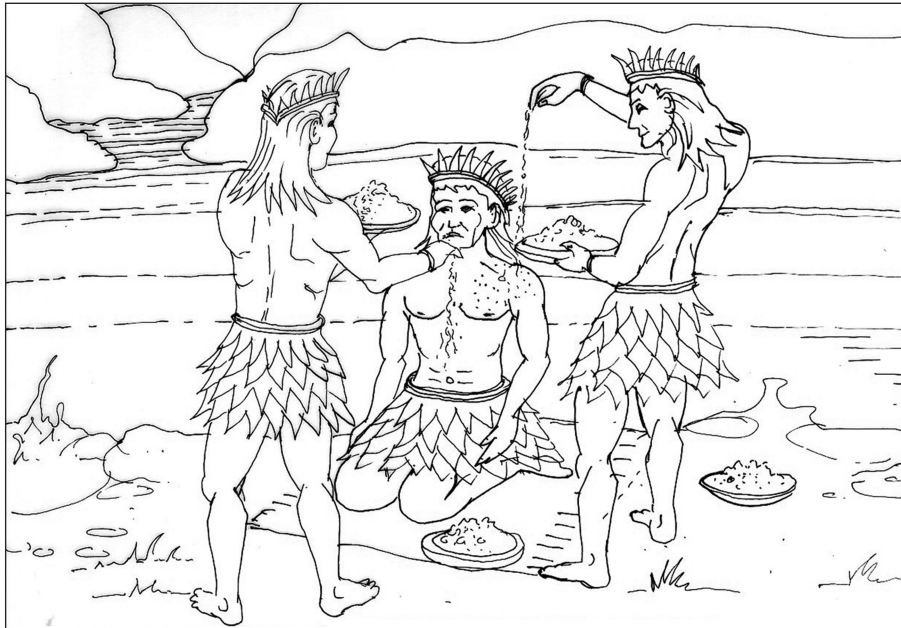
Lake Guatavita in Columbia, the scene of sacred rituals of the Muisca Indians, became identified as the 'Lake of El Dorado'. The cut on the far shore was dug by the Spanish in an attempt to drain the lake and recover the gold hidden in its depths.

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Lake Guatavita is widely regarded as the place that triggered the legend of El Dorado. The name was given to a region fabulously rich in gold, rumours of whose existence hastened the Spanish conquest of South America. In the 16th century, warlike conquistadors mounted expeditions in search of the realm. But the likelihood is that El Dorado ('the Gilded One') was a man, not a country, and that Lake Guatavita was the place where his rites were observed.

Area of Study B: PEOPLES AND PLACES (continued)

The gilding of the future king



The Gilded One was a ruler of the local Muisca people who coated himself with gold dust to make offerings at Lake Guatavita. The Muisca (or Chibcha) were skilled goldworkers who venerated the precious ore as the sacred metal of the sun god. An eyewitness account of 1636 describes how the heir to the throne was stripped naked and anointed with resin before being powdered with gold dust. Then he went out on a raft with his chiefs, all richly decked out with plumes, gold crowns and ornaments. Incense was burned, trumpets and flutes played and crowds sang on the bank as the raft moved out into the lake. On reaching the centre, the Gilded One and his chiefs tipped shimmering piles of gold into the water in order to appease a monster that was said to haunt its depths. From the banks, his people tossed more treasures into the lake.

Further stimuli based on the topic of 'Lake Guatavita and the legend of El Dorado':

- the traditional music of people in the Columbian Andes
- documentary films about the myths and truths of the treasures of Lake Guatavita
- sculptures in gold and arts works of this region of South America
- the conquistadors' search for gold

Task

The stimuli for this Area of Study are given on page 4 and above.

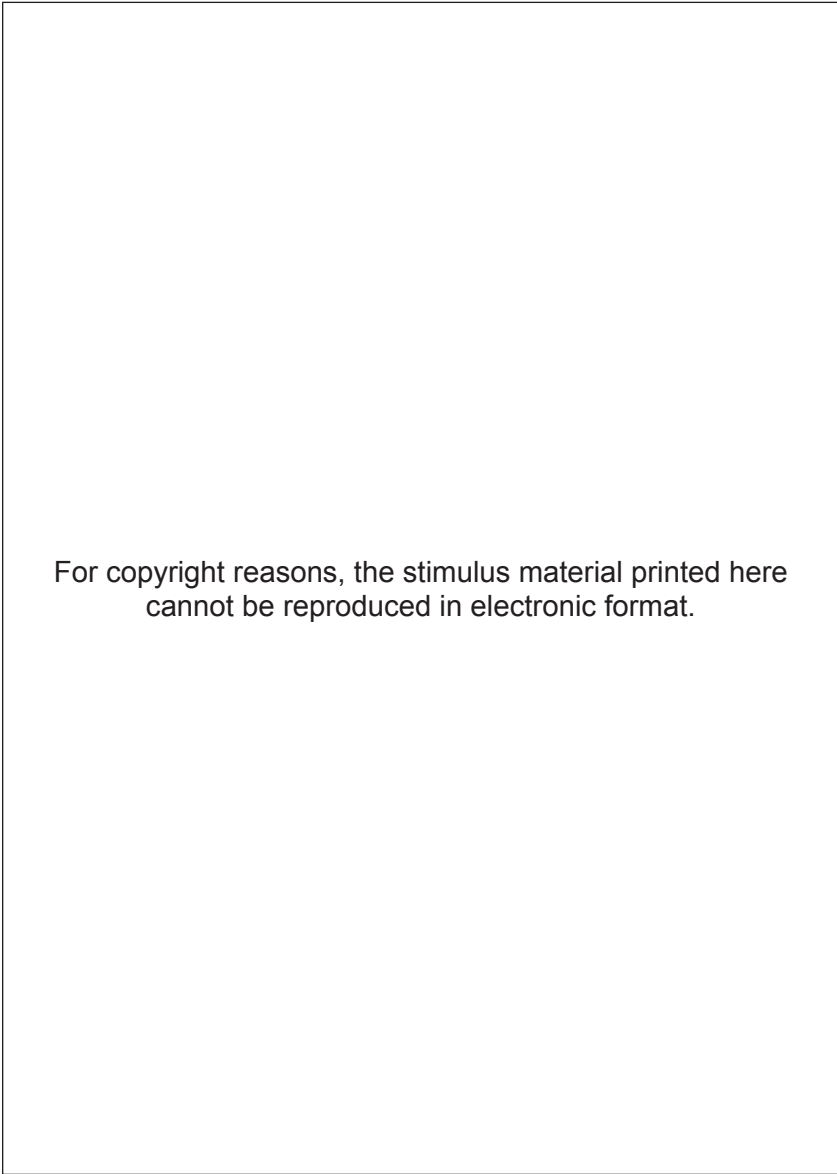
Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'Lake Guatavita and the legend of El Dorado'.

Turn over ►

Area of Study C: UNIVERSAL THEMES**TIME**

Dalí used the 'soft watch' as an image through which he could explore the idea of time. The watches' softness implies disintegration, recalling the transitory nature of mankind.

After their first appearance in *The Persistence of Memory* (1931), Dalí's 'soft watches' were to become a regular image throughout his work.

Profile du Temps (1984)

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Area of Study C: UNIVERSAL THEMES (continued)**The Triangular Hour (1933)**

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Area of Study C: UNIVERSAL THEMES (continued)

Further stimuli based on the topic of 'Time':

- novels, plays, films, television programmes or comic books inspired by the novel *The Time Machine* by H. G. Wells
- songs about 'Time': for example, Whitney Houston's *One Moment in Time*; *The Time Warp* from *The Rocky Horror Picture Show*
- the musical *TIME* devised and created by Dave Clark with lyrics by David Soames and music by Jeff Daniels
- J. B. Priestley's ideas about time relating to reincarnation: for example, in *Time and the Conways*

Task

The stimuli for this Area of Study are given on pages 6 and 7 and above.

Create a presentation, integrating two art forms, in response to **one or more** of the stimuli for the topic of 'Time'.

END OF QUESTIONS

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