

PART 3 **Questions 21–30**

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Which **TWO** parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- A** the Bird Park visit
- B** the workshop sessions
- C** the Natural History Museum visit
- D** the projects done in previous years
- E** the handouts with research sources

Questions 23 and 24

Choose **TWO** letters, **A–E**.

In which **TWO** ways do both Jess and Tom decide to change their proposals?

- A** by giving a rationale for their action plans
- B** by being less specific about the outcome
- C** by adding a video diary presentation
- D** by providing a timeline and a mind map
- E** by making their notes more evaluative

Questions 25–30

Which personal meaning do the students decide to give to each of the following pictures?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 25–30.

- | Personal meanings | |
|-------------------|-------------------------------|
| A | a childhood memory |
| B | hope for the future |
| C | fast movement |
| D | a potential threat |
| E | the power of colour |
| F | the continuity of life |
| G | protection of nature |
| H | a confused attitude to nature |

Pictures

- | | | |
|-----------|--------------------------------|-------|
| 25 | Falcon (Landseer) | |
| 26 | Fish hawk (Audubon) | |
| 27 | Kingfisher (van Gogh) | |
| 28 | Portrait of William Wells | |
| 29 | Vairumati (Gauguin) | |
| 30 | Portrait of Giovanni de Medici | |