

**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	
<b>A</b>	a childhood memory
<b>B</b>	hope for the future
<b>C</b>	fast movement
<b>D</b>	a potential threat
<b>E</b>	the power of colour
<b>F</b>	the continuity of life
<b>G</b>	protection of nature
<b>H</b>	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 | ..... |