

Project

Level 1 Foundation Project

H854 – Exemplar Folder 1

Level 1 Project

Folder 1 Commentary

'How the effect of Egyptian makeup has influenced modern day cosmetics'

This report scores strongly for AO2, but is less successful in the other AOs. The absence of helpful comments on the URS and PPR is noticeable; the few comments on the URS are not focused on the assessment criteria. This project adopts a cut-and-paste approach and is heavily reliant on internet sources. However, the moderator could find no evidence of direct lifting from these. In places, this project turns into 'information about make-up', rather than relating to the brief as specified in its opening paragraph.

AO1

No question is posed in the title (although there is a question mark), and this encourages the cut-and-paste approach. Much of the content is 'information about make-up'. A mindmap was used as planning according to the PPR but this was not submitted – planning is a little limited. There is an aim to the project. Although this was very much an individual choice, there is little explicit evidence of objectives and organisation.

AO2

The majority of sources used appear to be internet-based, but one of these was an online version of a magazine. It is also obvious that paper sources have been used but these are not cited in the bibliography (see PPR). The online sources were checked by the moderator for plagiarism and it appears that there is no direct 'lifting' of material – sufficient evidence exists of the information being processed by the candidate.

AO3

Evidence for this AO comes mainly from the PPR which the candidate has kept well for this level. The process of development is fairly clear, but there is a very strong focus on the outcome and less on the process of development. Nevertheless, the candidate has shown learning from the process.

AO4

The candidate mentions a mindmap, a powerpoint and that the project was evaluated but there is little evidence of this. The project communicates effectively and a variety of methods to communicate have been used (although the powerpoint should have been included).

There is just enough evidence to award a mark of 43, but there are concerns about evidence which is referred to not being submitted.

Please read the instructions printed at the end of this form. **One** of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Code	H854		Year	
Centre Name			Centre Number	
Candidate Name			Candidate Number	

AO	Criteria			Teacher Comment	Mark
1	<ul style="list-style-type: none"> Some limited selection and planning of the project following given instructions Limited individual input during the process of the project Limited input to complete the project Limited understanding of agreed objectives Some limited understanding of the overall organisation of the project <p style="text-align: right;">[0 1 2 3 4]</p>	<ul style="list-style-type: none"> Some selection and planning of the project Some individual input during the process of the project Some individual input to complete the project Some understanding of agreed objectives Some understanding of the overall organisation of the project <p style="text-align: right;">[5 6 7 8]</p>	<ul style="list-style-type: none"> Individual selection and planning of the project Individual input during the process of the project Individual input to complete the project Clear understanding of agreed objectives Clear understanding of the overall organisation of the project <p style="text-align: right;">[9 10 11 12]</p>		
2	<ul style="list-style-type: none"> Using a small range of information and/or variety of information that may be relevant to the topic Using more than one source Selecting some information that may fit the question/task/brief <p style="text-align: right;">[0 1 2 3 4]</p>	<ul style="list-style-type: none"> Accessing a moderate range of information and/or variety of information that may be relevant to the topic Using a small range of sources Selecting some information to fit the question/task/brief <p style="text-align: right;">[5 6 7 8]</p>	<ul style="list-style-type: none"> Finding and accessing a wide range of information and/or variety of information relevant to the topic Using a wide range of sources Selecting relevant information to fit the question/task/brief <p style="text-align: right;">[9 10 11 12]</p>		

3	<ul style="list-style-type: none"> • Some knowledge exists of what had to be done to achieve the intended outcome • Tools and equipment (where appropriate) were used in a safe manner with close guidance and supervision • Skills and technologies were used to work towards achieving objectives; these may include PLTS and functional skills <p style="text-align: right;">[0 1 2 3 4 5 6 7 8]</p>	<ul style="list-style-type: none"> • Knowledge exists of what had to be done to achieve the intended outcome • Tools and equipment (where appropriate) were used in a safe manner with guidance and supervision • Skills and technologies were used to achieve some objectives; these may include PLTS and functional skills <p style="text-align: right;">[9 10 11 12 13 14 15 16]</p>	<ul style="list-style-type: none"> • Competent knowledge exists of what had to be done to achieve the intended outcome • Tools and equipment (where appropriate) were selected and used in a safe manner with guidance and supervision • Skills and technologies were selected and used to achieve objectives; these may include PLTS and functional skills <p style="text-align: right;">[17 18 19 20 21 22 23 24]</p>		
4	<ul style="list-style-type: none"> • An attempt to communicate project findings • Using a relevant method to communicate findings • Limited knowledge and understanding of links with other areas of study and/or areas of interest • An evaluation of the project with little attempt at judging its relevance and value • A limited evaluation of experiences and learning with little attempt to provide examples of how this could inform future progress <p style="text-align: right;">[0 1 2 3 4]</p>	<ul style="list-style-type: none"> • Communication of project findings • Using relevant methods to communicate findings • Some knowledge and understanding of links with other areas of study and/or areas of interest • An evaluation of the project with some attempt at judging its relevance and value • An evaluation of experiences and learning with an attempt to provide examples of how this could inform future progress <p style="text-align: right;">[5 6 7 8]</p>	<ul style="list-style-type: none"> • Effective communication of project findings • Using a number of relevant methods to communicate findings • Knowledge and understanding of links with other areas of study and/or areas of interest • An evaluation of the project including a good attempt at judging its relevance and value • An evaluation of experiences and learning with an effective attempt to provide examples of how this could inform future progress <p style="text-align: right;">[9 10 11 12]</p>		
Total/60					

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box.
- 4 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

Project Progression Record

Level 1 Line of learning (when taken as part of a Diploma) _____

Centre Name _____ Centre Number 22213

Learner name _____ Learner Number 8086

The topic chosen must allow the learner

- to be fairly assessed at the standard applicable to the Project level (level 1, 2 or 3).
- the opportunity to meet comparable demands to those made on other learners working at the same level
- to meet all of the Learning Outcomes and Assessment Objectives of the Project.

Activity	Date	Detail	Supervisor's initials	Comments
The date you started your project	22.10.09	First meeting with project mentor	CD	
First thoughts about topic and working title		My first thoughts on the project was that this project and theme was going to be complicated and hard as I find History isn't my best subject. However I'm interested in the topic which is beauty as I'm planning to follow this up in my career. Also I feel I have a greater understanding of the topic	CD	

Activity	Date	Detail	Supervisor's initials	Comments
<p>If completing the Diploma,</p> <ul style="list-style-type: none"> • is topic relevant to Principal Learning? <p>If yes</p> <ul style="list-style-type: none"> • Does the project complement and develop the themes and topics for learners' principal learning set out in the relevant line of learning criteria? <p>and/or</p> <ul style="list-style-type: none"> • does it support learner progression (skills, knowledge, understanding?) 			CD	
<p>What is the title of the project? This could be phrased as a question, hypothesis or statement.</p>	27.12.09	How Egyptian makeup is influenced today?	CD	Independent choice
<p>What do you hope to achieve by the time you complete the project?</p>		<p>After this project I hope to have a more understanding in beauty, such as the history and the different techniques and products they use. Also I would like to know how makeup has developed throughout the years and why Egyptian makeup is still used today. Also I would know more about the history of make-up and who started the make up trend. All this would help me in the future as I would like to work in the beauty industry and to keep in the business you need to know how to keep in the trend. Dong this project has given me and idea about what people used in the older days and why they used the dangerous chemicals just to make the higher class.</p>	CD	

Activity	Date	Detail	Supervisor's initials	Comments
What form will the assessment evidence for the project take? (ie design, performance, report with findings from an investigation, artefact, [<i>dissertation – level 3 only</i>])		report	CD	
Have you produced an outline plan to show your project timeline?		Yes I did it as a mindmap	CD	
What will you need to achieve your project? eg tools, equipment, techniques and technologies		Tools, equipment, internet, books, papers	CD	
Will you or have you used a range of sources for your information?		Internet Books Newspaper	CD	
Is the information selected suitable and sufficient to fit the question/task/brief?			CD	
Have you identified any links with other areas of study or areas of interest which relate to your project?		Yes because it links to what I want to do in the future which is beauty	CD	
What skills need to be applied to use the information you have collected?		Researching skills and IcT skills, plus communication and analysis	CD	
Did you apply the tools, equipment, techniques and technologies to use the information that has been collected to complete your project?		I used some beauty books from my local beauty salon and books from the library	CD	
What outcomes/objectives have you achieved so far (mid-term review)?	Feb 2010	I have gained a good understanding of the project	CD	

Activity	Date	Detail	Supervisor's initials	Comments
Evaluation of own learning and performance so far (mid-term review).	Feb 2010	I found out about the history of makeup. I found this useful as it will help me in my career	CD	
			CD	

Activity	Date	Detail	Supervisor's initials	Comments
What have you changed after reviewing your work?		I have changed a few pages throughout the project as I felt it wasn't up to standard		
Final phase - Do you feel that you have achieved all of the outcomes/objectives of your project?				
Presentation of Portfolio <ul style="list-style-type: none"> written section (compulsory, even if the outcome is a performance or artefact) other evidence can be DVD, photographs, slides, CD, artefact, digital technologies etc 		Written report		
Describe how you have presented your project to an audience		Power point to other member of the group		
Have you evaluated your project, taking into account any feedback from your audience?		I have evaluated my project, I referred back to the title and took some feedback from the local beauty shop to back my evidence up		
Date of project submission to teacher	7 th May 2010			

Notes

This form should be used to record the progress of each learner and may also assist in forming a basis and justification for the mark awarded under each assessment criterion (for example, by indicating the level of support needed by the learner).

At Level 3 it is not intended that the supervisor gives any written feedback to the learner in the comments section. Verbal feedback may be given by the supervisor; this should not be recorded on this form. Learners may use the comments section for taking notes.

A copy of this form must accompany each learner's work when it is submitted for Moderation.

How the effect of Egyptian makeup has influenced modern day cosmetics?



Cosmetics have been used for years to enhance the natural beauty of women around the world. When used on stage or in movies, makeup takes on the role of its own. Makeup tends to cover who you really are and gain more confidence

because you think you look nicer.

However some people may wear makeup because they want to hide things up such as spots, blemishes bad skin etc.



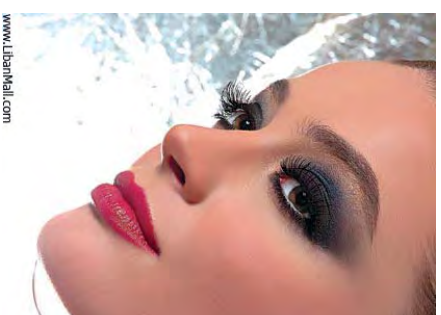
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Introduction

My level one project is to research how Egyptian make up has influenced the makeup throughout history and today.

I want to discuss how the makeup culture has changed from Egyptian times to now. To do this I will research the internet, some local beauty shops and magazines. I have chosen to get a whole variety of information to help me throughout the project. I have decided to choose this topic as I would like to go into the beauty industry when I leave education.



I will be looking at the materials being used today and compare them with materials used in Egyptian times. I will look into how they put make up on now and in the Egyptian times to see how many techniques are still used today.

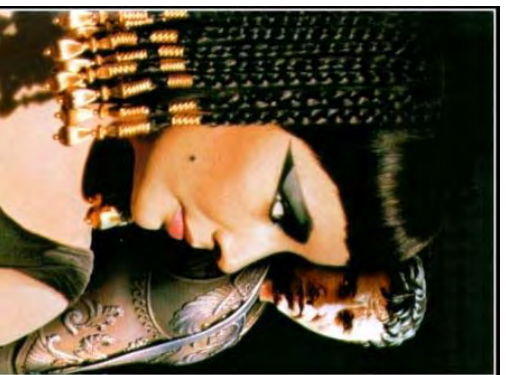
History

Egyptian makeup is the oldest makeup known to man. Since Egyptian times makeup has remained a part of society. Through the ages there have been many trends, for example in Elizabethan days women applied egg whites to their faces, medieval women wore lead based face powder which was very toxic and in Victorian times, although makeup was frowned upon, in private ladies reddened their lips and cheeks with beetroot juice and used glycerine as lip balm and mascara. There's no doubt that makeup is as popular today as it was in ancient Egyptian times.



The first archaeological evidence of cosmetics being used was found in Ancient Egypt around 4000 BC. The Romans also used cosmetics. The Romans and Ancient Egyptians used cosmetics containing mercury and white lead, not realizing these were dangerous.

In the Ancient Egyptian times both men and women wore distinct eye make up, rouge and perfumed oils that softened the skin which prevented burning in the sun and damage from the sandy winds. Not only did the men and women of Egypt wear makeup but also the statues of their god and goddess were decorated with all these different types of cosmetics. The higher in society the statues were of the person the more clothes and makeup they wore.

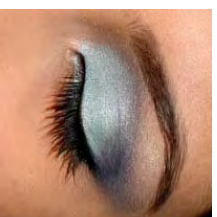


Red ochre was mixed with water to create a lipstick which was then painted on with a brush.

Egyptians also had their own version of nail varnish - henna. Henna was used not only to colour the nails but also the skin and hair. Today henna is used as a natural hair dye that gives the hair a reddish tint.

Eye Makeup Origin

Ancient Egyptian eye make up was extremely elaborate. The almond eye look was created and it is what Egyptian makeup is well known for. Eye make up had a long history in Ancient Egypt and both men and women were using it thousands of years ago. The eye makeup was used to colour their eye lashes, eye lids and eye brows and the favourite eye makeup colours were black and green. The powders used to create the eye makeup were ground on a palette then mixed with water to form a paste.



Eye paint is probably one of the makeup techniques that first springs to mind when we think of Egyptian faces.

Ancient Egypt is believed to be the pioneer of eye makeup. Egyptian people in pictures are usually drawn having ornamented eyes.

Ancient Egyptians had a wide extent of makeup utensils. One of them was kohl. It was believed that eye makeup could ward off evil spirits and improve eyesight. Even the poor wore eye makeup in ancient Egypt even though it was basic. The making of cosmetics during ancient was usually done by female slaves called Cosmetae.



As well as being used for decorative purposes, studies show that Egyptian eye makeup was also used for an holistic purpose. It represents the ancient Egypt's spiritual and medicinal customs as well by being a protective shield against the evil spirits.

According to their belief, an unadorned eye was an unprotected eye. This would make a person vulnerable to what they refer to as the "Evil Eye".

The Cats Eye

The early Egyptians held cats in high esteem. Their eyes were made to look the same as cats eyes in that they were darkened with makeup and almond shaped.

Kinds of Egyptian Eye Makeup

The ancient Egyptians had two kinds of eye makeup mesdemet and Udju. Mesdemet is a lead ore, which is dark grey in colour. The latter comes from

copper, more specifically green malachite.

The most commonly eye makeup look in Egyptian times was thick lines extended out to the sides.

Galena is said to be effective in protecting the eyes from the intense heat of the sun. It acts as a disinfectant as well. It contains properties that are helpful as a fly-deterrent.

Kohl

Kohl was the main ingredient used by the Egyptians to make their eyelashes look darker. It was also used to add length and volume to the lashes. Kohl was probably derived from charcoal or soot, galena or malachite.

It was applied around the eyes with a small stick that became the world's first makeup applicator.

To the right are kohl pencils used today

Makeup Preparation

The ancient Egyptians did not have any of the modern equipment used today. They had to make do with what they had, for example kitchen utensils were used to mix their makeup preparations. These included grinders, applicators and especially palettes.

Some of the Egyptians cosmetics involved preparation that used animal waste products such as fly dung, which we would probably not want to use today.

Perfumes

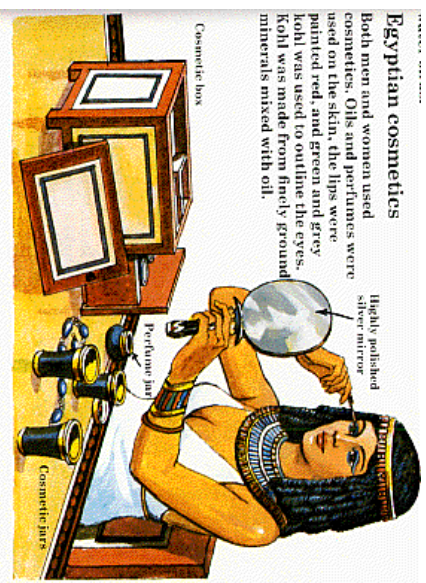
The Egyptians were also very much into fragrance. Most fragrances were oil based and contained essential oils such as various flowers, turpentine, cinnamon, even almonds. For solid perfume wax was added to the mixture.

Hair

Wigs were worn by both men and women. They were made of braided linen strips glued with beeswax. Women often wore false braids to fill out their own hair. Coverings of fine linen protected hair from the dust and sand that was always present.

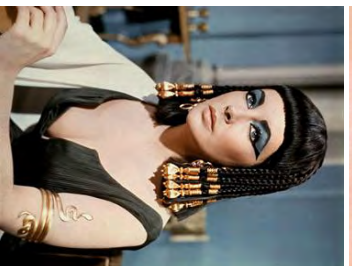
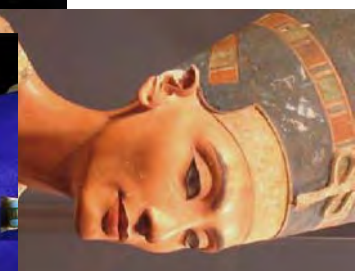
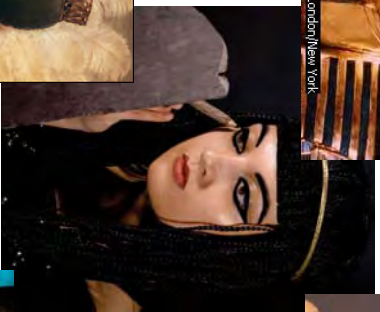
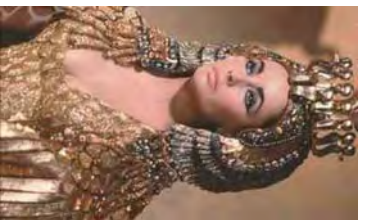
Skin

Egyptians spent a great deal of time making themselves look attractive. First,



they bathed in baking soda and water. Then large amounts of perfumed oils were applied to protect their bodies from the sun and hot, dry air. Women made perfumed wax balls which they placed in little hats on their heads. As the heat of the day softened the wax, little drops of melting oil ran down their necks and backs. This oil kept their bodies moist.

Here are some pictures of Egyptian makeup



Makeup through the ages

15th century

In the 15th century upper class ladies of northern Europe plucked their hairline to make their foreheads look higher, and they scraped their hair back under an elaborate head dress. In warmer weather women styled their hair in plaits and wore low jewelled turbans or caps. In higher classes if you had blond hair it was considered to be a sign of beauty. This meant that both men and women tried to turn their hair blond by using bleach, saffron or onion skin dye. People used to sit for hours in the sun wearing a crownless hat to try and bleach their hair.

16th century

During the 16th century men began to wear short hair and grew short beards and moustaches. Queen Elizabeth I set the female trends for this era with women from high society copying her naturally pale complexion and red hair by using white powder and wearing red wigs. The white lead powder was later found to be poisonous. Elizabethan ladies were inspired by the Italians and used lead-based rouge colour to give their cheeks a healthy glow. Colouring eyebrows, lips, and even blue veins, was done too with alabaster pencils. To hold all their make-up together they applied a thin glaze of egg-white paste.

18th century

The 18th century was when wealthy men wore white powdered wigs, which were tied back into a long braid at the back of the neck within a black silk bag or tied with a black bow. Some men wore their own hair in this style.

Victorian times

In the Victorian times makeup was applied to give a more natural beauty look, when women liked to be thought of as fragile ladies. They compared themselves to delicate flowers and made themselves look delicate and feminine.

Sometimes ladies discreetly used a little rouge on the cheeks, but makeup was frowned upon in general especially during 1870s when social etiquette was very important. Actresses however, were allowed to use makeup and it was worn by famous beautiful women such as Sarah Bernhardt and Lillie Langtry famous in the 1880s. Most cosmetic products available then were still either chemically dubious or found in the kitchen amongst food colourings, berries and beetroot.



Middle and upper class women used cosmetics less, but it was not abandoned completely. Other than face powders more brightly coloured makeup was used by prostitutes and actresses, who wore it only on stage. In

the 1840's women's hair was worn in a sleek style with it being oiled and smoothed down over the temples with long sausage curls at the side and later with a heavy knot of curls or plaits at the back.

A pale skin was a mark of gentility. It meant that a lady could afford to not work outdoors getting suntanned which was then considered vulgar and coarse. Rooms were shuttered with dark heavy velvet curtains to keep out the sun's rays. Ladies also tried to keep their neckline in good condition as it was often exposed in evening dress. Fine blue lines would be painted on the skin to increase the appearance of delicate translucent skin showing veins.

Hair

During this time it was thought that a woman's crowning glory was her hair. It was rarely cut, usually only in severe illness. False hair was also used, depending on the current fashion.

Nestle Permanent Hair Wave - Ladies wanted to look natural so many had their hair waved. By 1906 Charles Nestle invented the permanent wave. An electric heat machine was attached to the hair pads protecting the head and curled the hair.

Right is a picture of Charles Nestle using his electric machine to produce a Nestle waved hairstyles.



The Marcel Wave – In 1908 Marcel of France introduced a new form of hair waving called the 'Marcel Wave'. Following on from this, hairdressing techniques in Britain were revolutionized. The technique curled the hair with hot irons in a waved arrangement around the head. As well as Marcel waving, women also dyed their hair.

Face creams

After 1886, Harriet Hubbard Ayer founded various face creams and anti-ageing products. Before that, little that was satisfactory had been available.

The Edwardian era

At the beginning of the Industrial Age there were big changes. By the Edwardian era lots of cosmetics were sold. Anti-deodorants first appeared in the 1890s with aluminium chloride as the active ingredient.

One effect of cosmetics is that they highlight the sexuality of the women who wear them, by emphasizing lips and eyes and reddening cheeks. Therefore, for much of the nineteenth century those of the middle and upper classes did not consider makeup respectable.

20th century

By the early decades of the twentieth century this view began to change. Women gained the right to vote and began to gain other freedoms as well. The start of World War I in 1914 gave an opportunity for women to have more public roles, as they took over the jobs of men who had gone to war. When the war ended in 1918 these modern, more independent women were not content with the old styles. They wanted fashion that was fun, sexy, and free, and the generous use of cosmetics was part of the new, daring image.

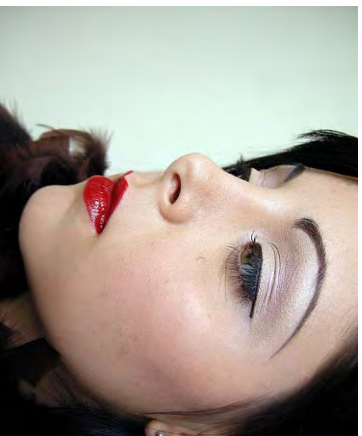
1920s



Modern young women of the 1920s, called 'flappers', used heavy lipstick in dark reds with names like 'oxblood'. They reddened their cheeks with rouge, and as hemlines on skirts and dresses were going up, many rouged their knees as well.

This is an example of how hair and makeup has influenced the looks we achieve today – this picture could have been taken in the 1920s or yesterday! Note the dark eyes and brows similar to the Ancient Egyptian look.

1930s



Lipstick began to be redder throughout the 1930s with the colour changing every year. In those days they applied their lipstick thickly. Eyebrows were plucked to a thinner pencil line in the 1930s than the 1920s. Sometimes they were completely plucked and so a pencil was used to make the line. Some women even shaved their eyebrows with disastrous end results as the brows never grew back. There was also a fashion for false eyelashes.

1940s



At the outbreak of World War II there were hard times ahead, but women still wanted to look beautiful. Wartime propaganda encouraged women to make the most of themselves, no matter if they were working in a munitions factory, staying at home or were in the services. Various brands of leg makeup could be bought because of the short supply of stockings. Women drew seams down the back of their legs with eyebrow pencil – this gave the appearance of wearing stockings.

Red lipstick was seen as a symbol of patriotism during this time. It didn't only make women feel more feminine, it made them feel like they were defying the difficult times that were happening around them. When lipstick wasn't available, beetroot juice was used.

Below are some of the tricks women did to make themselves look beautiful:

1. Gravy browning as fake tan
2. Blend lipstick on cheeks for rouge
3. Pencil up legs as pretend tights
4. Wear bright red lipstick for a touch of glamour
5. Blondes use lemon in their hair, brunettes use vinegar
6. Fine soap in hair and massage into the scalp for sweet smelling locks
7. Make homemade face mask, using oats, lemon and milk
8. No need for a hairdresser - just some hair pins and creativity.
9. Use talc on face, as a replacement for smooth face powder
10. Rag hair – no need for curlers just old rags!

1950s

Once American women gained the vote, the newly liberated woman showed how free she was by displaying her right to speak out and red lipstick became very popular. From the 1930s through the 1950s, the looks of various movie stars whose faces became well known e.g. Audrey Hepburn type eyeliner has been seen on the catwalks ever since she made it to the big screen.



Glamorous women at home put their hair up so it would not get in the way when they did their housework. This became a popular image. Many women spent a lot of time making themselves look beautiful. Along with a pale complexion and brightly coloured lips, the 'doe eye' was fashionable, and was created with shadow on the lids, eyebrow pencil, mascara and eyeliner applied very heavily – again similar to Ancient Egyptian styles.

1960s

The 1960s brought a lot of makeup changes, from white lips and Egyptian style eyeliner to fantasy images like butterflies painted on faces.



1970's

During this decade, bare and natural eyes were the trend with the use of light pastel eye shadows, silvery or pale blue liner and a light mascara.

1980's

Punk and goth styles with very heavy eye makeup became popular during this time. As well as this, lots of coloured mascara and blue eye shadow were common and became the basic makeup style.

1990's/today

While the 1980's gave us overdone looks, the 1990's makeup was more subdued, it being more natural, as it is today, but dramatic makeup styles have still never gone away.

There are simply many makeup styles to choose from especially from years past.



Well know producers of makeup

Women such as Elizabeth Arden (1884–1966), Madame C. J. Walker (1867–1919), and Helena Rubenstein (1870–1965) formed companies to sell the newly popular cosmetics. Cosmetics began to be packaged in portable containers such as tubes for lipstick and decorative flat containers called compacts for powder. It not only became fashionable for women to carry cosmetics with them wherever they went, but for the first time stylish women



applied their makeup in public, using a small mirror in the lid of their powder compact.

Ancient Egyptian makeup versus 21st century makeup

Ancient Egyptian

The ancient Egyptians used different types of eye makeup:

- The Udiu - made out of green malachite (copper ore) which they got from the mines in Sinai.
- Kohl - made out of galena or lead sulfide that were taken either from the coasts of the Red Sea or around the upper areas of Egypt. They used this (along with soot) as black eyeliners.
- Saffron - This was an expensive yellow-coloured spice that they used as eye shadow.
- Jasper - mineral that they ground finely to serve as medicinal eye treatments.
- Burnt Almonds - used these along with minerals to create eye and brow colour.
- They used goose fat to create cosmetic pastes.

- Ceruse - a white lead pigment they used to lighten their faces.
- Fat - used goose or bear fat as wax base in adding pigments.
- Red ochre - used this type of red clay for adding colour to their lips and cheeks.
- Wine - dregs from wine were used as their form of ancient lipstick.
- Chalk - was also used to whiten the face.

Egyptian make up was all about a white face, dark brows and lashes, and nice, red lips.

21st century

- Lipstick, lip gloss, lip liner, lip plumper, lip balm, lip conditioner, lip primer, and lip boosters.
- Foundation, used to smooth out the face and cover spots or uneven skin coloration. Usually a liquid, cream, or powder. Foundation is often applied before.
- Powder, which is used to set the foundation, gives a matte finish, and also conceals small flaws or blemishes.
- Rouge, blush or blusher, cheek colouring is used to bring out the colour in the cheeks and make the cheekbones appear more defined. This comes in powder, cream, and liquid forms.
- Bronzer, used to give skin a bit of colour by adding a golden or bronze glow.
- Mascara is used to darken, lengthen, and thicken the eyelashes. It is available in natural colours such as brown and black, but also comes in bright colours such as blue, pink, or purple. There are many different formulas, including waterproof and is often used after an eyelash curler and mascara primer.
- Eye liner, eye shadow, eye shimmer, and glitter eye pencils as well as different colour pencils used to colour and emphasize the eyelids (larger eyes give a more youthful appearance).
- Eyebrow pencils, creams, waxes, gels and powders are used to colour and define the brows.
- Nail polish, used to colour the fingernails and toenails.
- Concealer, Makeup used to cover any imperfections of the skin.



Conclusion

Throughout my research I have found out that throughout the ages and today women have been influenced by the use of makeup from Ancient Egypt.

Examples are:

- Eye liner
- Eye colours
- Face creams
- Eyebrows
- Lipstick
- Face powder
- Body oils/ moisturisers
- Hair oils
- Perfume
- Hair dye/moisturisers
- Hair extensions/wigs

Also eye make up styles are very similar to those styles of the ancient Egyptians e.g. outlining of eyes, colouring eyelids, etc.

Some of the reasons for using makeup is the same today as in Ancient Egypt, for example it is to make women look beautiful, hide spots and blemishes and make them feel better.

Today there is a difference in price and packaging of makeup. Women who have limited money are more likely to buy cheaper makeup, such as Boots No 17, whereas those with more money would perhaps buy a more expensive brand of makeup such as Lancome or Elizabeth Arden. In Ancient Egypt the poorer women still wore makeup although it was basic.

Although the ingredients used are different today the effect of makeup is still the same as it was in Ancient Egyptian times.

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