

General Certificate of Education  
June 2005  
Advanced Subsidiary Examination



**HOME ECONOMICS** **HEC3**  
**UNIT 3 Textiles Product Assessment and Analysis Task**

Monday 23 May 2005 1.30 pm to 4.30 pm (Session 1)

Tuesday 24 May 2005 9.00 am to 12.00 noon (Session 2)

**In addition to this paper you will require:**

- a 12-page answer book;
- your research material;
- scissors, glue.

**You may use a calculator.**

Time allowed: 6 hours in two 3-hour sessions

**Instructions to candidates**

- Attempt **one** task only.
- You may use the research material you have collected.
- You may **not** add to your research material after Session 1 has started.
- You may use all or part of Session 1 to order your research before you begin writing your response to the Task.
- You will not have access to your research material or answer book between Session 1 and Session 2.
- Your response, including any relevant research material, should be done in the 12-page answer book provided.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HEC3.
- Use a blue or black ink (or ball-point) pen. Pencil should only be used for drawing.
- Do all rough work in the answer book. Cross through any work you do not want marked.
- If you need extra paper, use additional answer sheets.
- At the end of Session 2, hand in both your answer book and all your research material to the invigilator.

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Attempt **one** task only, based on the topic you have researched.

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**Topic 1**

Children enjoy dressing up in spectacular clothes as part of pretend play. Investigate children's dressing-up costumes associated with characters found in children's literature. Include some ideas for your **own** designs.

Research fabrics, components and construction techniques for a range of exciting garments you could make.

**Task**

Using the information gained from your research, prepare an illustrated report to show your ideas for a range of children's dressing-up clothes and accessories based on characters found in children's literature.

Describe the fabrics and components you would use and explain why you consider them to be appropriate.

Give advice on the construction techniques to be used to achieve special effects in the clothes.

**Topic 2**

It is said that British men and women find it difficult to dress 'smart and casual' for work.

Investigate smart casual clothing and accessories available to men and/or women.

Include some ideas for your **own** designs.

Research fabrics, components and construction techniques for a range of garments you could make.

Consider ways in which such clothing might be kept looking smart.

**Task**

Using the information gained from your research, prepare an illustrated report to show your ideas for a range of smart casual clothing for men and/or women in the workplace.

Indicate the fabrics and colourways you would use to develop the theme of 'smart and casual'.

Suggest a range of accessories which might be worn with the clothes you have shown.

Give advice on the construction techniques to be used when making one garment.

Describe the care needed to ensure the clothes stay looking smart.

**Topic 3**

Many people have a second home for holidays and to rent to other holiday-makers. Investigate furnishings for a holiday home including ideas for your **own** designs based on the theme of 'hot and spicy'.

Research fabrics, components and construction techniques for a range of furnishings you could make.

**Task**

Using the information gained from your research, prepare an illustrated report to show your ideas for a range of furnishings for a holiday home. Base your ideas on the theme of 'hot and spicy'.

Describe the fabrics and components you would use. Explain why you consider them suitable for the furnishings and how they would develop the theme.

Give advice on the construction techniques to be used.

**Topic 4**

Primary school children often use textile products to help them understand the world in which they live. Colour and texture are important in such products.

Investigate fabric pictures for primary school children including ideas for your **own** designs to be based on the theme of 'nature'.

Research fabrics, components, construction and decorative techniques for a range of textile pictures you could make.

**Task**

Using the information gained from your research, prepare an illustrated report to show your ideas for a range of textile pictures to help primary school children learn about the natural world.

Describe the fabrics and components you would use and explain why you consider them to be appropriate.

Explain how you have used colour and texture in the pictures.

Give advice on the decorative techniques to be used, including at least one which achieves texture.

**THERE ARE NO TASKS ON THIS PAGE**