
Level 3 Technical Level

ENTERTAINMENT

TECHNOLOGY

Unit 1 Business for video games
Report on the Examination

6610
January 2018

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2017 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Comments

Two colleges entered students for this examination, with a total of nine students. It is difficult to make any firm conclusions with such a small entry.

Section A

Questions 1-8 (multiple choice)

Q6 and Q1 appeared to have been the hardest. Only one student got Q6 right, and none got Q1 right.

Interestingly, Q1 related to types of finance management (cashflow, financial accounts, managements accounts). This area of content was targeted in the previous examination and also proved difficult on that occasion.

Q6 related to project management styles and proved to be a fairly difficult question, although it is a very important basic piece of information that all students should understand.

Q4 was the most correctly answered, and Q5, 7 and 8 also had fairly high correct response rates.

It was pleasing to note that Q4 was the most correctly answered, because it related to Seed Enterprise Investment Schemes and this is a fairly complex area.

No student answered all eight questions correctly. The highest marks were 6 out of 8, which only one of the nine students attained.

Question 9

The marks for this question were often good. Whilst two students got zero, the others all got between 4 and 6 marks, which was the maximum available.

Question 10

This appears to have been one of the hardest questions. Three students did not attempt it, and of those that did, the marks spread from 0-2 (out of 6).

Whilst this was one of the more challenging questions in the paper and on one of the more complex areas within the unit, it was possible to achieve all the marks.

Question 11

All but one student attempted this question. Marks varied from 1-4 (out of 6). Most of the students seemed to know at least one type of organisation that gives funding, but almost none were able to correctly explain why they would, or would not, be suitable. It seemed that many students did not understand what 'equity' means.

Question 12

This question attracted the lowest marks of all. Four students did not attempt it. Of those that did, all achieved 0 except for one student who got 2 marks.

Interestingly, the topic of this question was in a similar area to that of Q10, which achieved the second lowest marks on the paper. Teachers are advised to ensure that they are effectively covering this area of the specification.

Question 13

The highest mark on this was 3. The question required only a knowledge of roles within the industry, which is clearly on the specification. It was therefore surprising that performance was not higher.

Question 14

Between 3-5 marks were awarded on average but there was inconsistency across the centres that entered. The students who did get marks had a good knowledge of the basics of the subject matter.

Question 15

This question had a broad range of marks from 1-6.

Whilst it was intended that students would answer related to business models, some students focussed on genre or platform. Where the question was consistently answered with one of these, the answers were accepted.

Question 16

This question had a broad range of marks from 0-12, although the distribution did skew towards the low end. It appeared that most students did not understand what was included in a marketing strategy, which indicated that this subject matter was often not well understood.

Question 17

Marks for this question varied according to the extent of the understanding of the subject matter. The more in depth nature of the question proved challenging for many.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.