
TECH-LEVEL ENTERTAINMENT TECHNOLOGY

Digital Asset Management T/507/6611
Report on the Examination

TVQ01024 / TVQ01025
January 2019

Version: 0.1

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

Copyright © 2019 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

Students failed to demonstrate their technical knowledge in the questions with most of the marks being picked up in the less technical questions towards the end of the paper. Many responses demonstrated a common sense approach and basic understanding, however a lot of answers lacked the ability to convey real depth of knowledge expected from students who have covered all the content in this unit. The content assessed in questions 9 – 15 appeared to be an issue for students and showed a gap in their knowledge.

Section A

Multiple choice 1- 8

Generally, these were attempted reasonably well showing some signs of understanding the core concepts being questioned. Areas lacking firm understanding included question 7 on the topic of cumulative backups.

Question 9

The ability to identify the meaning of interoperability was partially attempted by most students, although very few had a full appreciation of the concept.

Many students could identify two standard bodies but the rest of the knowledge displayed showed limitations in what such bodies are designed to do.

Question 10

The concept of version control and distributed version control was not well answered by the students in this session. There were some good attempts made to apply general ICT based theory to collaborative working but the main points were not well covered.

Question 11

Not all students attempted this question. Where they did, sensible application of general ICT knowledge was applied but did not go into enough detail to gain full marks. The real concepts and explanations required were often limited in scope or not present in the responses given.

Question 12

Students did not score well on this. The focus was on remote backup and students did not seem to understand this concept or its characteristics. The second part of the question followed a similar pattern with only a vague understanding of the concept being given where few marks were awarded. The detail in answers on the principles of backup were given from a 'common sense stance' but not in the detail required for the level of this qualification.

Question 13

Students did not score well on this section and vague responses were given throughout that showed a basic to general understanding of data security and protection. There are many concepts that could have been explored like 'staff training' or "physical protection" or 'back up power supplies/UPS', but most students were not able to develop their responses adequately.

Question 14

Many students secured several marks identifying works covered by copyright. However, the second part of the question was not well responded to by almost half of the students. ‘Fair use’ is a concept that is designed to be covered with copyright legislation.

Question 15

Few students scored higher than one mark for each part of this question, with many scoring zero for each attempt. The responses given displayed a lack of engagement with the concepts being tested. Only a small proportion of student showed a clear understanding of what was actually being asked.

Question 16

For the first part, all students were able to score some marks by identifying suitable storage types and giving basic characteristics. Students often did not show enough depth of knowledge to gain further marks by discussing features of such devices with real authority.

The second section, again, saw all students secure some marks, with several almost achieving the full range available. Students would be served well by comparing the uses and features of storage devices and the appropriateness for a given task as preparation. The students who understood and could suggest that CDs were now becoming superseded by flash storage tended to score well. Recognising that new equipment might not have a CD drive also showed depth of knowledge and the ability to put the question into context.

Question 17

The first section demonstrated a very good level of understanding from most of the cohort. The material had clearly been covered well and understanding was apparent across the papers. This was a particularly strong section for the students who sat the exam.

For the second section, responses mainly leaned towards quality and/or transfer rate. More needs to be developed on scale and scope of file format use beyond these principles for further marks to be achieved.

The final section was well attempted with most students securing some marks. Several achieved them all. It was clear, that in some cases, students had no idea what old style camera film was, looks like or how vulnerable it is to being exposed to sunlight. Also, answers responding to ‘tape’ need to be clear that it can be torn, cut, pulled apart or creased.

Mark Ranges and Award of Grades

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