
Tech-Level **ENTERTAINMENT TECHNOLOGY**

ENVIRONMENTAL ART J/507/6614 A
Report on the Examination

TVQ01022 TVW01023 TVW01024 TVQ01025
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Task 1 – Merging a and c.

There were a few examples where learners had merged tasks a and c, including spline aspects of on part of their polygon modelled assets. Ideally the spline assets should be unique pieces, additional modelling techniques can and in many cases, should be used to refine the models but the initial creation should rely on spline modelling techniques such as loft and lathe or be produced using a spline with thickness (for cables).

Task 1 – Not Enough Examples for parts c and d.

Generally, learners completed this task well however there were multiple instances where not enough elements were completed for parts (c) and (d). Where the task requested a specific number of assets (models), in several cases, learners provided too few examples.

Task 2 - FX Textures

When referring to decals, this is being mis-interpreted as a 'stamp' or cut out / transparency enabled image being applied to a texture atlas instead of the texture being a separate texture used as a decal on a plane or a decal actor in a games engine such as Unreal Engine 4.

Task 3 – Fly Through and Turntable

The two videos methods of presentation are being combined resulting in a result which doesn't meet the intended purpose of either presentation method. Learners are managing to show the ability to create and render (c) and (d) the videos but they would benefit from being separate videos.

Task 3 - Skybox

Most learners that attempted part e) completed it well, meeting the D2 criteria.

Task 4 – Presentation of Assets

This task (b) was often confused with Task 3 part (a). Provided the various models were presented, the P11 criteria was awarded however the presentation of the individual pieces could be clearer, showing each of the pieces as a 'set' in a scene, laid out so each piece can be identified.

General Presentation of Work

There is a mixture of methods of presenting the work for assessment. Some centres are using PDF and others are using PowerPoints. Whilst both methods are fine, the PowerPoint approach (compared to creating a word document to convert to pdf) seems restrictive in how learners present and discuss the work.

Mark Ranges and Award of Grades

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