
LEVEL 3 TECH LEVEL ENTERTAINMENT TECHNOLOGY: VIDEO GAMES

**Unit 1: Business for Video Games
Report on the Examination**

**M/507/6610
June 2018**

Version: 1.0

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

Copyright © 2018 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

The examination performed better than the previous two exams. Whereas in the previous exams it appeared that the unit content was not being taught in many cases, this appears to be less common now, with students doing better overall, and a mix of grades within colleges.

The most successful students showed an understanding of the material and in some cases an ability to analyse and evaluate, however there were still no students who attained a distinction and very few who attained a merit. Therefore, whilst this is still a new course and there has been an improvement year on year, there is still a long way to go to get to the point where the students are being taught the unit as effectively as possible.

In terms of specific areas that appear to be lacking, the two that stood out were:

- Analytics with Q7 and Q17 having extremely poor responses, which indicated strongly that the material is not being taught.
- It seems that students are still in many cases considering games from a consumer perspective rather than industry perspective. This was evident in particular in Q13, Q15 and Q16.

With the SAM and schemes of work having been updated, I believe this may have contributed to the increased success. I believe that an update to the Unit itself may further assist in this moving forward, but the teachers may need more direct support to teach the unit in many cases.

Section A

Questions 1-8 (multiple choice)

Most questions answered as expected. The highest correct answers were Q1 (71/88), and the lowest being Q3 (26/88 – AO2 financing) and Q7 (28/88 – A04 analytics).

Question 9

Almost half of the students got more than 3 marks for this question, and only four got zero marks. However, only six students got full marks.

The students mostly showed some understanding of the different types of offices, but there was a broad misunderstanding, but in a consistent way, of what some of the advantages and disadvantages of each type of office were, which implied that the material may have been taught incorrectly, or not taught.

Question 10

This question was intended as one of the most challenging on the paper, and this reflected in the mark scheme. Only 11 students got more than 3 marks, and nearly half got zero marks.

Question 11

Only 12 students got more than 3 marks in this question and ten got zero marks. This question was intended to be one of the more accessible questions on the paper, but many students seemed to

not understand what was required to start trading, versus what were activities undertaken once trading.

Question 12

54/88 students got over 3 marks on this question, with 17 getting full marks. This proved to be one of the highest success questions on the paper, which was as intended as it was designed to be an accessible question.

Question 13

Just under half of students got over 3 marks on this question. This question had a broad range of marks. There appeared to be a fairly consistent misunderstanding between the terms 'alpha milestone' and 'alpha testing', with many students not understanding the difference. This again indicated a lack of teaching of the terms, or incorrect teaching, and implied that students were looking at game development from a consumer, rather than industry point of view.

Question 14

On this question, students did better on part a than part b, with 18 getting full 3 marks vs only 8, and 28 vs 40 getting zero marks.

This question did not perform as expected. Whilst having to think of three advantages and three disadvantages may have been somewhat challenging, the overall level of response was poor. It appeared that students may not have been taught the unit content, in particular they seemed to lack knowledge of the waterfall method.

Question 15

31 students got over 3 marks, with 16 getting full marks and 23 getting zero. This showed a big variation in marks, with the highest numbers of full marks in this section.

The reason for this seemed to be that some students understood the term 'key feature' and others did not. Again, this appeared to be because some students were looking at the game as a consumer, rather than breaking down the game into its parts, as someone in industry would do. The ones who did well however, really seemed to grasp this concept.

Section B

Question 16

This question had a broad variation on marks, primarily because some students did not seem to know what 'SWOT' was and therefore were not able to gain many or any marks. This indicated they had not been taught this basic, fundamental concept.

Of those that did know the term, many did not seem to understand that strengths and weaknesses are internal, and opportunities and threats, external, therefore they lost marks even though the points they were making may have been correct.

Only seven students got over 10 marks, which essentially required a full understanding of the term, and an ability to analyse the business not only in terms of internal challenges, but also external ones. The ones who received the highest marks were able to demonstrate an understanding of how the environment in which the business is based affects their ability to grow. For example,

Brexit is such a big challenge for businesses right now, in particular regarding hiring staff (which was specifically mentioned in the question) but yet only one student mentioned this.

Question 17

Only 13 students got over 5 marks on this question, with none getting over 10. Whilst this question was intended to be challenging in terms of drawing conclusions, the other elements, where the students were asked to explain the terms used, should have been relatively straightforward. However the material appeared not to have been taught in almost all cases. This indicates that analytics and forecasting is not being taught to anywhere near the level expected.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)