OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

IT

Cambridge TECHNICALS 2016

Unit 15

Games creation

Model assignment

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Contents

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how IT practitioners would use game creation, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

- The assignment should take between 10 and 12 hours.
- Learners will require access to appropriate game design software. Learners should be familiar with game design software before they start the assignment.
- Tutors must support learners by providing the appropriate game design software for use as evidence of the operational game in play.

Information to support the scenario/tasks

Tutors should support learners to make sure their game design is obtainable in the creation time allocated. Game design expectations must be realistic. Factors to consider include:

- number of levels;
- number of characters;
- complexity of game play.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For Task 1 the internet will be required for research on the fundamentals of games design.
- For Task 2 suitable presentation or report writing software and software/media suitable for recording feedback is needed. This could be video, digital recording or online forms, e.g. Google forms.
- For Task 3 access to appropriate game design software is needed.
- For Task 4 suitable presentation or report writing software will be required.

Time

You should plan for learners to have 10–12 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Award in Digital Business Technologies, or the Digital Software Practitioner pathway in the Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q **What do I need to do to pass this assignment?**

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q **What do I need to do if I want to get a merit or distinction for this assignment?**

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q **What help will I get?**

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q **What if I don't understand something?**

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q **I've been told I must not plagiarise. What does this mean?**

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q **What is referencing and where can I find out more information about it?**

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.

Q ***Can I work in a group?***

A This assignment hasn't been written to include group work.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Scenario

Progress Game Hut

Part A

You are a junior game designer at Progress Game Hut. To gain a promotion as a fully endorsed game designer your manager, Harry has asked you to explain to the rest of the game design team the fundamental concepts of game design.

Part B

Design, create, test and evaluate a game.

You have now been allocated a new assignment. Harry wants Progress Game Hut to release a new gaming concept for each blockbuster movie as they are released throughout the year. Your brief is to choose a film from future movie releases and design a game to promote the movie. You could choose a concept linked to a franchise e.g. '007', 'Star Wars', 'Toy Story', 'Despicable Me' or a completely new blockbuster. The aim of the game is to promote the new film through entertainment and cliff hangers. Harry aims to release the games at the same time as the blockbuster hits the cinema's. He has asked you to think carefully about the target audience.

Task 1: Fundamentals of game design

(This task should take between 1 and 2 hours.)

Learning Outcome 1: Know the fundamentals of game design

Your task is to: describe the fundamentals of game design.

Pass	Merit	Distinction
P1: Describe the fundamentals of game design		
Evidence		
An online review, report or video presentation. This must include: • different types/genres of games; • how a player's interest is maintained; • different types of gaming; • the psychological factors of game design.		

Task 2: Produce a game design

(This task should take between 3 and 4 hours.)

Learning Outcome 2: Be able to generate game designs

Your task is to: present an original game concept to stakeholders and obtain feedback. Using the feedback, create a game design that can be created by a third party.

Pass	Merit	Distinction
P2: Outline the game concept	M1: Justify how the concept meets the purpose and features of the game	
P3: Present the game concept to stakeholders to obtain feedback		
P4: Produce the design for the game concept based on feedback		
Evidence		

A video, a presentation with speaker notes or a formal report.

This must include:

- the game concept;
- justification of how the concept meets the purpose and features of the game.

A video, an online survey or a questionnaire.

This must include:

- feedback from stakeholders.

Storyboards in a report or a prototype.

This must include:

- a game design based on feedback.

Task 3: Create the game

(This task should take 5 hours.)

Learning Outcome 3: Be able to create games from game designs

Your task is to: use appropriate software to create and test the game you designed in Task 2.

Pass	Merit	Distinction
P5: Create the game	M2: Test the functionality of the game	D1: Evaluate the game against the design specification
Evidence		
Gaming documentation. This must include: • an operational game; • a completed test plan, testing the functionality of the game against its design; • an evaluation of the game in relation to the design specification. This should consider: • suitability for target audience; • level of engagement; • playability; • aesthetics; • extendibility.		

Task 4: Recommend additional features for game design

(This task should take 1 hour.)

Learning Outcome 4: Be able to recommend additional features for game designs

The stakeholders are very interested in your game design and would like you to provide them with information relating to additional features and multi-platform opportunities.

Your task is to: present to stakeholders how your game could be further enhanced by recommending additional features.

Pass	Merit	Distinction
P6: Recommend additional features to improve game design	M3: Consider how the additional features would enhance the original game design	D2: Justify how the game design could be supported on multi-platform
Evidence		
Report, podcast, or presentation. This must include: • additional features to enhance the game design. • how these additional features are beneficial to both the game and the player • how the game design could be supported on different platforms. This could include the requirements of different devices or operating systems.		

OCR Level 2 Cambridge Technicals in IT
Unit 15: Games creation

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described the fundamentals of game design?	
P2: Outlined the game concept?	
P3: Presented the game concept to stakeholders to obtain feedback?	
P4: Produced the design for the game concept based on feedback?	
P5: Created the game?	
P6: Recommended additional features to improve game design?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Justified how the concept meets the purpose and features of the game?	
M2: Tested the functionality of the game?	
M3: Considered how the additional features would enhance the original game design?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Evaluated the game against the design specification?	
D2: Justified how the game design could be supported on multi-platforms?	

To find out more
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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**

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