

Live Assessment Material

Model Assignment 1

OCR Level 1/2 Cambridge National Award in Creative iMedia
OCR Level 1/2 Cambridge National Certificate in Creative iMedia
OCR Level 1/2 Cambridge National Diploma in Creative iMedia
Unit R091: Designing a Game Concept

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R091
- certification codes Award J807 / Certificate J817 / Diploma J827.

Duration: approximately 10 hours

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Model Assignment: Information for Learners

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Unit R091: Designing a Game Concept

Scenario for the assignment – A Game to improve road safety

You have been asked to write a proposal for a new game which will help to improve road safety. Your client is a government department that wants a game-based learning method to replace the 'public information films' produced by the Central Information Office to inform and educate the public.

The game must be aimed at a target audience of 12–18 year olds. It could focus on some or all of the following groups of road users:

- pedestrians
- cyclists
- drivers of motor vehicles.

Any computer game that allows the target audience to develop or practise some or all of the following skills would be appropriate:

- reaction times
- judging speed and direction
- observation
- avoiding obstacles.

The game proposal must explain your chosen game components, narrative and gameplay. The client has no preference for any particular platform or hardware for the game.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Important

- You will need to have access to the marking criteria. Your teacher can explain the marking criteria if you need further clarification.
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.

Your Tasks

The tasks should take approximately 10 hours to complete.

Task 1: Explore digital game types and platforms

Learning Outcome (LO) 1 is assessed in this task.

Before you create your game proposal, you need to understand gaming and games platforms and consider how effectively particular platforms can meet the client's requirements.

You need to:

- investigate how digital games and game platforms have evolved over time
- compare the capabilities and limitations of different gaming platforms
- investigate the characteristics of digital games across different genres
- explain the game objectives from different digital games.

Present your findings in a report or a presentation.

Task 2: Plan and design a digital game concept

Parts of LO2 are assessed in this task.

Identifying the client's requirements

You need to:

- describe how the client's requirements will be met in the game idea
- identify what criteria must be met for the game to be successful
- identify the target audience and how the game will appeal to them

Present your findings in a report or a presentation.

Task 3: Producing a digital game proposal

Parts of LO2 and LO3 are assessed in this task.

Producing a game proposal

You need to:

- generate a number of ideas for a game which will meet the client's requirements
- identify the game outlines for each idea and how they would meet the criteria for the game
- choose one idea and give reasons for your choice
- create a proposal for your digital game
- identify the design constraints and opportunities for the new game idea
- create visualisations of the game and its components
- present your ideas in an appropriate way.

Legal restrictions

The digital game will be used in a commercial context. You need to consider any legal issues and restrictions on assets, ideas and concepts.

Present your findings in a report or a presentation.

Task 4: Reviewing the digital game proposal

LO4 is assessed in this task.

Now you have created your game proposal, you need to consider how you have met the client's requirements. You also need to consider how well the game components, narrative and gameplay combine to make a playable game, and identify any improvements that could be made.

Reviewing the game proposal

You need to:

- review how the components, narratives and game play work together to meet the client's requirements
- explain how and where the game idea could be improved
- describe areas for further development, giving reasons for your choices

Present your ideas in a report or a presentation.

Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk.
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the Information for Learners section of this assignment.
- 2.2 We have estimated that it will take approximately 10 hours to complete all tasks. Learners would need approximately 2 hours to complete Task 1, 2 hours to complete Task 2, 5 hours to complete Task 3 and 1 hour to complete Task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time is allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and, therefore, it is permissible for evidence to be produced over several sessions.
- 2.3 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task in the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under the section 'Permitted changes'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners regarding the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead, centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 The centre assessed units).

Permitted changes:

The model assignment can be modified in terms of the areas described below, with the permission of OCR, but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks.

- The type of evidence and the format each takes may vary, **with the exception of:**
 - a report or presentation on digital gaming platforms and the evolution of games
 - visualisation diagrams or sketches of game components
 - a formal review.

The above are **required types of evidence**; however the formats of these may vary.

- A logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements. For example, it may suit learners better to attempt Task 2 before Task 1, or to consider the legal restrictions before generating the game proposal in Task 3.
- The learner's assignment can be contextualised or amended to suit local needs. While the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. The client type and specific game theme and requirements may all be altered if this better suits teachers and/or learners.
- Any additional client requirements that fit in with the brief of producing a digital game proposal may be included, providing this does not fall outside the content of the unit, and is reasonable to expect learners to understand and be able to achieve.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

OCR has ensured that in the language used and the tasks and scenario provided, we have avoided discrimination, bias and stereotyping, and support equality and diversity. In the development of qualifications and assessments, we use the guidance given in the Ofqual publication, *Fair Access by Design*. Notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment, we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication, *Fair Access by Design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.