

OCR-set Assignment

Cambridge National Certificate in Creative iMedia

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R091: Designing a Game Concept

For use from September 2020

This OCR-set assignment is to be used to provide evidence for the unit identified above.

Centres must not change any aspect of this assignment.

The OCR administrative codes associated with this unit are:

- Unit entry code R091
- Certification codes Certificate J817

The regulated qualification numbers associated with this unit are:

Certificate – 600/7043/2

Duration: Approximately 10 hours

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OCR-set Assignment

Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R091: Designing a game concept

General information for students

Q What do I need to do to complete this assignment?

A You need to attempt all tasks in this assignment. The assignment describes what work you have to do. It's really important that you do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

Q What help will I get?

A Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

Q What if I don't understand something?

A If you are not sure, always check with your teacher. They have instructions on how much help they are allowed to give you.

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 it off as your own. The work could come from the internet, a book, another student's coursework, course handouts and OCR teaching resources. It doesn't matter where it came from, it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about:

- A student is asked to describe or explain something and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.
- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.
- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

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

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. You can only be given marks for what you know and understand yourself, which cannot be shown by copying the words and ideas of others. 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: <https://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.pdf> or by watching the student guide to referencing video available here: <https://www.youtube.com/watch?v=uLHQD2bdurM>.

Q Can I work in a group?

- A Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what. Keep in mind that you cannot be given marks for what somebody else has done in the group.

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

- A For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.
- 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 marking criteria.
 - 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). If the assignment evidence is word-processed, you must ensure that your centre number, candidate number and the unit code appear on each page as a header or footer.
 - If you are unsure about what evidence you need, please ask your teacher.

Q Can I ask my teacher for feedback on my work?

- A We have given your teacher instructions on what kind of feedback they can give you. 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. You can use that reminder to try and improve your work yourself. They can say what they've noticed might be wrong with your own work. For example if you describe something where the marking criteria ask for an evaluation they can point that out to you. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it for yourself.

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

- A You should make sure any printed work is in the right order and that all electronic files are sensibly named.

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 teacher will tell you how to do this.

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

Q How will my work be assessed?

- A Your work will be marked by your teacher. They will use the information in the unit specific marking criteria grid to decide which mark band your work meets. The marking criteria grid is divided into three mark bands. Each one has a range of marks – for example Mark Band 1 = 1–4 marks; Mark Band 2 = 5–7 marks and Mark Band 3 = 8–9 marks. Your teacher will decide which mark band description most closely describes your evidence and then decide how many marks from the mark band to give your evidence. Each marking criteria grid is detailed in the specification and included in the relevant set assignment. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

Scenario for the assignment

Simulation game using virtual reality

Your task is to develop ideas and write a proposal for a teenage life simulation game that uses virtual reality.

The target audience for your game should be teenagers aged 14–16. It could focus on some or all of the following areas:

- home life
- social life
- school life
- hobbies and activities
- health and fitness
- lifestyle rules and consequences.

Consideration should be given to:

- the game world (earth or other planets) and environment
- people (humans or aliens) and their interactions
- what the player will do within the game
- how virtual reality could be used as part of the game.

The game concept and proposal should:

- have a positive and constructive view of teenage life
- identify the profile of your intended target audience
- identify the intended platform for the game
- explain your chosen game components, narrative and gameplay.

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 refer to the marking criteria grid. 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.
- You can use the templates provided on the OCR Creative iMedia web pages. Ask your teacher if you wish to use any other templates.

Your Tasks

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.

Make sure you summarise any investigation and research in your own words. Present your evidence in an appropriate way.

Tips

- Find examples of digital games and game platforms on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO1: Understand digital game types and platforms		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Produces a summary of digital gaming hardware platforms, reviewing a limited range of platforms from different generations which demonstrates a limited understanding.</p> <p>Demonstrates a basic understanding of gaming platform capabilities and limitations.</p>	<p>Produces a summary of digital gaming hardware platforms, reviewing a range of platforms from different generations which demonstrates a sound understanding.</p> <p>Demonstrates a sound understanding of gaming platform capabilities and limitations.</p>	<p>Produces a summary of digital gaming hardware platforms, reviewing a wide range of platforms from different generations which demonstrates a thorough understanding.</p> <p>Demonstrates a thorough understanding of gaming platform capabilities and limitations.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Produces a brief summary of the evolution of digital game characteristics from a limited range of genres.</p> <p>Gives explanations, with limited accuracy, of game objectives from a limited range of digital games.</p>	<p>Produces a clear summary of the evolution of digital game characteristics from a range of genres.</p> <p>Gives mostly accurate explanations of game objectives from a range of digital games.</p>	<p>A detailed analysis of digital games evolution and their characteristics from a wide range of genres.</p> <p>Gives fully accurate explanations of game objectives from a wide range of digital games.</p>

Task 2 – Plan and design a digital game concept

Learning Outcome (LO) 2 is assessed in this task.

Identify 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.

Ideas for the game concept:

- 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.

Present your evidence in an appropriate way.

Tips

- When generating your game ideas, work independently making your own choices and decisions
- If you use a template to present your game ideas, make sure the source is referenced
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO2: Be able to plan a digital game concept		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Produces an interpretation from the client/focus group requirements for a digital game concept which meets few of the requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Generates a few original ideas for a new game, with limited reference to key game play outlines and limited consideration of the success criteria.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client/focus group requirements for a digital game concept which meets most of the requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Generates some original ideas for a new game, with some reference to key game play outlines and some consideration of the success criteria.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client/focus group requirements for a digital game concept which fully meets the requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Generates many original ideas for a new game, with extensive and clear reference to key game play outlines and thorough consideration of the success criteria.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p>

Task 3 – Produce a digital game proposal

Learning Outcome (LO) 3 is assessed in this task.

Produce a game proposal

You need to:

- choose one idea and give reasons for your choice
- identify the design constraints and opportunities for the new game
- create a proposal for your digital game with explanations of the game components
- create visualisations for the game.

Tips

- When choosing your game idea and creating your digital game proposal, work independently making your own choices and decisions
- If you use a template for your digital game proposal, make sure the source is referenced
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Legal restrictions

The digital game will be used in a commercial context.

You need to:

- explain any legal issues and restrictions that need to be considered when producing the game concept.

Present your proposal in an appropriate way for use by a client. The final proposal must be submitted separately from your evidence of completing the assignment.

Tips

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO3: Be able to design a digital game proposal		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Identifies an idea for a game which makes limited reference to design constraints and lists a few opportunities which have limited appropriateness, given the original idea.</p> <p>Creates a game proposal with a brief explanation of some of the game components.</p> <p>Visualisations of the game are sometimes appropriate and concepts are presented with limited detail.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is occasionally accurate.</p> <p>Occasionally saves electronic files using appropriate file and folder names and structures.</p>	<p>Identifies an idea for a game which makes some reference to design constraints and lists some opportunities, most of which are appropriate, given the original idea.</p> <p>Creates a game proposal with a sound explanation of many of the game components.</p> <p>Visualisations of the game are mostly appropriate and concepts are clearly presented.</p> <p>Demonstrates a sound understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is mostly accurate.</p> <p>Mostly saves electronic files using file and folder names and structures which are consistent and appropriate.</p>	<p>Identifies an idea for a game which makes full and clear reference to design constraints and lists many opportunities, all of which are appropriate, given the original idea.</p> <p>Creates a game proposal with a detailed explanation of most of the game components.</p> <p>Visualisations of the game are consistently appropriate and concepts are clearly and comprehensively presented.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is consistently accurate.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p>

Task 4 – Review the digital game proposal

Learning Outcome (LO) 4 is assessed in this task.

Now you have created your game proposal, you need to consider whether 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.

Review 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 evidence in an appropriate way.

Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure the source is referenced

LO4: Be able to review a digital game proposal		
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Produces a game proposal review with a limited explanation of game components, narrative and game play.	Produces a game proposal review with a considered explanation of game components, narrative and game play.	Produces a game proposal review with a detailed and thorough explanation of game components, narrative and game play.
Shows limited consideration to the way in which elements integrate to form a playable game.	Shows some consideration to the way in which elements integrate to form a playable game.	Shows full consideration to the way in which elements integrate to form a playable game.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Review identifies areas for improvement and further development of the games design concept, some of which are appropriate and sometimes are explained .	Review identifies areas for improvement and further development of the games design concept, which are mostly appropriate and explained well .	Review identifies areas for improvement and further development of the games design concept, which are wholly appropriate and justified .

HOW TO REFERENCE & AVOID PLAGIARISM

What is referencing?

Giving details in your work about where your information came from.

What is plagiarism?

Taking someone else's work, words or ideas and passing them off as your own.



DO

- **REFERENCE** anything you've copied from websites or books
 - Always use quotation marks “ ”
 - Say where it's from and the date you got it
- **USE YOUR OWN WORDS** as well when asked to describe or explain something



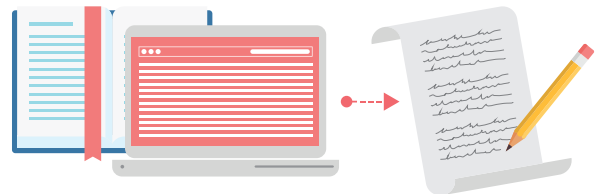
Why?

- A good way to get across your own opinions and thoughts
- Demonstrating your understanding helps get you marks



DON'T

- **JUST** copy from websites or books ... use it to support your own thoughts & ideas and make sure you **REFERENCE**



Consequences

- Copying without referencing looks like you're pretending it's your own words

This is known as plagiarism and **you could lose marks**

If you're not sure what this means for your assignment work, **ask your teacher.**

OCR-set Assignment

Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R091: Designing a Game Concept

Guidance on using this assignment

1 General guidance

- 1.1 Assessment for this qualification **must** adhere to *Instructions for Conducting Coursework* provided by JCQ.
- 1.2 Information on referencing and acceptable levels of support for students is covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.
- 1.3 OCR-set assignments must be used for summative assessment of students. They must not be used as practice materials. Students draw on their learning to respond to the assessment tasks in this set assignment. The rules for carrying out internal assessment are in the specification in Section 4. Pay particular attention to rules on:
 - Feedback
 - Templates
 - Revising and redrafting work
 - Authentication

Some of these rules are covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

2 Before carrying out the assignment

- 2.1 Give each student a copy of the *Information for Students* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.
- 2.2 Students will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating assets to use in the assessment since these are part of the assignment tasks.
- 2.3 Students will need access to resources, e.g. computer hardware and software.

3 During the assessment

- 3.1 We have estimated that it will take approximately 10 guided learning hours (GLH) to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

4 When completing the assignment and producing evidence

- 4.1 Each student **must** produce **individual** and **authentic** evidence for each task within the assignment.
- 4.2 You may give general support and guidance to students. This support and guidance should:
 - focus on checking that students understand what is expected of them;
 - give generic feedback that enables the student to take the initiative in making improvements, rather than detailing what amendments should be made.

It is not acceptable for you to provide solutions/examples, to work through answers in detail or to detail specifically what amendments should be made.

For example: Acceptable – “Consider whether these criteria are detailed enough for you to later measure whether you have been successful.”

Not acceptable – “Produce a specification for your product to include success criteria.”

- 4.3 Students may use information from any relevant source to help them with producing evidence for the tasks. Students **must not** copy published material and claim it as their own work. They **must** also acknowledge the source even where they paraphrase the original material.
- 4.4 We have specified what evidence the student is expected to produce and given examples of the format it could take. The student can use a different, appropriate format unless we state they must not. The format should be what the student considers to be the most appropriate for the purpose of, and target audience for, each individual task.

5 Presentation of work for marking and moderation

- 5.1 The guidance in Sections 4.3–4.5 of the specification **must** be followed when marking, annotating and presenting work.
- 5.2 Centres wishing to produce digital evidence in the form of an e-portfolio **must** refer to Appendix C in the specification. However, where folder structure is assessed within the unit it is **not** permissible for centres to provide students with the structure to use.
- 5.3 Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the ‘page number’ column and/or by referencing file names and locations.

6 Conditions for using this OCR-set assignment

You must not make any changes to the OCR set-assignments. OCR have created three specific templates which you can give to students when they are creating a storyboard, test table or asset table. Your students do not need to use the OCR templates we have provided, and may create their own storyboards, test tables or asset tables, from scratch.

Students may also opt to use a template from a book, a website or course notes when, for example, creating a work plan or producing a review. If learners use a template from another source, they must make sure the source is referenced.

If you provide any other material for students to use to complete the set assignment, you must adhere to the rules set out within the ‘Information for teachers on using referencing and on acceptable levels of guidance to students’ <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

7 Specific guidance on the tasks

It is important that students are made aware from the start of their work on this assignment of the format their evidence will take so they know whether or not they need to print their work and whether or not they need to take screenshots for some of the tasks.

In relation to Task 1 you should ensure students have the opportunity to carry out relevant investigations – this might be achieved by access to the internet. You may refer them to the teaching and learning content for the unit. You **must not** direct students to specific research tasks to be carried out.

Task 1 Tips

- Find examples of digital games and game platforms on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

As an independent research task, it is expected that students source their own examples of digital games and game platforms when investigating digital game types and platforms. Although, it is to be expected that different students may source the same examples of digital games and game platforms, it would be highly unusual for all students in a cohort to have sourced an identical set. Descriptions, comparisons and explanations will be a student's own unique work.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 2 you should ensure that the students have the opportunity to research and establish the client's requirements in order to show how these will be met in the game idea. The students must also be given the opportunity to generate original ideas for a new game. You may refer them to the teaching and learning content for the unit. You **must not** direct students to complete specific tasks.

Task 2 Tips

- When generating your game ideas, work independently making your own choices and decisions
- If you use a template to present your game ideas, make sure the source is referenced
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

When generating game ideas, students need to independently develop their ideas. Although, it is conceivable that different students may have similar ideas, it would be highly unusual for all students in a cohort to have identical ideas.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 3 you should ensure students are aware of the need to provide their game proposal as a separate document which is suitable for presentation to the client. You may refer them to the teaching and learning content for the unit. You should ensure that students understand how to save the final proposal in an appropriate file format.

Task 3 Tips

- When choosing your game idea and creating your digital game proposal, work independently making your own choices and decisions
- If you use a template for your digital game proposal, make sure the source is referenced
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Students must independently choose which game idea to use within their game proposal. Students must work on their own when creating their digital game proposal, applying what they have learnt and not be led through a process to create a digital game proposal.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 4 you should ensure that the students are aware of the need to link their reflections back to the brief. Students should be reviewing the product and not the process.

Task 4 Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure it is referenced

Students must produce their own review applying what they have learnt and not be led through a process of reviewing their completed digital game proposal.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

8 Additional guidance on LOs

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work might be assessed in different sections, each different assessment will focus on a different aspect of that work.

LO1 assesses the students' research and investigation skills. The LO assesses the students' ability to conduct research and to use that research to document their investigation on digital games types and platforms. Whilst research is a key part of this LO, students should be assessed on their own work not just research material sourced from elsewhere as this does not demonstrate understanding on the part of the student.

LO2 assesses the students' planning skills, including assessing the initial client requirements and describing how these will be met in the game idea. Students are also required to identify the criteria that must be met for the game to be successful. Whilst originality and creativity are subjective they must be assessed, and centre assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

LO3 is concerned with the idea chosen by the student and how these meet the client needs. Students are assessed on the actual proposal document and its content.

LO4 assesses the students' own review of their finished game concept. The first part of this LO assesses the students' reflection of the game components, narrative and game play while the second section of this LO assesses the students identification of area for further development and improvement of the game concept.

