

## OCR-set Assignment

## Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R092: Developing Digital Games

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 R092
- 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 R092: Developing Digital Games

# 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

## Developing a digital game 'Working Time'

Triangle Games has provided you with a brief for a new game called 'Working time' which they want you to produce for them. The game is set in a world where animals go to work in a big city. The purpose of the game is to show the importance of getting to work on time and the main player character can be chosen from a wolf, lion, gorilla, elephant and giraffe.

There will be four levels in the game but you only have to create **one** of these.

You must read the brief carefully, thinking about the client's requirements, how to achieve the main purpose of the game and how to engage the target audience.

### **Triangle Games 'Working Time' Game Brief**

#### **Synopsis and objectives**

- *There are four routes to get to the working office and these represent the four levels.*
  1. *Jungle*
  2. *River*
  3. *City*
  4. *Tower Block*
- *The player should have a time limit of 60 seconds for a route/level and should avoid the following obstacles along the way:*
  1. *In the jungle the player must avoid the tigers trying to block their progress.*
  2. *In the river the player must avoid the hungry crocodiles.*
  3. *In the city the player must avoid the cars when crossing the road.*
  4. *In the tower block there are platforms that the player can jump onto to get higher up but they must be careful not to fall in between the gaps.*
- *If the player hits more than two obstacles per level they must start again. The player can pick up food and water along the way to gain bonus points to make sure they have enough energy for the working day.*

#### **Brief instructions**

- You are to create a game based on the above objectives including one of the levels.
- The game is aimed at 10–16 year old children and should encourage them to understand the importance of time-keeping.
- The game should feature appropriate assets for game objects, characters and sounds.
- Instructions on how to play the game should be included on the start menu.
- The level of difficulty should be set to 'easy' so that anybody can play 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 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 creation software, hardware and peripherals

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

Before you plan and create your digital game, you must demonstrate that you understand the software and hardware available for creating and testing games, and decide which is the most appropriate for the client and target audience.

### Understand game creation software, hardware and peripherals

You need to:

- investigate the 2D and 3D software available to create digital games, identifying the capabilities and limitations of each
- investigate the various types of hardware and peripherals which might be used to create games and play games
- identify the gaming platform hardware and peripherals used when testing 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 game creation software, hardware and peripherals 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 game creation hardware, software and peripherals		
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Produces a summary of the capabilities and limitations of a <b>limited range</b> of 2D and 3D software used for digital game creation which demonstrates <b>limited</b> understanding.	Produces a summary of the capabilities and limitations of a <b>range</b> of 2D and 3D software used for digital game creation which demonstrates <b>sound</b> understanding.	Produces a summary of the capabilities and limitations of a <b>range</b> of 2D and 3D software used for digital game creation which demonstrates <b>thorough</b> understanding.
Demonstrates a <b>limited</b> understanding of gaming platform hardware and peripherals required to create and test digital games.	Demonstrates a <b>sound</b> understanding of gaming platform hardware and peripherals required to create and test digital games.	Demonstrates a <b>thorough</b> understanding of gaming platform hardware and peripherals required to create and test digital games.

## Task 2 – Plan the digital game

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

You need to organise your time and resources so that you can plan the design of the digital game. You must decide which parts or level of the game brief you will create.

### Your client and the target audience

You need to:

- identify the client's requirements for the digital game to meet the brief
- consider the target audience and how this will affect the game design, game play, platform and hardware to be used.

### Design the game

You need to:

- plan the structure of the game you will create
- create an asset list including original and sourced assets
- identify the resources and equipment you will need to create the game
- describe how your game will include the key aspects of game creation
- identify what criteria must be met for the finished game to be successful
- create a test plan to be used during and after the creation process.

#### **Tips**

- If you use any templates within your game design, 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:

- consider any legal issues and restrictions on the assets, ideas and concepts.

Present your evidence in an appropriate way.

#### **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

LO2: Be able to plan the creation of a digital game		
MB1: 1–6 marks	MB2: 7–11 marks	MB3: 12–15 marks
<p>Produces an interpretation from the client brief for a digital game which meets <b>few</b> of the client requirements.</p> <p>Produces a <b>limited</b> identification of target audience requirements.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p>Demonstrates a <b>basic</b> understanding of the key aspects of game creation. The contextualisation of these aspects to the brief is <b>limited</b>.</p> <p>Creates a test plan for the digital game which tests <b>some</b> of the functionality.</p> <p>Applies <b>basic</b> design techniques to the planning of the game structure, including <b>limited</b> reference to pathways, game play and game mechanics and with <b>limited</b> consideration of the success criteria.</p> <p>Sources and stores the assets to be used in the digital game <b>occasionally</b> using methods that are <b>appropriate</b>.</p> <p>Demonstrates a <b>limited</b> understanding of legislation in relation to the use of assets, ideas and concepts in a digital game.</p>	<p>Produces an interpretation from the client brief for a digital game which meets <b>most</b> of the client requirements.</p> <p>Produces a <b>clear</b> identification of target audience requirements.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p>Demonstrates a <b>sound</b> understanding of the key aspects of game creation. The contextualisation of these aspects to the brief is <b>sound</b>.</p> <p>Creates a test plan for the digital game which tests <b>most</b> of the functionality, identifying expected outcomes.</p> <p>Applies <b>sound</b> design techniques to the planning of the game structure, including <b>some</b> reference to pathways, game play and game mechanics and with <b>some</b> consideration of the success criteria.</p> <p>Sources and stores the assets to be used in the digital game <b>mostly</b> using methods that are <b>appropriate</b>.</p> <p>Demonstrates a <b>sound</b> understanding of legislation in relation to the use of assets, ideas and concepts in a digital game.</p>	<p>Produces an interpretation from the client brief for a digital game which <b>fully</b> meets the client requirements.</p> <p>Produces a <b>clear</b> and <b>detailed</b> identification of target audience requirements.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p>Demonstrates a <b>thorough</b> understanding of the key aspects of game creation. The contextualisation of these aspects to the brief is <b>comprehensive</b>.</p> <p>Creates a <b>clear</b> and <b>detailed</b> test plan for the digital game which <b>fully</b> tests the functionality, listing tests expected and actual outcomes and identifying re-tests.</p> <p>Applies <b>detailed</b> design techniques to the planning of the game structure, including <b>extensive</b> reference to pathways, game play and game mechanics and with <b>thorough</b> consideration of the success criteria.</p> <p>Sources and stores the assets to be used in the digital game <b>consistently</b> using methods that are <b>appropriate</b>.</p> <p>Demonstrates a <b>thorough</b> understanding of legislation in relation to the use of assets, ideas and concepts in a digital game.</p>

## Task 3 – Create the digital game

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Learning Outcome (LO) 3 and parts of Learning Outcome (LO) 4 are assessed in this task.

You will need to produce the game you have planned, making use of the range of tools in suitable software. The game must be playable, and you should check this using the test plan you created.

### Obtain assets for use in the digital game

You need to:

- obtain the assets identified in your planning to create the digital game
- store the assets in a suitable form and location.

### Create the digital game

You need to:

- import the assets into a game environment
- position and manipulate game objects in the game environment using appropriate geometric parameters
- set the properties and parameters for game objects and environment
- create game play interaction and controls
- identify any algorithms used for the game play and their function through the game
- create the playable digital game
- test the game using the test plan
- save, export and publish the completed game.

The final product(s) in their intended digital format **must** be supplied with the portfolio of evidence.

#### **Tip**

- When creating your digital game, work independently making your own choices and decisions

LO3: Be able to create a digital game		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Needs <b>considerable support</b> to select and use appropriate software features to create a digital game.</p> <p><b>Occasionally</b> uses <b>basic</b> geometric parameters to manipulate object(s) and environment(s), displaying <b>limited</b> accuracy.</p> <p><b>Occasionally</b> uses properties to set parameters and manipulate (where appropriate) <b>a limited number</b> of objects and environments.</p> <p>Imports assets into the digital game, <b>some</b> of which are not appropriate.</p>	<p>Needs <b>some support</b> to select and use appropriate software features to create a digital game.</p> <p>Uses geometric parameters <b>most of the time</b> to manipulate object(s) and environment(s), displaying <b>some</b> accuracy.</p> <p><b>Mostly</b> uses properties to set parameters and manipulate (where appropriate) <b>some</b> objects and environments.</p> <p>Imports assets and combines components that are <b>mostly</b> appropriate throughout the digital game.</p>	<p><b>Independently</b> selects and uses appropriate software features to create a digital game.</p> <p><b>Consistently</b> uses geometric parameters to manipulate object(s) and environment(s), displaying <b>excellent</b> accuracy.</p> <p><b>Consistently</b> uses properties to set parameters and manipulate (where appropriate) <b>all relevant</b> objects and environments.</p> <p>Imports assets and combines components, which are <b>consistently</b> appropriate, <b>effectively</b> throughout the digital game.</p>
MB1: 1–6 marks	MB2: 7–11 marks	MB3: 12–15 marks
<p>Creates a <b>limited</b> range of <b>basic</b> interactions using the software to aid in game-play experience. The interactions have <b>limited appropriateness</b> to the brief.</p> <p>Creates game-play controls that are <b>sometimes</b> appropriate and <b>partly</b> operational. Uses basic algorithms which are <b>sometimes appropriate</b>. The algorithms work <b>some</b> of the time.</p> <p>Saves, exports and publishes the digital game with <b>some</b> components and assets working, to form a <b>partially</b> functional game that <b>in part</b> reflects the game design in relation to the client brief.</p> <p><b>Occasionally</b> saves electronic files using <b>appropriate</b> file and folder names and structures.</p>	<p>Creates a <b>range</b> of appropriate interactions, <b>some</b> advanced, using the software to aid in game-play experience. The interactions are <b>mostly appropriate</b> to the brief.</p> <p>Creates game-play controls that are <b>mostly</b> appropriate and <b>mostly</b> operational. Uses basic algorithms which are <b>mostly appropriate</b>. The algorithms work <b>most</b> of the time.</p> <p>Saves, exports and publishes the digital game with <b>most</b> components and assets working, to form a <b>fully</b> functional game that <b>generally</b> reflects the game design in relation to the client brief.</p> <p><b>Mostly</b> saves electronic files using file and folder names and structures which are <b>consistent</b> and <b>appropriate</b>.</p>	<p>Creates a <b>wide range</b> of appropriate interactions, <b>effectively</b> using the software to aid in game-play experience. The interactions are <b>consistently appropriate</b> to the brief.</p> <p>Creates game-play controls that are <b>consistently</b> appropriate and <b>fully</b> operational. Uses basic algorithms which are <b>consistently appropriate</b>. The algorithms work <b>consistently</b>.</p> <p>Saves, exports and publishes the digital game with <b>all</b> components and assets working, to form a <b>fully</b> functional game that <b>fully</b> reflects the game design in relation to the client brief.</p> <p><b>Consistently</b> saves electronic files using file and folder names and structures which are <b>consistent</b> and <b>appropriate</b>.</p>

## Task 4 – Review the game

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

Now that you have created your digital game, you need to consider whether you have met the client's requirements. Your review should also refer to the overall quality of your finished game and identify improvements that could be made.

### Review the digital game

You need to:

- review how the components of the final digital game work together to meet the client's requirements
- explain how and where the digital game 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 the creation of a digital game

MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Produces a review of the digital game which demonstrates a <b>limited</b> understanding of what worked and what did not, making <b>few</b> references back to the brief.</p> <p><b>Partly</b> tests the digital game with <b>limited</b> reference to the brief and to a test plan.</p> <p>Review identifies areas for improvement and further development of the digital game, <b>some</b> of which are <b>appropriate</b> and sometimes are <b>explained</b>.</p>	<p>Produces a review of the digital game which demonstrates a <b>reasonable</b> understanding of what worked and what did not, <b>mostly</b> referencing back to the brief.</p> <p>Tests <b>most</b> of the digital game with <b>some</b> reference to the brief and to a test plan.</p> <p>Review identifies areas for improvement and further development of the digital game, which are <b>mostly appropriate</b> and <b>explained well</b>.</p>	<p>Produces a review of the digital game which demonstrates a <b>thorough</b> understanding of what worked and what did not, <b>fully</b> referencing back to the brief.</p> <p><b>Fully</b> tests the digital game with <b>clear</b> reference to the brief and to a test plan.</p> <p>Review identifies areas for improvement and further development of the digital game, which are <b>wholly appropriate</b> and <b>justified</b>.</p>

# 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



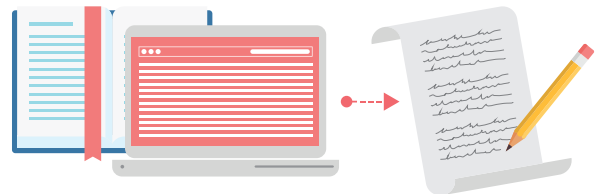
### Why?

- 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 R092: Developing Digital Games

# 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 need to know the resources and sources of assets that they can use in the assignment prior to undertaking the assessment tasks.
- 2.3 Students will need access to resources, e.g. computer hardware and software that specifically allows students to create a digital game that can fulfil the requirements of the client brief.

## 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 material to prepare learners for 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 game creation software, hardware and peripherals 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 game creation software, hardware and peripherals when investigating the software and hardware available for creating and testing games. Although, it is to be expected that different students may source the same examples it would be highly unusual for all students in a cohort to have sourced an identical set.

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 students understand what is meant by functionality and are able to create a suitable test plan.

### Task 2 Tips

- If you use any templates within your game design, 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.

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In relation to Task 3 you should ensure students are aware of the need to provide evidence of the creation of their assets and setting parameters and properties of the objects and environments they choose. You may refer them to the teaching and learning content for the unit. You **must not** direct students to use particular software or tell them the software tools/techniques they should use. You should ensure that students understand the need to specifically consider how they are going to export their final digital game for their client. You **must not** direct students to save their final work in any particular way.

### Task 3 Tip

- When creating your digital game, work independently making your own choices and decisions

Students must work on their own when creating their digital game, applying what they have learnt and not be led through a process to create a digital game.

In relation to Task 4 you should ensure 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.

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 students' research skills and information gathering. Students should ensure that they carry out research and use this for their written findings referencing where they have found information. This should be the students' own work and not just the research material they have found as this does not demonstrate understanding by the students.

**LO2** assesses students' planning, understanding of the initial client brief and target audience. 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 way that the students have used their chosen software and hardware to create their digital game. This includes students' ability to set parameters and properties to objects and environments together with their ability to create interactions and game controls to ensure the digital game is playable.

**LO4** assesses the students' own review of their final digital game evidencing what worked and what did not and the improvements and developments they could make to their game in relation to the brief provided by the client.