



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

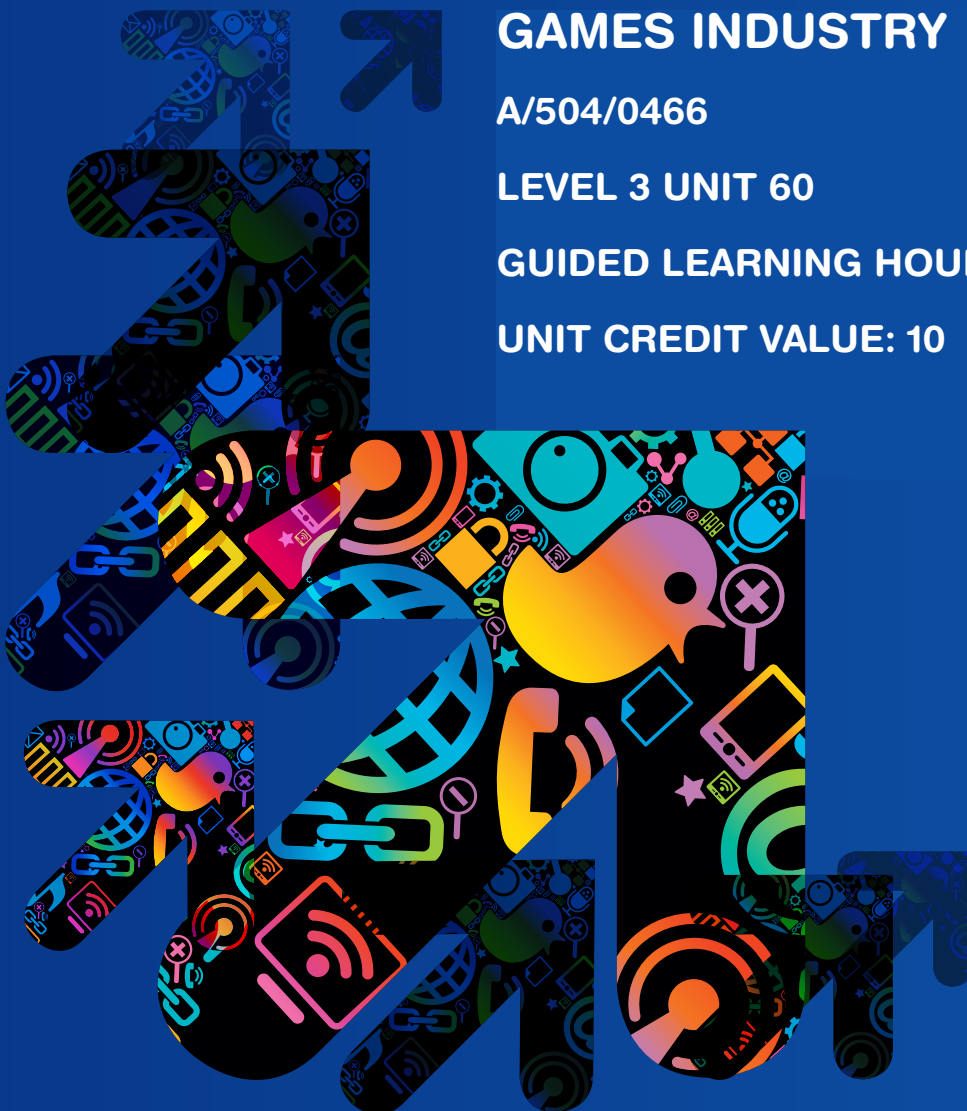
GAMES INDUSTRY

A/504/0466

LEVEL 3 UNIT 60

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



GAMES INDUSTRY

A/504/0466

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand the computer/console game industry, and existing computer/console game products. They will understand the importance of games reviews, and how they are produced. Learners will be able to plan a new computer/console game.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the computer/console game industry and its products	P1 Learners explore the games industry through a focused case study of one computer/console game company, including: a) structure b) platform technology c) game types d) games on multi platforms e) regulatory bodies f) developmental software		
	P2 Learners analyse a range of existing computer/console game products, including: a) genre b) narrative/storyline c) production process d) characters e) gameplay f) target audience g) platforms		
2 Understand the importance of reviews for the marketing and promotion of computer/console games	P3 Learners critically compare existing reviews for a computer/console game, including: a) genre b) target audience c) narrative/storyline d) characters e) gameplay f) platforms g) personal recommendation of reviewer		
3 Be able to review a computer/console game	P4 Learners produce a review after testing a computer/console game, including: a) genre b) narrative/storyline c) characters d) platforms	M1 Learners review the appeal of the game to the target audience and comment on the quality of the gameplay. They offer a personal recommendation of the game they have reviewed and offer realistic ratings for different aspects of the gaming experience	
4 Be able to plan a new computer/console game	P5 Learners plan a new computer/console game, including: a) treatment or proposal b) competent production schedule c) gameplay with associated visuals d) target audience e) relevant legal and/or ethical issues	M2 Learners create a detailed plan for a new computer/console game. The treatment/proposal includes platform, levels, synopsis and characters. Visuals are produced for each level of gameplay	D1 Learners create a comprehensive plan for a viable new computer/console game and justify ideas in relation to current trends in the UK computer/console game market. The production schedule is detailed and identifies timescales for the activities needed. The launch date and budget are realistic. The visuals produced display a high level of appeal for the target audience

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand the computer/console game industry and its products

For example: computer/console game companies, Nintendo, Sony, EA Games, Sega, Ubisoft, Microsoft:

- learners explore the companies, operating model, products, production/development all processes etc.
- Wii, PSP, PS3, DSi, X-Box 360, PC, Mac, mobile phone, PDA, online gaming
- role play, strategy, multi player
- relationship between games manufacturers and platform manufacturers
- self-regulation, BBFC, PEGI
- 3D Studio Max, Maya, DirectX etc.

For example:

- first person shooter, third person shooter, role play, sports, platform games, adventure, action-adventure, strategy, life simulation, stealth, science fiction, simulation, maze
- synopsis of storyline, description of levels, its appeal to the audience
- pre-production, production and post-production
- special characteristics i.e. action hero, investigator, etc. and their appeal to target audience
- game mechanics, challenges in the game, actions of the player
- by age, gender, interests etc.; appeal of game to target audience; audience relationship with similar computer games/genre
- Wii, PSP, PS3, DSi, X-Box 360, PC, Mac, mobile phone, PDA, online gaming etc.

Understand the importance of reviews for the marketing and promotion of computer/console games

Consider:

- first person shooter, third person shooter, role play, platform, adventure, action-adventure, strategy, life simulation, stealth, science fiction, simulation, maze

- by age, gender, interests etc.; appeal of game to target audience; audience relationship with similar computer games/genre
- synopsis of storyline and its appeal to the audience
- character description, special characteristics, appeal to target audience
- game mechanics, challenges in the game, actions of the player
- Wii, PSP, PS3, DSi, X-Box 360, PC, Mac, mobile phone, PDA, online gaming
- reviewer's recommendation to reader/viewer, industry produced magazine or manufacturer produced magazine.

For example, computer game review, online magazine, specialist magazine.

Be able to review a computer/console game

For example:

- first person shooter, third person shooter, role play, platform, adventure, action-adventure, strategy, life simulation, stealth, science fiction, simulation, maze
- appeal of game to target audience, audience relationship with similar computer games/genre
- synopsis of storyline and its appeal to the target audience
- character description, special characteristics, appeal to target audience
- game mechanics, challenges in the game, actions of the player
- Wii, PSP, PS3, DSi, X-Box 360, PC, Mac, mobile phone, PDA, online gaming
- personal recommendations to reader/viewer

The computer game review could appear in a TV programme, online, magazine.

Be able to plan a new computer/console game

For example:

- source of ideas (e.g. books, comics, historical/current events, internet), style, genre (horror, action adventure), target audience, narrative structure, typical characters
- title medium, running time, synopsis, characters etc.

- budget based on professional rates, includes personnel, resources, equipment etc. sources of funding (e.g. advertising)
- production schedule – dates, timings, activities, personnel, resources, contingency plans
- game mechanics, challenges in the game, actions of the player visualisations of the game and elements/ components of the game
- audience relationship with similar computer/console games, similar genre
- Wii, PSP, PS3, DSi, X-Box 360, PC, Mac, mobile phone, PDA, online gaming
- copyright, royalties, representation.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other print units 62, 63 and 64.

If working as a team, learners should ensure that they have identified their contribution to the planning as well as using questionnaires and focus groups to gather information, and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: It may be helpful for learners to look at case studies supported by teacher led discussions, in order to understand the games industry, its platforms and products. It may be beneficially for learners if centres could arrange visits from guest speakers or practitioners. Learners may also find company websites, or published information useful sources of information for their explorations; they may also wish to use sources such as business libraries, trade magazines for example. Regulatory bodies could be taught through class discussions, case studies. Websites, in particular the British Board of Film Classification (BBFC) or the Pan European Game Information (PEGI) may be informative and it may also be possible to arrange visits from a BBFC speaker.

Suggested evidence could include a written report, diagrams and graphs, audiovisual presentation of the material, wall chart diagram of the production process, information sheets, a slide show with supporting notes, blog.

P2: Learners should be taught the principles of textual analysis for media products, they should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse computer/console game products. Learners may also find it helpful to look at company websites with regard to information on their target audience, and special features on game discs can be a good source of information on the production process of games, this may also be available in company published material. Learners could use questionnaires and focus groups to gather information on audiences by running short game tests. Short games testing may also be a useful way to conduct textual analysis of game, Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide presentation, commentary over audiovisual material.

P3/P4/M1: It may be helpful for learners to look at a number of reviews in a variety media, supported by teacher led discussions. Learners may find it helpful to select one genre, in which to critically compare reviews of existing games, this may be a genre they are familiar with, as they will be able to draw upon their personal experience of these computer/console games, alternatively learners, could choose a range of reviews for a number of genres. There are a number of useful magazines and websites, which learners may find informative. When producing their reviews learners should bear in mind the possible places in which their reviews could appear with regard to format and layout. Learners need to test the chosen computer/console games before producing their review of the computer/console games. The review could be in a written or audio/visual format depending on the media.

P5/M2/D1: It may be helpful to use case studies to make learners aware of the legal and ethical issues applicable to media products when they are planning their computer/console games, so it may be helpful for learners to debate these issues through class discussions considering issues such as copyright, intellectual property rights, use of offensive material. Learners may find it beneficial to utilise online sources of information such as the British Board of Film Classification. Work could be evidenced in written format, letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the particular media product they are planning. Learners should where possible use industry standard formats for their treatment/proposal, production schedule and budget. Learners could produce

their visuals in a variety of format from drawings, computer generated visuals, and plans and elevations. The visuals should be of the game and the elements/components that make up the game i.e. characters, environments, props etc.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Thompson, J & Berbank-Green, B (2007)	<i>The Computer Game Design Course: Principles, Practices and Techniques for the Aspiring Game Designer</i> Thames & Hudson
Dille, F & Zuur Platten, J (2006)	<i>The Ultimate Guide to Video Game Writing and Design</i> Lone Eagle Publishing Company
Ince, S (2006)	<i>Writing for Video Games</i> Methuen Drama
Chandler, R (2007)	<i>Game Writing Handbook</i> Charles River Media
Dunniway, T (2008)	<i>Game Development Essentials: Gameplay Mechanics</i> Delmar
Saunders, K & Novak, J (2006)	<i>Game Development Essentials: Game Interface Design</i> Delmar

Websites

www.bbfc.co.uk

www.nintendo.com

www.ea.com

www.sega.com

www.ubi.com

www.gamesradar.com

www.reviewcentre.com/consumer_reviews8.html

www.gamepro.com/all/reviews/

LINKS TO NOS

Skillset – Interactive Media and Computer Games (2009)

- IM1** Work effectively in interactive media
- IM5** Design user interfaces for interactive media products
- IM13** Conduct user testing of interactive media products
- IM20** Design electronic games

Skillset – Animation (2007)

- ANIM 8** Create designs

Skillset – Production Design (2003)

- PD5** Communicate the visualisation of the production
- PD7** Design and produce presentations using information technology



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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