



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

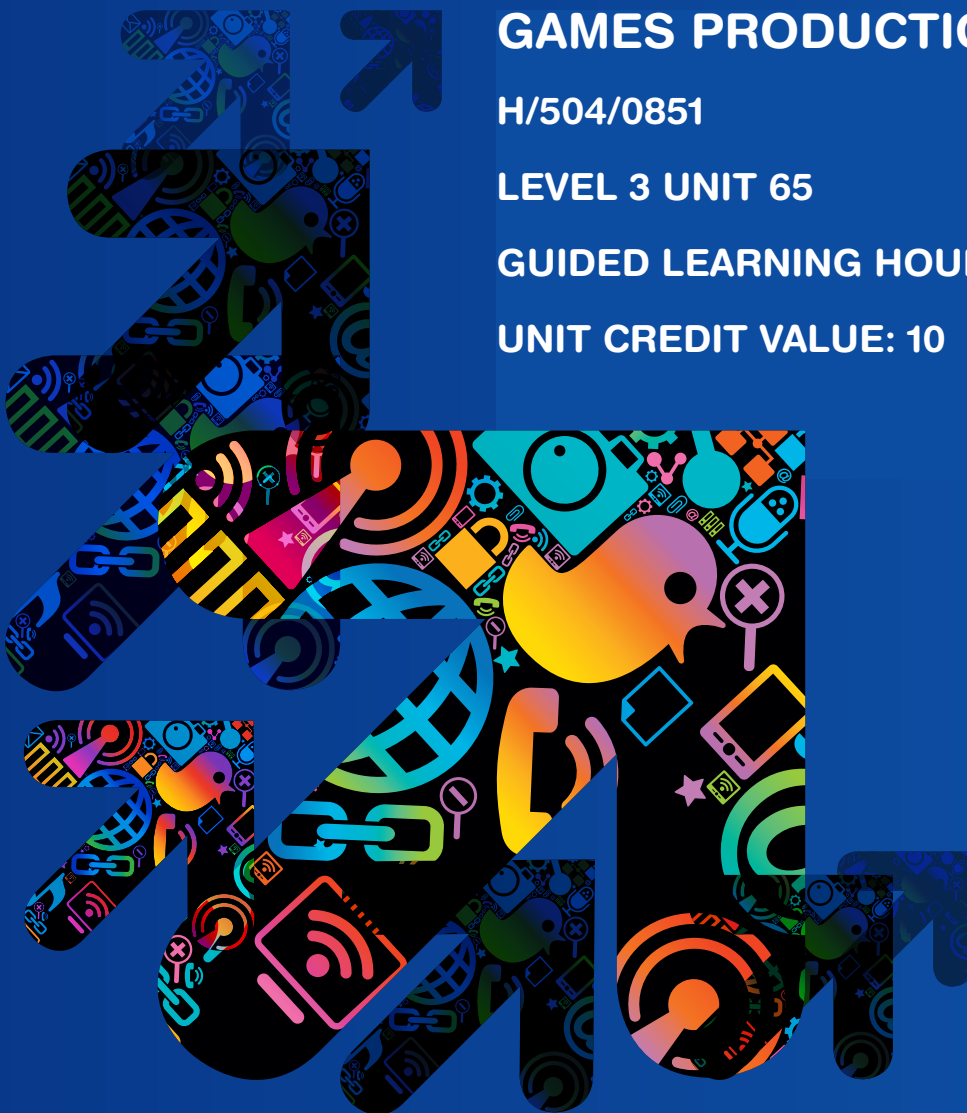
GAMES PRODUCTION

H/504/0851

LEVEL 3 UNIT 65

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



GAMES PRODUCTION

H/504/0851

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will gain practical skills in games production by planning and producing a functional first level of a new computer game, including the creation of the elements needed.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1	Be able to plan a new computer/console game	P1 Learners plan a new computer/console game. Their plan includes a game design flowchart.		
2	Be able to plan elements for use in the first level of a new computer/console game	P2 Learners plan the elements needed for the first level of their planned new computer/console game, including: a) game synopsis and mechanics b) functionality c) target audience d) background and environment visuals e) character profiles and designs f) soundtrack g) cutscenes h) programming i) props/assets	M1 The background and environment visuals and character profile(s) are illustrated and annotated to include all relevant related information, such as special powers and assets	
3	Be able to create elements for use in the first level of a new computer/console game	P3 Learners create competent elements for use in the first level of their new computer/console game, including: a) animated characters b) background c) relevant soundtrack d) props/assets	M2 The elements created by learners are generally of a good technical standard and quality. They are fit for purpose and used effectively to create meaning within the planned outcome. The soundtrack created includes some sound effects and voice overs	D1 The elements created by learners are generally of a high technical standard and quality. Conventions of the chosen genre are followed, within the intentions of the planned game. The animated characters' activities, expressions and emotions are appropriate for the planned gameplay
4	Be able to produce a functional first level of a new computer/console game	P4 Learners follow their plan to produce a competent and functional first level of a new computer/console game that includes props/assets, using a game development system or basic programming language	M3 Learners build and implement the first level of their new computer game to a generally good technical standard and quality. The new computer game is fit for purpose and includes physics props	D2 Learners build and implement the first level of their new computer game to a generally high technical standard and quality. The new computer game includes dynamic props and appeals to 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.

Be able to plan a new computer/console game

For example:

- game type (platform, action-adventure, strategy, life simulation), appearance of game, player roles and actions, strategies and motivations.

Be able to plan elements for use in the first level of a new computer/console game

For example:

- game mechanics ie. rules for gameplay, brief details of each game level ie. name, images, sounds, music, objects, characters, music, script, interconnectedness of levels
- users interaction with the game
- needs of audience/consumer, demographics, lifestyle
- illustrations of the environment, backgrounds models
- pencil/colour drawings of characters, 3D models, characteristics ie. special powers, personality
- to include details of which sound effects and/or voice artists are required including time, and scene to be recorded
- Animated, live action, pre-rendered computer graphics streamed from a video file
- Java, C, C++
- static prop – i.e. non moving or physics prop – moving prop i.e. moves when hit by another object or dynamic prop – i.e. user moves the prop/models, textures, audio, 3D models.

Be able to create elements for use in the first level of a new computer/console game

For example:

- drawn, wire frame constructed, image, 2D/3D graphic design
- background/environment models, drawings, illustrations, 2D/3D graphic design
- direct voice over cast to realise your visualisation of the pre production material, select sound effects, music

- static prop – i.e. non moving or physics prop – moving prop i.e. moves when hit by another object or dynamic prop – i.e. user moves the prop/models, textures, audio, 3D models.

Be able to produce a functional first level of a new computer/console game

For example:

- build and implement
- test, tune and debug
- document programme.

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 units including, 30, 32 and 33

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. 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: Learners should where possible use industry standard formats when planning the game level, they may also be assisted by teacher led skills workshops, which could focus on developing key skills which learners would find beneficial in planning their material. Learners should be encouraged to see the game design flowchart as a point of reference as they produce the mechanics and gameplay for their first level of a computer game.

P2/M1: Learners should be encouraged to see the interconnectivity of each element when producing their planning material, such as how the characters interact with their environment, the use of an appropriate soundtrack, how the user interacts with the game. Learners may find it helpful to use clear headings for each section of their planning material in a folder or written report with supporting diagrams, sketches and images so that this becomes a

working document as well as providing evidence for the grading criteria. Learners should consider the genre and target audience when planning the elements particularly with reference to the potential user's interaction with the game. All evidence where possible, should reflect industrial working practices.

P3/M2/D1: When creating the pre-production elements for the first level learners should, wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate pre-production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. It is also important that learners adopt safe working practices in line with the media product they are producing. Learners should consider the interactivity of the elements they are creating in particular the relationship of the characters to the background, soundtrack and props/assets, in particular how the combination of these elements creates meaning for the user. Suggested evidence could include wire frame 2D or 3D character models designs, illustrations or models designs of the background, audio recording of the soundtrack, including sound effects and music. Evidence could also include a witness statement from the tutor.

P4/M3/D2: When producing the first level of a new computer game, learners should try where possible to emulate industry standards and working practices. Part of this process is the testing and debugging of the programme.

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.lua.org

www.unity3d.com

www.virttools.com

www.conitec.net

www.quest3d.com

unrealtechnology.com

LINKS TO NOS

Skillset – Interactive Media and Computer Games (2009)

- IM1** Work effectively in interactive media
- IM3** Prepare assets for use in interactive media products
- IM5** Design user interfaces for interactive media products
- IM6** Use authoring tools to create interactive media products
- IM20** Design electronic games
- IM21** Program electronic games to develop functionality
- IM23** Create narrative scripts for interactive media products
- IM24** Create 2D animations for interactive media products
- IM27** Create sound effects for interactive media products

Skillset – Animation (2007)

- ANIM 2** Manage and store assets
- ANIM 8** Create designs
- ANIM 11** Create 2D assets for production
- ANIM 14** Set up 3D elements for animation
- ANIM 15** Create 3D animation
- ANIM 16** Render 3D animation
- ANIM 21** Create digital visual effects
- ANIM 22** Composite animation

ENTO – Health and Safety Standalone Units

- HSS1** Make sure your own actions reduce risks to health and safety



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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