

Sample assessment material

Cambridge National in

Creative iMedia

**Cambridge OCR Level 1/Level 2 Cambridge National
in Creative iMedia**

J834

R099: Digital games

Version 3.0

ocr.org.uk/cambridgenationals

Introduction

This is sample assessment material (SAM). It is an example Cambridge OCR-set assignment that we publish alongside a new specification to help illustrate the intended style and tasks of our set assignments.

We also produce two further specific resources to support you with using this SAM:

- An assessment story where we explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools has helped shape our assessment approach.
- A student guide to NEA assignments in which we provide a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

Summary of updates

Section	Change	Version	Date
Task 2	Forms of evidence requirements updated.	3.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 1/Level 2 Cambridge National in Creative iMedia
Sample Set-Assignment

Unit R099: Digital games

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes associated with this unit are:

- unit entry code R099
- certification code J834

The regulated qualification number associated with this unit is:

603/7090/7

Duration: Approximately 12-15 hours

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Information for Teachers using this Assignment

You must:

- familiarise yourself with the Assessment Guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](#)
- read and understand **all** the rules and guidance provided in Section 6 of the [Specification](#) **before** your students complete and you assess the set assignment
- make sure that completion and assessment fully adhere to the rules and guidance provided in Section 6 of the [Specification](#)
- give students the Creative iMedia [Student guide to NEA assignments](#) before they start the assignment
- allow students approximately 12-15 guided learning hours (GLH) to complete all tasks.

You must not:

- change or modify this assignment in any way.

Additional Information:

For **Task 2** you must make sure that students have access to appropriate tools/software which allow them to access the full range of marks within the marking grid.

Scenario for the assignment

A game on the theme of Hide and Seek

You have applied for a job with a computer game developer who publish role playing games. As part of the selection process they have asked you to design and create a functioning game on the theme of 'Hide and Seek'. The developer does not publish games with a PEGI rating of above 16.

You must generate an original game concept using the above genre, theme and target age. Explain your concept in a Game Design Document.

You must then create a functioning and playable game which uses your concept and planning.

You must explain the entire concept of your game as part of what you submit. However, the game developer has said you only need to create one significant part (for example, one level or one main challenge or mission) of the game. The game must be detailed enough to demonstrate your game creation skills.

Read through all 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 pages 14-15 for Task 1 and Task 3.

Your Tasks and Marking Grids

Task 1 – Planning your digital game

Topic Area 1 is assessed in this task.

In this task you will generate a complete, original concept based on the theme and then plan the part of the digital game you have chosen to create.

You **must**:

- Produce an interpretation from the client brief
 - decide on the target audience, identifying who they are and what would appeal to them
 - generate original ideas to meet the client brief
 - explain how your ideas would meet the client brief and appeal to the target audience

- Produce relevant pre-production documents
 - show how your game will look
 - show how your game will function
 - show the overall structure of the game
 - decide how you will test/check your digital game, and create any documentation needed

- Identify the assets required and explain their planned use in your digital game
 - identify what assets will be needed and where they will come from
 - explain where, how and why they will be used in your digital game

Total marks for Task 1: 20 marks

Advice

- If you use a template for any of your evidence, make sure the source is referenced.

Topic Area 1: Plan digital games

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Produces a basic interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is limited.</p>	<p>Produces an adequate interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is sound.</p>	<p>Produces an effective interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is comprehensive.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
<p>Produces basic pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of few elements of the final product.</p>	<p>Produces adequate pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of some elements of the final product.</p>	<p>Produces detailed pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of all elements of the final product.</p>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Demonstrates limited understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates a sound understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates comprehensive understanding of how assets will contribute to the effectiveness of the final product.</p>

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 2 – Creating your digital game

Topic Areas 1 and 2 are assessed in this task.

In this task you will produce components for your digital game which include an explanation for the client and assets for your digital game. You will then create your digital game.

You **must**:

- Create the components
 - produce an explanation of the game concept in a Game Design Document for the client. This must include details of game play, objectives and genre
 - save your explanation in a suitable format
 - create and/or source the assets for your game
 - save the assets for use within your digital game
- Create your digital game
 - use suitable software to create the game concept you planned
- Export your digital game
 - choose a suitable electronic format and properties for your finished digital game so that it meets the client requirements
 - export the finished game for the client to be able to play it without installing bespoke software OR create video evidence to demonstrate the process of exporting and your game being played.

Total marks for Task 2: 34 marks

Advice

- You should show how the key elements were made. Screenshots of programming and dialogue boxes are one way this could be done.
- If you are exporting your digital game, ensure that the game is playable, and your client knows how to play it. Providing instructions or a demonstration of the game in action are examples of how this could be done. Challenging games are best demonstrated.
- If you are creating video evidence demonstrating the process of exporting your digital game and it being played, make sure you showcase its functionality and fitness for purpose.
- If you submit video evidence, it should be a maximum of 5 minutes long.

Topic Area 1: Plan digital games**Topic Area 2: Create digital games**

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>Use of technical skills to create the component parts is limited in its effectiveness.</p> <p>Conventions and creativity in the components are limited in their fitness for purpose.</p> <p>The range of components supports the creation of the final product in a limited way.</p>	<p>Use of technical skills to create the component parts is partly effective.</p> <p>Conventions and creativity in the components are adequate in their fitness for purpose.</p> <p>The range of components partly supports the creation of the final product.</p>	<p>Use of technical skills to create the component parts is effective.</p> <p>Conventions and creativity in the components are fully fit for purpose.</p> <p>The range of components fully supports the creation of the final product.</p>
MB1: 1–5 marks	MB2: 6–10 marks	MB3: 11–14 marks
<p>Use of technical skills to create the final product is limited in its effectiveness.</p> <p>Conventions and creativity are applied in the final product in a limited way.</p> <p>Final product is limited in its fitness for purpose.</p>	<p>Use of technical skills to create the final product is partly effective.</p> <p>Conventions and creativity are adequately applied in the final product.</p> <p>Final product is adequately fit for purpose.</p>	<p>Use of technical skills to create the final product is effective.</p> <p>Conventions and creativity are effectively applied in the final product.</p> <p>Final product is fully fit for purpose.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
<p>Formats of the saved/exported components are limited in their appropriateness.</p> <p>Properties and format(s) of the final product are limited in their appropriateness.</p>	<p>Formats of the saved/exported components are adequate in their appropriateness.</p> <p>Properties and format(s) of the final product are adequate in their appropriateness.</p>	<p>Formats of the saved/exported components are clearly appropriate.</p> <p>Properties and format(s) of the final product are clearly appropriate.</p>

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 3 – Testing/checking and reviewing your digital game and concept

Topic Areas 1 and 3 are assessed in this task.

In this task you must test/check and review the final game and concept. You must also explain any improvements and further developments which could be made.

You **must**:

- Test/check and review your digital game
 - review the effectiveness of your digital game concept for the client and target audience
 - evaluate the technical properties of your game by testing its functionality
 - review the effectiveness of your digital game for the client and target audience

- Recommend areas for improvement and further development
 - explain how you could improve your digital game concept
 - explain how you could improve your digital game
 - explain how your digital game concept could be developed further
 - explain how your digital game could be developed further

Total marks for Task 3: 16 marks

Advice

- If you use a template for your checking evidence, make sure the source is referenced.

Topic Area 1: Plan digital games**Topic Area 3: Review digital games**

MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
<p>Testing/checking is limited in its effectiveness in reviewing technical properties.</p> <p>Review demonstrates limited understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is partly effective in reviewing technical properties.</p> <p>Review demonstrates sound understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is fully effective in reviewing technical properties.</p> <p>Review demonstrates critical understanding of the effectiveness of the final product for client and target audience.</p>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Recommendations demonstrate limited understanding of areas for improvement and further development.</p> <p>Recommendations have limited explanation.</p>	<p>Recommendations demonstrate sound understanding of areas for improvement and further development.</p> <p>Recommendations are partly explained.</p>	<p>Recommendations demonstrate comprehensive understanding of areas for improvement and further development.</p> <p>Recommendations are fully explained.</p>

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Marking Criteria Words

The tables below show the descriptor words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each descriptor word.

Mark Band (MB1) Words:

Word	Meaning
Basic	<ul style="list-style-type: none"> Work includes the minimum required. It is a starting point but is simplistic and not developed. Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
Brief/Briefly	<ul style="list-style-type: none"> Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	<ul style="list-style-type: none"> The student can perform a task when given regular assistance or help.
Few	<ul style="list-style-type: none"> Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Inefficient	<ul style="list-style-type: none"> Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
Limited	<ul style="list-style-type: none"> Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. Work produced is a starting point rather than a developed process, concept or output.
Minimal	<ul style="list-style-type: none"> Includes very little in amount or quantity required.
Simple	<ul style="list-style-type: none"> Includes a small number of relevant parts, which are not related to each other.
Superficial	<ul style="list-style-type: none"> Work completed lacks depth and detail.

Mark Band (MB2) Words:

Word	Meaning
Adequate(ly)	<ul style="list-style-type: none"> • Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	<ul style="list-style-type: none"> • The student can perform a task with occasional assistance or help.
Part(ly)/Partial	<ul style="list-style-type: none"> • To some extent but not completely. • Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. • Work produced results in a process, concept or output that would be useable for its purpose.
Some	<ul style="list-style-type: none"> • Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	<ul style="list-style-type: none"> • Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. • Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

Mark Band (MB3) Words:

Word	Meaning
Accurate(ly)	<ul style="list-style-type: none"> Acting or performing with care and precision. Correct in all details.
- All	<ul style="list-style-type: none"> Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
Clear(ly)	<ul style="list-style-type: none"> Focused and accurately expressed, without ambiguity.
Complex	<ul style="list-style-type: none"> Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	<ul style="list-style-type: none"> The work produced is complete and includes everything required to show depth and breadth of understanding. Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
Consistent(ly)	<ul style="list-style-type: none"> A level of performance which does not vary in quality over time.
Critical	<ul style="list-style-type: none"> Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	<ul style="list-style-type: none"> Gives point by point consideration of all the key information.
Effective	<ul style="list-style-type: none"> Applies the skills required to the task and is successful in producing the desired or intended result. The work produced is effective in relation to a brief.
Efficient	<ul style="list-style-type: none"> Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
Full(y)	<ul style="list-style-type: none"> Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. Work produced results in a process, concept or output that would be fully fit-for-purpose.
Independent(ly)	<ul style="list-style-type: none"> The student can perform a task without assistance or reliance on others.
Justify/Justified	<ul style="list-style-type: none"> The reasons for doing something are explained in full.
Most(ly)	<ul style="list-style-type: none"> Includes nearly all of what is expected to be included.
Wide (ranging)	<ul style="list-style-type: none"> Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

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