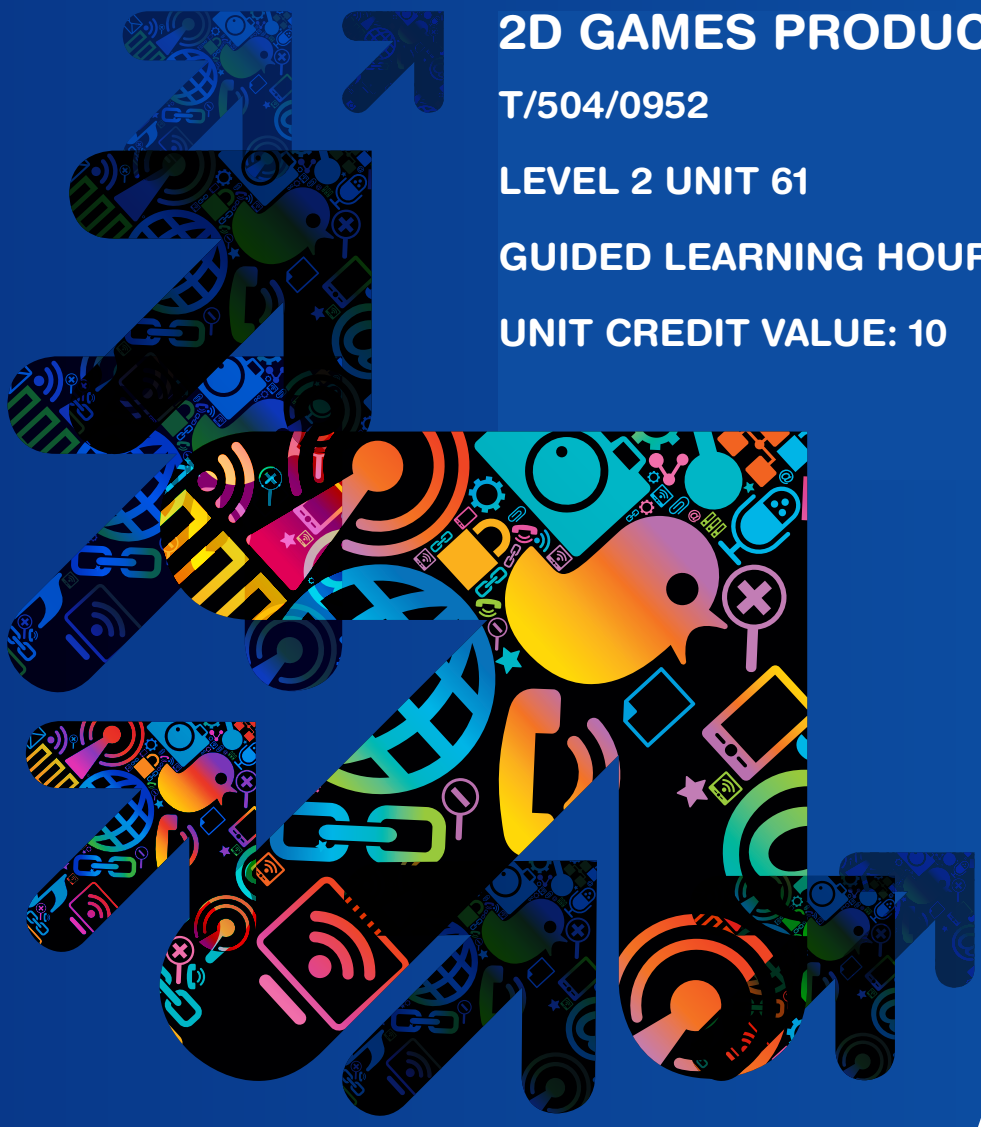
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



2D GAMES PRODUCTION

T/504/0952

LEVEL 2 UNIT 61

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

2D GAMES PRODUCTION

T/504/0952

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand games programming practice and the principles and practice of game prototyping and small scale development. Learners will also gain some practical skills by planning and producing the first level of a new computer game, including the creation of pre-production elements.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	**Pass** The assessment criteria are the pass requirements for this unit. The learner can:	**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 Be able to plan for the production of an original 2D computer/console game	P1 Learners produce a game design document for an original 2D computer/console game, including: a) gameplay b) characters c) narrative d) environment		
2 Be able to produce final elements for use in the first level of a planned 2D computer/console game	P2 Learners produce final competent elements for use in the first level of their planned 2D computer/console game, including: a) background and environment b) props/assets c) relevant soundtrack d) character	M1 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	
3 Be able to produce the first level of an original and functioning 2D computer/console game	P3 Learners produce a competent, original and functioning first level of their planned 2D computer/console game, using a game development system or basic programming language	M2 Learners build and implement the first level of their new 2D computer/console game to a generally good technical standard and quality. The first level of the new 2D computer/console game is fit for purpose and includes at least one physic prop	D1 Learners build and implement the first level of their new computer / console game to a generally high technical standard and quality. The new level of the computer game includes at least one dynamic prop

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 for the production of an original 2D computer/console game

For example:

- A functioning version of the game which includes any modifications
- The characters and how they interact with the environment and the narrative
- How the narrative flows
- Backgrounds and settings in which the characters interact.

Be able to produce final elements for use in the first level of a planned 2D computer/console game

For example:

- 2D background/ environment drawings, illustrations, 2D graphic design
- static prop – i.e. non moving or physics prop 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, 2D models
- select sound effects, music
- 2D character with recognisable features and movements

Be able to produce the first level of an original and functioning 2D computer/console game

For example:

- build and implement
- 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, 11, 12.

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/P2: learners could investigate games fundamentals through class led studies on particular games centres may also arrange visits from practitioners. Learners may find it helpful to draw upon their own experiences of gaming when investigating games fundamentals, learners may also find game company websites and published material like game magazines useful sources of information, especially when describing the principles and practice of games development. Learners' findings could be evidenced by outcomes such as a written report with supporting images, blog, a commentary of audiovisual material, a verbal presentation with a supporting slide show presentation.

P3/M1: the brief can be from a real client or the teacher in role. When planning the first level of a new computer game, learners should draw upon their explorations from **P1** and **P2**, in particular when deciding on the elements of the new game level. 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 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. All evidence where possible, should reflect industrial working practices.

P4/P5/M2/M3/D1/D2: when making 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. Suggested evidence could include 2D or 3D graphic designs, illustrations or model designs of the background, include sound effects and music. Evidence should also include a witness statement from the tutor.

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

Websites

www.lua.org

www.unity3d.com

www.virtools.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 21 Create digital visual effects

ENTO – Health and Safety Standalone Units

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



CONTACT US

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