

National Unit Specification: general information

UNIT Computer Games: Digital Games Design (SCQF level 5)

CODE F1R2 11

SUMMARY

This Unit is designed to enable users to acquire an understanding of underlying concepts and fundamental principals involved in digital gaming planning and design. The candidate will learn how to recognise and distinguish differences in numerous gaming platforms, environments and genres. Candidates will be introduced to fundamental methods used in the planning and design stages involved in the production of a digital game.

OUTCOMES

- 1 Demonstrate a clear understanding of different digital gaming platforms and related technologies.
- 2 Demonstrate an ability to identify planning and design elements within the production of a digital game.
- 3 Demonstrate an ability to effectively plan and design a level in a digital game.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial if candidates possessed basic IT skills. This may be evidenced by possession of:

D01D 10 *Information Technology (Intermediate 1)*

or equivalent qualifications or experience.

Administrative Information

Superclass: CB

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National Unit Specification: general information (cont)

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1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Information Technology (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Computer Games: Digital Games Design (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate a clear understanding of different digital gaming platforms and related technologies.

Performance Criteria

- (a) Identify different gaming platforms.
- (b) Identify hardware specifications of multiple gaming platforms.
- (c) Identify different gaming genres.
- (d) Identify different gaming environments.

OUTCOME 2

Demonstrate an ability to identify planning and design within the production of a digital game

Performance Criteria

- (a) Describe key components of planning within a digital game.
- (b) Describe design components used in the development of a digital game.

OUTCOME 3

Demonstrate an ability to effectively plan and design a level in a digital game

Performance Criteria

- (a) Plan key components to be used within a level of a digital game.
- (b) Use design techniques to interpret the plan within a level of a digital game.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required that candidates have achieved all Outcomes and Performance Criteria.

A candidate is encouraged to use the internet in any research etc however the evidence produced must be the candidate's own words. Assessors should ensure themselves of the authenticity of candidate's evidence.

Written and/or oral recorded evidence is required which demonstrates that the candidate has achieved Outcome 1 and 2 to the standard specified in the Outcome and Performance Criteria. The evidence for these Outcomes should be obtained under controlled, supervised conditions. These assessments will be closed-book.

The instrument of assessment will provide opportunities for each of the Outcomes to be fulfilled by means of sampling across the range of the content of Outcome 1 and Outcome 2. Where re-assessment is required, it should contain a different sample across the range of content of the Outcomes. Achievement can be decided by use of a cut-off score. Each sample must include the following:

Outcome 1

Evidence for this Outcome will be in the form of written and/or oral recorded report covering the Performance Criteria. This evidence should include:

- ◆ Describing **three** different gaming platforms
- ◆ Describe the hardware specifications for **three** gaming platforms
- ◆ Identify **three** gaming genres
- ◆ Identify **three** gaming environments

Outcome 2

Evidence for this Outcome will be in the form of written and/or oral recorded report covering the Performance Criteria. This evidence should include the role of:

- ◆ target audiences
- ◆ game play
- ◆ genre
- ◆ environments
- ◆ characters
- ◆ the choice of themes
- ◆ audio
- ◆ narration
- ◆ visual style
- ◆ concept art
- ◆ storyboarding
- ◆ scripting

National Unit Specification: statement of standards (cont)

UNIT Computer Games: Digital Games Design (SCQF level 5)

For Outcome 3 performance evidence is required that demonstrates that candidates can successfully plan and design the components and techniques of a level of a game to a given brief covering the target audience, game play, genre, environments, characters, the choice of themes, audio, narration, visual style, concept art, storyboarding and scripting.

The performance evidence to be provided will be a design with supporting narrative for the game.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an instrument of assessment for the knowledge and a given brief. Centres wishing to develop their own assessments should refer to Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

UNIT Computer Games: Digital Games Design (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit may be delivered as a stand-alone Unit or in combination with other Units as part a group of Units making up an award.

Outcome 1

The aim of Outcome 1 is to familiarise the candidate with the various types of digital gaming platforms and related technologies. These may be from manufacturer's web pages, catalogues, magazine reviews. The candidate should be able to extract information regarding:

- ◆ types of digital games consoles (eg platform and mobile devices)
- ◆ hardware specifications for gaming platforms (eg processors, memory, graphics configurations and support, wired and wireless technologies and storage capabilities and options)
- ◆ different genres associated with digital games (eg sports, arcade, fantasy, adventure, shoot em ups, adventure, war, historical, puzzle)
- ◆ different factors that can influence the effectiveness of environments (eg use of lighting and shadows, textures used to add realism to objects such as buildings, surroundings and characters)

Outcome 2

The aim of Outcome 2 is to familiarise the candidate with the various planning and design elements to be taken into consideration in the production of a digital game. These may be related web pages, catalogues, magazine and textbooks. The candidate should be able to extract information regarding:

- ◆ planning elements
- ◆ importance of identifying target audience for a digital game, what their expectation of the game might be and how this will influence the look, feel and game play of the product
- ◆ importance of identifying types of game play for the production. Emphasis should be placed on individual or multiple interactions with the gaming environment.
- ◆ importance of identifying type of genre for the production (eg sports, arcade, fantasy, adventure, first person shooter, adventure, war, historical, puzzle)
- ◆ importance of identifying suitability of environmental choices for the production (eg use of lighting and shadows, textures used to add realism to objects such as buildings, surroundings and characters) and effects these choices have on game play
- ◆ importance of identifying the pivotal role of characters within the production and their effect or lack of effect in the user experience
- ◆ importance of identifying the central theme of the production; is it a quest; a tale of vengeance; sports; mythology, etc

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- ◆ importance audio and narration have in the game play experience. If used properly these elements can give a more realistic look and feel to game, drawing the user in and provide them with a more rewarding game play experience.
- ◆ importance of a visual style that reflects the central theme of the production
- ◆ importance that conceptual art plays in design. This can help to set the look and feel of the production and can be created as a rough or sketched interpretation that can be altered at later stages within the design process.
- ◆ importance that storyboarding plays in design. Storyboards should be used to provide an interpretation of what will eventually be put into production and include details of what is happening within the production at any given time (eg identifying genre, environments, character interactions, movements, tasks to be achieved, narration, audio, interactivity options, etc.)
- ◆ importance that scripting plays in the design process and how it can help to provide a more rewarding game playing experience if it is used to good effect

Outcome 3

For Outcome 3 performance evidence is required, that demonstrates that candidates can successfully plan and design the components and techniques of a level of a game to a given brief covering the target audience, game play, genre, environments, characters, the choice of themes, audio, narration, visual style, concept art, storyboarding and scripting.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A variety of different types of information sources should be used for Outcome 1 and 2 and suitable sources would include current magazines and a range of sites available on the internet. Candidates should be allowed to actively explore various types of gaming platforms such as PCs, games consoles, hand-held games consoles, mobile phones which can be used as a games platform, MP3 players which can be used as a games platform, etc.

The actual distribution of time between Outcomes is at the discretion of the centre. However, the following distribution and order is suggested:

Outcome 1	8 hours
Outcome 2	7 hours
Outcome 3	5 hours

The allocated timings allow for assessment and re-assessment where required.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates are required to carry out an investigation which may provide an opportunity to gather evidence towards aspects of IT Core Skill and Problem Solving Core Skill.

Candidates are asked to identify key features within a digital game and identify planning and design stages involved in the production of a digital game.

National Unit Specification: support notes

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Written and/or oral recorded evidence is required which demonstrates that the candidate has achieved Outcome 1 and 2 to the standard specified in the Outcome and Performance Criteria.

Evidence for Outcome 1 will be in the form of written and/or oral recorded reports covering the Performance Criteria.

Evidence for Outcome 2 will be in the form of written and/or oral recorded reports covering the Performance Criteria.

For Outcome 3 performance evidence is required that demonstrates that candidates can successfully plan and design the components and techniques of a level of a game to a given brief covering the target audience, game play, genre, environments, characters, the choice of themes, audio, narration, visual style, concept art, storyboarding and scripting.

The performance evidence to be provided will be a design with supporting narrative for the game.

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

History of changes:

Version	Description of change	Date
02	Outcome statements made consistent throughout document	19/03/2010