**Featherstone High School**



|  |  |
| --- | --- |
| Unit Number and Name: | Unit 22: Developing Computer Games |
| Unit Code: | Unit 6: K/601/7324 | Credit Value: | 10 |
| QCF Level: | 3 | Guided Learning Hours: | 60  |
| Assessor: | Mr. Dawkins |

|  |  |
| --- | --- |
| **Assignment Launch Date** | **January 4, 2012** |
| **Assignment Hand in Date** | Assignment 1: Understand the Game industry | February 8, 2012 |

**Grading Criteria – Unit 22 – Developing Computer Games**

**Aim and Purpose:** The aim of this unit is to ensure that you know about different types of computer game, understand the impact gaming has on society and are able to design, develop, test and document computer games.

|  |  |  |
| --- | --- | --- |
| **To achieve a pass grade you must show that you are able to:** | **To achieve a merit you must show that you are able to:** | **To achieve a distinction you must show that you are able to:** |
| **P1** – explain the impact ofcomputer games on society |  | **D1** - examine the psychologicaleffects of computer gamingon individuals and society |
| **P2** – describe different types ofcomputer game |  |  |

**Unit 22 – Developing Computer Games**

On completion of this unit you should be able to:

1. Understand the impact of the gaming revolution on society
2. 2 Know the different types of computer game
3. 3 Be able to design and develop computer games
4. Be able to test and document computer games

**Explanation of the Unit 22 – Developing Computer Games**

There are many different types of computer games available which vary greatly in their look and feel, style, genre and complexity. Computer games can be played in a variety of ways, for example over the internet, on mobile telephones, on personal computers and on any of a wide range of mobile or static gaming platforms/consoles that are commercially available. A computer game is essentially a highly interactive software application so, as with any complex piece of software, it requires suitable design, coding, testing and documentation.

This unit is intended to prepare you for the exciting and creative journey of designing, developing and testing computer game solutions using suitable tools, environments and techniques. It is an ideal starting point for those of you who are considering a game development career path.

The unit content is divided between designing game components, implementing these using an appropriate development environment, testing the game and producing suitable accompanying documentation for both the target audience and technical personnel. Although it is recognised that the implementation phase is often the most enjoyable for the developer, equal emphasis is purposely placed on design and testing to ensure that the game is as fault-free as possible and meets the needs of the original specification.

It is of equal importance that learners are aware of the social impact, positive and negative, that computer gaming has had on individuals and society as a whole. You will explore the issues surrounding gaming and consider some of the research that has been carried out in this area **Introduction to scenario**

You are employed by ‘FHSGames’ a local game design company. They specialize in making all genres of games for playing on a PC, Apple Macs and mobile devices. Miss Alleyn is your supervisor. She is delighted with your skills as a games programmer and has decided to allow you to lead the team to design and create a game for one of our customer.

In Assignment 1, you are required to create a set of instructional material (video) and a report that will be used to train new members of FHSGames. In particular

P1 – Impact of games on society

P2 – Types of Computer Games

D1 – Psychological Effect (Report)

All three videos should be uploaded to fronter and a link to a copy of the video on YouTube.

**Assignment 1 – Understand the Games Industry?**

**Task 1 – Impact of games on Society – P1**

Create a report on the impact of games on society. Note that you must include both concerns and benefits.

|  |
| --- |
| P1: Guidance (Taken from the unit specification)*Games in society*: **concerns** eg excess playing time, social isolation, cost, separation from reality, education; **benefits** eg hand-eye coordination, brain training, thinking and strategy skills, future impact, impact on ‘mainstream’ application development**P1 – Explain the impact of computer games on society.** |

***What to Submit:***

1. Report on the impact of computer games on society.

**Task 2 – Types of Computer Games – P2**

Create a Jing video describing the different types of computer game. You video should include at least **five** genres. Discuss the gaming platforms and available and the technology that the games are built with.

|  |
| --- |
| P2: Guidance (Taken from the unit specification)*Types of game*: **genres** eg action games, Role-Playing Games (RPGs), adventure games, Real Time Strategy (RTS), strategy games, puzzle, platform, simulations, sports games, stealth shooter games, combat games, First Person Shooters (FPS), educational games, massively multiplayer online (MMO); **gaming platforms/ environments** eg personal computer, portable hand held console, stand-alone platform, mobile phone, internet, video, network; **technology** eg graphics, AI, audio, game play (what the player does), scripting**P2 – describe different types of computer game** |

***What to Submit:***

1. Jing video on the different types of computer games.

**Task 3 – Psychological Effects of computer games – D1**

Create a report where you examine the psychological effects of computer gaming on individuals and society.

Psychological effects:

* Addiction
* Social Isolation - [www.rps.psu.edu/probing/videogames.html](http://www.rps.psu.edu/probing/videogames.html)
* Catharsis - http://www.bookrags.com/research/catharsis-theory-and-media-effects-eci-01/

In this report you need to examine these psychological effects and discuss to what extent are these affected by:

* The use of sound
* High score listings
* Competitive games
* Peer pressure
* Fun
* Educational value
* Expectations
* Levelling

|  |
| --- |
| D1: Guidance (Taken from the unit specification)*Psychological factors*: effects eg use of sound, high score listings, competitive games, peer pressure, fun, educational value, expectations, levelling**D1 – Examine the psychological effects of computer gaming on individuals and society** |

***What to Submit:***

1. Psychological effects of game on society