



Australian Government

Department of Education, Employment and Workplace Relations

ICAGAM407A Write scripts for interactive games

Release: 1

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Modification History

Release	Comments
Release 1	This Unit first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to write scripts and related content for interactive games.

Application of the Unit

This unit applies to script writers, concept artists, storyboard artists, designers and other personnel working in the game development industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Identify story components	1.1 Identify creative concepts for script 1.2 Identify game genres and story components for script development
2. Develop script components	2.1 Develop script structure consistent with genre and game design brief 2.2 Develop script components for main plot and background stories and level or mission stories consistent with genre and game design brief
3. Write draft script	3.1 Write script synopsis 3.2 Write draft script for main characters and interactions using structure and components previously determined according to the brief 3.3 Write draft script for background stories and level/mission stories using previously determined structure and components according to the brief 3.4 Develop character and narrator dialogue 3.5 Initiate storyboards for draft scripts in required format
4. Review script based on feedback	4.1 Present synopsis and storyboards to client and relevant personnel for feedback 4.2 Collate and respond to comments and feedback 4.3 Revise scripts and storyboards consistent with feedback 4.4 Undertake focus testing with intended audience
5. Write final script	5.1 Collate and respond to comments and feedback from focus testing 5.2 Rewrite script synopsis where required 5.3 Rewrite script or dialogue where required 5.4 Initiate revised storyboards where required 5.5 Present final script in agreed format to client and colleagues

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to apply creative reasoning to determine the appropriate writing style consistent with the game design brief
- communication skills to:
 - conduct focus testing
 - liaise with personnel, clients and target audience representatives to obtain feedback on scripts
- design and writing skills to write:
 - background stories and level or mission stories consistent with the game design brief
 - character profiles, setting profiles and plot profiles
 - dialogue for scripts
 - script synopses
 - scripts for interactive games
- planning and organisational skills to make timely and efficient modifications to scripts consistent with time lines and client requirements
- technical skills to use file saving, storage and version incrementing protocols.

Required knowledge

- budgeting and scheduling considerations for game development
- components that drive script narrative and engage the target audience
- copyright and intellectual property requirements in Australia and other markets for proposed game
- focus testing processes and procedures
- game genres and narrative structures
- industry formats for game scripts
- research methods for:
 - keeping abreast of competitors work in developing stories and scripts for games
 - obtaining factual information as a basis for character, location and narrative development
 - sourcing owners of copyright and intellectual property used in the development of games
- script structures and character profiling for interactive games
- script writing techniques and requirements for interactive games
- seeking permission from copyright owners for use of protected elements in scripts
- storyboarding techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • write scripts consistent with game design brief and client requirements • identify the contribution of script writing to narrative development and engaging game play • communicate and liaise with relevant personnel in the development of scripts to meet client and audience requirements and specified quality level.
Context of and specific resources for assessment	Assessment must ensure access to: • reference materials for script writing • internet access for research purposes • range of state of the art computer games across all platforms and genres • range of games consoles and hand-held game devices • computer hardware, software, games engines and file storage • copyright and intellectual property legislation • OHS legislation and enterprise policy • appropriate learning and assessment support when required • modified equipment for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • case studies • work samples or simulated workplace activities • observation • verbal questioning, such as an interview • written or interactive computer-based test or quiz • fault-finding exercises • reports or logbooks.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.

	Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Creative concepts</i> may be derived from:	• brainstorming • comics • current events • film and television scripts • focus group sessions • game design briefs • global trends • historic events • literature • political activities • re-interpretation of factual events • social phenomena.
<i>Game genres</i> may include:	• adventure • alternative reality • ancient • casino • cyberpunk • educational • edutainment • fantasy • first person shooter • flight shooter • flight simulation • futuristic • god simulation • massively multi-player online game • massively multi-player online role-playing game • medieval • modern • multi-player • post-apocalyptic • puzzle • racing shooter • racing simulation

	• real-time strategy • role-playing game • science fiction • side-scrolling shooter • single player • sports • strategy, including: • action strategy • turn-based strategy • tactical combat.
Story components may include:	• celebrity activities • character motivations • character profiles • comics and graphic novels • cultural aspects • cultural traditions • environmental aspects or locations of story • fairytales • film and television • historical events • novels and short stories • performing arts: • ballet • dance • opera • sporting activities • 'what if' scenarios.
Background stories may include:	• cinematics (cut scenes) • experiences, events and missions occurring prior to game action that have a bearing on the proposed game narrative
Script synopsis may consist of:	• concise outlines of story narrative, including: • character story and motivation • climax or cliffhanger • key interactions along the way • objective of the story • plot profile • resolution - what is gained or lost • secondary plotlines • drama outline for cinematics (cut scenes) • executive summary • flowcharts

	• one-page narrative synopsis • one paragraph synopsis • one sentence synopsis • pitch version of synopsis.
Storyboards may include:	• animatics (technical previsualisation) • computer-generated illustrations • existing comic strips, comic books or graphic novels • hand-drawn illustrations • illustrations or images displayed in sequence for the purpose of previsualising a motion picture, animation, motion graphic or interactive media sequence, including website interactivity • photomatic (photographic storyboard) • thumbnails.
Relevant personnel may include:	• animators • concept artists • game-play designers • graphic designers • instructional designers • modellers • motion capture technicians • other writers • producers • programmers • project manager • sound engineers • team members • technical director • other specialist or technical staff.
Feedback may involve:	• seeking, accepting and responding to comment, critique and suggestions from: • clients • colleagues • target audience representatives.
Focus testing may include:	• actively seeking suggestions to improve script and narrative components and provide engaging game play • presenting storyboards and components to colleagues for comment and feedback • presenting storyboards to representatives of the target audience for comment and feedback.

Unit Sector(s)

Game development