

# CO GAME Videogame Research

## General Information about the Game

**Name of the game**

**Year of Creation**

2013

**Description of the game**

Candy Box 2 is a simplistic game to begin with, then becomes more complex: the player automatically collects candies. Thoses allow to unlock options and locations. They can then buy things, go on quests, explore new zones, kill pests, etc.

**Platform**

Any.

**Type of the game**

First Person / Shooter

**Website**

<http://candybox2.net/>

[http://www.candyboxwiki.com/wiki/Main\\_Page](http://www.candyboxwiki.com/wiki/Main_Page)

**Are there more institutions cooperating to the videogame development? Which profiles?**

No. It was developed by a 19 year old student.

## BLOCK A. HERITAGE INTEREST

This part is for describing the heritage quality of the game.

**Is there any distinctive heritage element?**

**If yes, which are the different historical contexts (Who, when, where, why?) described.**

**Which are the main historical elements described?**

**Are they rigorous or inspirational or simply scenarios for the development of the story?**

**Which are the most interesting elements regarding COGAME framework, and why?**

No heritage element.

## BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of the game.

### **Age addressed by the videogame**

All ages

**Is there any link with the national educational levels? (Is the game addressed specifically to any pedagogical level? To some pedagogical activity?)**

No.

### **Which educational purpose has the game?**

None.

**Target addressed by the project (List: community, classroom, subrepresented groups, disadvantaged, etc.)**

All

### **Which are the main skills / knowledges / attitudes learned by using the videogame?**

Dividing a task into smaller tasks

Making decisions

Curiosity and taste for discovery (map)

Patience

## BLOCK C. VIDEO GAME DESIGN

This part is for collect information about video game design

### **Graphics (Which type of graphics are used by the video game?)**

Simplistic: black on white ASCII (printable characters are used to create the shapes)

One font (courier)

### **What is the storytelling of the video game? (Which are the main narrative elements?)**

The player receives candies. They move in a village, then different places. They meet people from whom they can buy things or for whom they can perform quests.

**Is it future or past oriented? It is dystopian or utopian?**

Fantasy, a little bit past oriented (weapons, pieces of clothing, etc)

**Main characters (How many characters the player can choose? Describe them.)**

1

As the game is RPG, the player sees from the point of view of the character.

**Interactivity (What is the level of interactivity inside the game? Describe.)**

No interactivity between different players.

**Usability (Has the game a complex screen? Number of controls (keyboard, screen, Joystick...))**

Simplistic as well: clicking is the only action needed.

**Accessibility (Is the game prepared for people with mobility or control disadvantages?)**

Not especially, but the game is controlled by mouse/mousepad, so people with disabilities could use it.

## BLOCK E. ASSESSMENT FOR CO-GAME

**Which are the elements you identify as relevant to be taken in mind for the development of the different IO for Co-Game?**

The simplicity of use and of graphics: a video game does not have to be flashy, expensive-looking or complicated.

A map can be interesting for heritage objects that have a geographical element.

The step-by-step approach: the player has to be patient, learn new skills and accomplish certain tasks in a certain order to progress.

**Which are the elements not to repeat while developing Co-Game?**

No educational content, no heritage content

**Name of the organisation in charge of the questions (Write the name of your organisation (CEPS, LATERNA, MUNDANEUM, CIES; BFI)).**

Mundaneum