**TEMASEK POLYTECHNIC**

**SCHOOL OF INFORMATICS & IT**

**DIPLOMA IN GAME DESIGN AND DEVELOPMENT**

**ASSIGNMENT BRIEF FOR PROGRAMMING WITH GAME ENGINES (CGE2C19)**

# Practical Assignment – Source Codes (Rubrics) (30%)

This document gives the marking rubrics for PGGE Assignment 1: Practical Assignment – Source Codes

**Q1: Camera Repositioning due to Object(s) Within Line of Sight (10 marks)**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **F: <5**  **Poor** | **D: >= 5 < 6**  **Adequate** | **C: >= 6 < 7**  **Good** | **B: >= 7 < 8**  **Very Good** | **A: >= 8**  **Excellent** | **Marks**  **(/10)** |
| **Q1** | Unable to run the program, or the student did not attempt the question. | Able to run the program, but the code is poorly written and very difficult to read.  No comments or there is no description of the working of the program.  The student provides a video that shows at least one test conducted for the camera collision.  The student provides a reflection that does not move beyond the description of the learning experience. | Able to run the program and the code is readable only by a person who already knows its purpose.  Some superficial comments exist and a poor attempt at describing the working of the program.  The student provides a video that shows at least two tests conducted for the camera collision.  The student provides a reflection that makes attempts at applying the learning experience to the understanding of course concepts but fails to demonstrate a depth of analysis | Able to run the program, and the code is relatively easy to read.  The student has thoroughly commented on the code with proper and meaningful descriptions.  The student provides a video that shows at least three tests conducted for the camera collision.  The student provides a reflection that demonstrates the student attempts to analyse the experience, but the analysis lacks depth. | Able to run the program, and the code is relatively easy to read.  The student has thoroughly commented on the code with proper and meaningful descriptions.  The student provides a video that shows at least three tests conducted for the camera collision.  The student provides a reflection that moves beyond a simple description of the experience to analyse how the experience contributed to the student understanding of course concepts. |  |
| **Comments** | | | | | |  |

**Q2: Configure a new Character for the Player (10 marks)**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **F: <5**  **Poor** | **D: >= 5 < 6**  **Adequate** | **C: >= 6 < 7**  **Good** | **B: >= 7 < 8**  **Very Good** | **A: >= 8**  **Excellent** | **Marks**  **(/10)** |
| **Q2** | Unable to run the program, or the student did not attempt the question. | Able to run the program.  The student provides less than three animation states.  The Player does not transit to different animations based on key inputs for more than one case.  The student provides a video but does not describe how they configured the Player.  The student provides a reflection that does not move beyond the description of the learning experience. | Able to run the program.  The student provides less than four animation states.  The Player can transit to different animations based on key inputs, but the transitions are not proper, or there is no transition for at most one case.  The student provides a video and describes how they configured the Player but lacks at least two sections.  The student provides a reflection that makes attempts at applying the learning experience to the understanding of course concepts but fails to demonstrate a depth of analysis | Able to run the program.  The student provides more than five animation states.  The Player can transit to different animations based on key inputs; all transitions are proper, but the student did not use Blend state.  The student provides a video and describes how they configured the Player but lacks at least one section.  The student provides a reflection that demonstrates the student attempts to analyse the experience, but the analysis lacks depth. | Able to run the program.  The student provides more than seven animation states.  The Player can transit to different animations based on key inputs, all transitions are proper, and the student used Blend state.  The student provides a video and describes all the sections on how they configured the Player.  The student provides a reflection that moves beyond a simple description of the experience to analyse how the experience contributed to the student understanding of course concepts. |  |
| **Comments** | | | | | |  |

**Q3: Implement Steps Sound (10 marks)**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **F: <5**  **Poor** | **D: >= 5 < 6**  **Adequate** | **C: >= 6 < 7**  **Good** | **B: >= 7 < 8**  **Very Good** | **A: >= 8**  **Excellent** | **Marks**  **(/10)** |
| **Q3** | Unable to run the program, or the student did not attempt the question. | Able to run the program, but the code is poorly written and very difficult to read.  The student had used just one audio file to implement steps sound.  The student provides a video but does not describe how they implemented the walking and running sound.  The student provides a reflection that does not move beyond the description of the learning experience. | Able to run the program, the code is readable only by a person who already knows its purpose.  The student had used multiple audio files to implement steps sound, but each audio file is associated with either walk or run.  The student provides a video and describes how they configured the walking and running sound of the Player but lacks in at least two sections.  The student provides a reflection that makes attempts at applying the learning experience to the understanding of course concepts but fails to demonstrate a depth of analysis | Able to run the program, and the code is relatively easy to read.  The student had used multiple audio files to implement both walking and running.  The student provides a video and describes how they configured the walking and running sound of the Player but lacks in at least one section.  The student provides a reflection that demonstrates the student attempts to analyse the experience, but the analysis lacks depth. | Able to run the program, and the code is relatively easy to read.  The student had used multiple audio files to implement both walking and running. The students had also randomised the volume and pitch of the audio source.  The student provides a video and describes all the sections on how they configured the walking and running sound of the Player.  The student provides a reflection that moves beyond a simple description of the experience to analyse how the experience contributed to the student understanding of course concepts. |  |
| **Comments** | | | | | |  |
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