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| **Assessment Coversheet and Feedback Form** | **Faculty of….**  School of…. | New Logo Tiny |

Complete the details highlighted in the **coloured text** boxes and leave everything else blank. Where appropriate, copy and paste your submission after the first pages as indicated. You are reminded of the University regulations on cheating. Except where the assessment is group-based, the final piece of work which is submitted must be your own work. Close similarity between submissions is likely to lead to an investigation for cheating. You must submit a file in an MSWord or equivalent format, AND in PDF format, as tutors will use inline text mark-up tools in Moodle to provide feedback including, where appropriate, annotations. in the text.

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| **Student Name** | *Armin Raad* | **Reasonable Adjustments** |  |
| **Student Number** | 22115159 | Check this box [x] if the Faculty has notified you that you are eligible for a Reasonable Adjustment (including additional time) in relation to the marking of this assessment. Please note that action may be taken under the University’s Student Disciplinary Procedure against any student making a false claim for Reasonable Adjustments. | |
| **Course and Year** | BA Video Game Digital Art / BA Video Game Design and Production / BSc Video Game Development, Yr2 |
| **Module Code** | GFA6015 |
| **Module Title** | Major Project |
| **Module Tutor** | Sion Lenton / Jack Healey / Dan Burrows |
| **Personal Tutor** | Mattia Colombo |

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| **Submission** *If you have hosted your video on a distribution platform such as YouTube or Vimeo, please insert your URL web link below:* |
| *Original Game: https://youtu.be/pdtUSf2Sqfk*  *Second Game: https://youtu.be/ORCO11SG-ZY*  *The original project was abandoned in favour of switching engine. Assets were also changed because the assets in the original game were placeholder.*  *NB: If you’ve password protected it, remember to give us the password!* |

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| **First Marker Name:** |  | **Date:** |  |
| **Feedback:** General comments on the quality of the work, its successes and where it could be improved | | | |
|  | | **Provisional Uncapped Mark** Marks will be capped if this was a late submission or resit assessment and may be moderated up or down by the examination board. | |
| % | |
| **Feed Forward:** How to apply the feedback to future submissions | | | |
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| **Moderation Comments** (Please note that moderation is carried out through ‘sampling’. If this section is left blank, your work is not part of the sample.) | | | | | |
| Moderation is done via sampling. Your work was not part of the sample. | | | | | |
| **Moderator Name:** |  | **Moderator Signature:** |  | **Date:** |  |

**Marking Criteria – Please study this page carefully**

## ASSIGNMENT MARKING CRITERIA

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|  | **0 – 39%**  **Fail** | **40 – 49%**  **Third** | **50 – 59%**  **2:2** | **60 – 69%**  **2:1** | **70 – 79%**  **First** | **80 – 100%**  **First** |
| Learning Outcome One linked to Element 1  25% of Module Mark | Analyse an appropriate body of published research/ professional output in order to identify a research proposal | | | | | |
| No connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Project/research challenge is disorganised and does not follow the conventions of assignment, subject or proposal.  Little or no use of discipline-specific skills and appropriate methodologies.  Inappropriate or invalid use of insight to define strategic and creative decision-making.  No critical analysis. | Cursory connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Insufficient evidence that project/research challenge has been engaged with adequately to produce work which aligns with assignment, subject and proposal.  Inadequate use of discipline-specific skills and appropriate methodologies.  Unsubstantiated use of insight to define strategic and creative decision-making.  Token critical analysis. | Clear connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Evidence of structured process in response to project/research challenge. Relevant links to theories and professional/academic models are presented.  Demonstrates use of discipline-specific skills and appropriate methodologies.  Good use of insight to define strategic and creative decision-making.  Considered critical analysis in evidence. | Strong connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Organized response to project/research challenge. Relevant links to theories and professional/academic models are clearly explained.  Demonstrates very good application of discipline-specific skills and appropriate methodologies.  Persuasive use of insight to define strategic and creative decision-making.  Systematic critical analysis. | Robust connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Systematic response to project/research challenge. Relevant links to theories and professional/academic models are clearly explained and visualised.  Demonstrates outstanding application of discipline-specific skills and appropriate methodologies.  Authoritative use of insight to define strategic and creative decision-making.  Strategic critical analysis. | Rich connections to or progression from teaching and learning associated with videogames design/production/art/ programming.  Efficient and selective response to project/research challenge. Relevant links to theories and professional/academic models are clearly explained and innovatively visualised.  Demonstrates Highly sophisticated and comprehensive application of discipline specific skills and appropriate methodologies.  Innovative use of insight to define strategic and creative decision-making.  Discerning critical analysis. |
| Learning Outcome Two linked to Element 2  25% of Module Mark | Select and apply appropriate methods, underpinned by relevant debates, theories and practice, to develop a response to the defined proposal | | | | | |
| Work produced is fundamentally flawed through lack of coherence or process e.g. no research, nor method, nor support, nor any systematic approach.  Research is inadequately cited and/or referenced.  Assignment project is incoherent, incomplete and/or significantly outside required delivery parameters | Uninformed grasp of the subject, insufficient secondary and primary research, lacks awareness of professional and scholarly contexts.  Research is inconsistently cited, and/or referenced  Assignment project is complete but significantly outside required delivery parameters | Proficient work characterised by a good grasp of the subject, a range of secondary and primary sources and informed knowledge of professional and scholarly contexts  Research is cited but inconsistently referenced and curated.  Assignment project is within required delivery parameters, aligns with proposal objectives and delivers on-brief. | Excellent work characterised by an informed grasp of the subject, good range of secondary and primary sources and a familiarity with professional and scholarly contexts.  Research is consistently cited referenced and curated.  Assignment project is within required delivery parameters, aligns with proposal objectives, delivers on-brief and finds appropriate synergies across key debates/theories. | Professional work characterised by well-selected knowledge from secondary and/or primary research demonstrating a breadth and depth of understanding. The work shows assured familiarity with professional and scholarly contexts.  Research is cited referenced and curated to professional standard.  Assignment project is within required delivery parameters, aligns with proposal objectives, delivers on-brief and finds appropriate synergies across key debates/theories. | Exceptional work characterised by well-selected knowledge from secondary and/or primary research demonstrating a breadth and depth of understanding. The work demonstrates expertise and familiarity with professional and scholarly contexts.    Research is cited referenced and curated to publishing standard.  Assignment project is within required delivery parameters, aligns with proposal objectives, delivers on-brief and finds innovative synergies across key and trending debates/theories. |
| Learning Outcome Three linked to Element 2  25% of Module Mark | Synthesise the knowledge gained from your activities, in order to demonstrate a resolution that is evaluative and appropriate to the specialism | | | | | |
| Content/contribution to knowledge is predominantly conjectured with little to no support.  Resolution is not evaluative nor appropriate to the specialism and does not attempt to find synergies across knowledge and debate in the subject arena or related themes.  No exploration of contextually appropriate research methodologies around the chosen topic. | Content/contribution to knowledge is based on assumptions with insufficient supporting research and/or insights.  Resolution is cursory in terms of evaluative and appropriateness to the specialism, with insubstantial links to knowledge and debate in the subject arena and related themes.  Token exploration of contextually appropriate research methodologies around the chosen topic. | Content/contribution to knowledge is informed and supported by researched and cited/referenced sources.  Original evaluation is insightful with clear links to knowledge and debate in the subject arena and related themes.  Relevant exploration of contextually appropriate research methodologies around the chosen topic. | Content/contribution to knowledge is imaginative, informed and supported by researched and cited/referenced sources.  Original eval is innovative and insightful with clear links to knowledge and debate in the subject arena and related themes.  Relevant, authentic exploration of contextually appropriate research methodologies around the chosen topic. | Content/contribution to knowledge is pioneering and supported by researched and cited/referenced sources.  Original research is innovative, insightful and challenges convention with clear links to knowledge and debate in the subject arena and related themes.  Trend-setting potential in exploration of contextually appropriate research methodologies around the chosen topic. | Content/contribution to knowledge to publication standard and proven by innovative and authoritatively researched and cited/referenced sources.  Original research is ground-breaking, insightful and challenges convention with new links to knowledge and debate in the subject arena and related themes.  Trend-setting contribution to the exploration of contextually appropriate research methodologies around the chosen topic. |
| Learning Outcome Four linked to Element 3  25% of Module Mark | Successfully communicate the results of your inquiry giving consideration to appropriate and relevant academic, ethical and professional requirements. | | | | | |
| Chosen method of communicating key findings and results are incoherent in demonstration and documentation regarding clarity, structure, format, and referencing  No engagement with context appropriate theory or practice.  No awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme.  No evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken.  Work is dominated by assumptions, received notions, opinions or conjecture; and severely lacks supporting evidence in recognised theory and practice.  Visualisations and presentations of data, insights and recommendations are missing. | Chosen method of communicating key findings and results lack comprehensive demonstration and documentation regarding clarity, structure, format, and referencing  Minimal engagement with context appropriate theory or practice.  Minimal awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme.  Minimal evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken.  Work is contains assumptions, received notions, opinions or conjecture, lacking supporting evidence in recognised theory and practice.  Visualisations and presentations of data, insights and recommendations are present but poorly presented. | Chosen method of communicating key findings and results are adequately demonstrated and documented regarding clarity, structure, format, and referencing.    Adequate engagement with context appropriate theory or practice.  Adequate awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme.  Adequate evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken.  Adequate evidence of organisation and use of professional processes and standards. Work follows linear path supported by recognised theory and practice.  Visualisations and presentations of data, insights and recommendations are present and adequately presented. | Chosen method of communicating key findings and results are well demonstrated and documented regarding clarity, structure, format, and referencing.    Good engagement with context appropriate theory or practice.  Good awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme.  Good evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken.  Good evidence of organisation and use of professional processes and standards. Work follows systematic path supported by recognised theory and practice.  Visualisations and presentations of data, insights and recommendations are proficiently detailed and well presented. | Chosen method of communicating key findings and results is excellently demonstrated and documented regarding clarity, structure, format, and referencing.    Excellent engagement with context appropriate theory or practice.  Excellent awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme.  Excellent evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken.  Excellent evidence of organisation and use of professional processes and standards. Excellently organised work using rigorous academic/industry process and standards in systematic path supported by proven theory and practice.  Visualisations and presentations of data, insights and recommendations are excellently detailed and expertly presented. | Chosen method of communicating key findings and results is demonstrated and documented regarding clarity, structure, format, and referencing at professional publication standard, and demonstrates academic and industry excellence.    Engagement with context appropriate theory or practice is at professional publication standard, and demonstrates academic and industry excellence.  Awareness of regulatory, ethical or professional compliance issues appropriate to chosen theme is at professional publication standard, and demonstrates academic and industry excellence.  Expertly curated evidence that a structured process of reflection, analysis and continuing professional development with personal progression has been undertaken, demonstrating academic and industry excellence.  Evidence of organisation and use of professional processes and standards is at professional publication standard, and demonstrates academic and industry excellence. Expertly curated work using rigorous academic/industry processes and standards throughout, with transparent flow, supported by proven theory and practice.  Visualisations and presentations of data, insights and recommendations are highly innovative, expertly detailed and presented, and is at professional publication standard, demonstrating academic and industry excellence. |

PLEASE CUT AND PASTE WORK HERE