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| **Assessment Coversheet** | **Faculty of Arts Design & Media**  School of Media / NTI | New Logo Tiny |

Complete the details marked in the **coloured text** 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 as tutors will use MSWord to provide feedback including, where appropriate, annotations in the text.

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| **Student Name** | *Alex Sharpe* | **Reasonable Adjustments** | **None** |
| **Student Number** | *S15141535* |  | |
| **Assignment Part Number or Viva:** | *Assignment 2 Part 1* |
| **Course and Year** | BSc Interactive Entertainment Game Development 2015 – 2016 |
| **Module Code** | MED 4047 |
| **Module Title** | Interactive Entertainment Production One (Collaborative Product Development using Agile Software Development Approaches) |
| **Module Tutor** | Zuby Ahmed |
| **Personal Tutor** | Zafar Qamar |

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| **Assignment 2 Part 1: Proof of concept software artefact**  **TOTAL - 40% OF MODULE GRADE** | | | |
| **Learning Outcomes** | **%** | **Key Skill** | **Assessment Criteria** |
| On successful completion of this unit, students should be able to discuss and evaluate project management methodologies, and demonstrate application of a methodology in a multidisciplinary team context  &  On successful completion of this unit, students should be able to discuss and evaluate software and technology solutions, and employ appropriate solutions for the creation of an interactive software product in a multidisciplinary team context | 25% | Technical, Flexibility, Problem solving | Create a functional program that demonstrates knowledge of the methods and techniques covered in the module. |
| 25% | Communication & Technical | Demonstrate a coding style that supports debugging, expansion and modification. |
| 25% | Creativity & Technical | Develop a robust software artefact which handles unexpected events and data. |
| 25% | Planning, Team working & Time management | Holistic working throughout the module, team working and finesse and quality of submission materials |

**Assessment Criteria**

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| **%** | **First Class** |
| 90+ | Singularly high quality work that approaches publishable, or professional standard. |
| 85 | A highly sophisticated understanding of the parameters of the brief.  A response to the brief to be expected of a post-graduate student. |
| 82 |
| 80 | An outstanding performance, exceeding what would be expected of an undergraduate student. |
| 75-78 | A very imaginative and creative response to the brief. Comprehensive, demonstrating a very high level of undergraduate skill and insight. No errors or omissions |
| 70-74 | Comprehensive, demonstrating a high level of undergraduate skill and insight. Virtually no errors or omissions. Shows originality of application, synthesis and insight. Evidence of substantial additional work and independent learning. |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Second Class: Division One (2:1)** |
| 68 | A very good performance: Demonstrating a command of key undergraduate skills and knowledge. |
| 65 | Demonstrating a clear understanding of the parameters of the brief. Employing analysis and reflection rather than description |
| 62 | A good performance, showing evidence of relevant additional work and independent learning  **Second Class: Division Two (2:2)** |
| 58 | A sound performance: a competent and appropriate response to the assignment. |
| 55 | Demonstrating a clear grasp of the majority of basic skills and knowledge. |
| 52 | Weaknesses do not undermine the whole assignment. |
| 50 | Evidence of understanding key module concepts and topics and some basic independent learning.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Third Class** |
| 48 | A fair attempt to meet the demands of the assignment. Some understanding demonstrated of the parameters of the brief. |
| 45 | Demonstrating a command of many basic skills and core pieces of knowledge. |
| 42 | The assignment may not be wholly successful or coherent, or have important weaknesses. |
| 40 | **A borderline pass.** Description rather than analysis.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **FAIL** |
| 38 | Not up to the minimum standard expected, but some credit earned. A limited understanding of the parameters of the brief. |
| 35 | An unreflective and uncritical response to the brief. A short or incomplete piece of work. |
| Below 30 | Decisive fail; no question of reaching the required standard.  No clear understanding of the parameters of the brief.  No critical response to the brief.  Major omissions in the work.  No understanding of the parameters of the brief.  Work unacceptable |
| 25 |
| 0 |
| 15 |
| 10 |
| 0 | Non submission |

**Classes written by Alex Sharpe**

DragAndDropScript.cs

PickUpManager.cs

SashManager.cs

Everything inside FindThePieces

Everything inside misc

OmegaOutline.cs

Everything inside of SealPieces

Everything inside of Tardis Console other than DragDrop

\_SceneManager.cs – All my code

FrameSwipe.cs – All my code

LoadImages.cs – 30% my code 70% Joeb Rogers’ code (all my comments)

MoveSprite.cs – 70% my code 30% Joeb Rogers’ code (all my comments)

ThemeMusic.cs

ConceptArtManager.cs

Created all of the scenes using the framework

Created all of the animations using unity animator and sometimes using spritesheets (in separate files) from the artists

Gave some help to all the other scripts inside of Assets -> Episode2