

STUDENT FEEDBACK FORM (UG)

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Student Name:	Joshua Piecko	Student P Number:	
Programme:	BA Computer Games Design / BSc / HND Computing (Games Development)		
Module:	Game Design and History		
Module Code:	M4X02039	Contribution to Module:	50%
Assignment Title:	Individual Academic Report (Game Analysis/Review)		

Generic Assessment Criteria	% of Overall Mark	Level of Achievement – In Percentages %													
		Fail	MF	3 rd Satisfactory			2:2 Good			2:1 Very Good			1 st Exceptional		
		0-29%	30-39%	40-43%	44-46%	47-49%	50-53%	54-56%	57-59%	60-63%	64-66%	67-69%	70-79%	80-89%	90-100%
1. Engagement with Literature Skills	30%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
2. Knowledge and Understanding Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
3. Cognitive and Intellectual Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
4. Practical Application Skills	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		70.2%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Research has been evidenced in the submitted work through references in text and a bibliography provided as part of the document. The Bibliography adheres to IEEE format as required. Good work.
2. Knowledge and Understanding Skills Understanding of visual and aural feedback has been evidenced in the review, backed up by research quotes from Bates – good work. Discussion of the platform/puzzle sections of the game acting as a change of pace are well observed, as these sections of the game feature at intervals to ensure the experience does not become monotonous. An appreciation of game pacing is evidenced in the work.

3. Cognitive and Intellectual Skills

Analysis of the game's visual style and application of colour theory has been evidenced in the review – this is good as the work explores elements beyond basic game objectives. The supporting image and quotes helps with this analysis – though I would say that the use of blue would be more of a contrast to the rest of the game environment to highlight it as a HUD element rather than providing a 'warm' feeling based on traditional colour theories.

A good analysis of the game structure has been provided in the review, with a breakdown of the different status each machine component can have. This evidences that engagement with the game has taken place as part of the research of this assessment.

4. Practical Application Skills

Visual elements have been included in the report, though adding a few more may help support the written content of the review and allow you to go into greater detail about various aspects of gameplay or theories – for example, the inclusion of the theory of flow is good, but adding a diagram of the graph that represents this would enhance this section and be worth more marks.

5. Transferable Skills for Life and Professional Practice

The report is well written and presented, with title, contents page, and summary/conclusions featured as part of the structure.

Sub sections of the report help with readability and access.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	10/12/21
--------------	----------	--------------	---------	-------	----------