

Task 4: Folio and Quiz

Due Date: Tuesday 5 Aug 2025 Week 3A Term 3

Distributed: Friday 1 Jul 2025 Week 9A	Weighting: 15%
Task Type: Folio and Quiz	Unit: Games and Simulations
<p>IND5-1: identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.</p> <p>IND5-4: selects, justifies and uses a range of relevant and associated materials for specific applications.</p> <p>IND5-5: planning, production and presentation of ideas and projects.</p> <p>IND5-8: evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.</p>	

Task Description

This task consists of two parts as outlined below.

PART A - Folio

Students will be working to plan, design and develop a 3D video game using Unity Engine. As part of this task, students will need to complete a folio consisting of:

- **Statement of Intent:**
 - Describing the theme or story for your game, characters, enemies, objectives and mechanics for your game, as well as any limitations or constraints you need to work within.
- **Development of Ideas:**
 - Multiple hand drawn sketches of characters, enemies, collectibles and level maps.
 - You need to survey your classmates and teachers about your designs; implement feedback and write an evaluation on your progress so far.
- **Time Plan and Finance Plan:**
 - Estimated and actual time plan with a brief evaluation.
 - Estimated and actual finance plan with a brief evaluation.
- **Research:**
 - *Sprite Software* - Research 3D Sprite software for design elements in the game
 - *Game Engine* - Research the advantages and disadvantages of Unity Engine and Unreal Engine for your project
 - *Game Ratings* - Outline the different ratings provided to games and provide examples for each
 - *Game Genres* - Research TWO different game genres and provide information around the style of game found within this genre, typical character designs, game mechanics and soundtrack for each.

PART B - Quiz

Students will be completing an in class quiz on the due date above that assesses their understanding of the theoretical concepts covered in class. In preparation for this quiz, students should ensure they've completed all classwork on Google Classroom and Moodle, including any homework tasks. Students should seek teacher assistance on unclear work or concepts prior to the day of the task.

Glossary of Key Words

These verbs will provide an understanding of the detail needed to successfully answer the questions. Some of the verbs typically associated with these questions include:

- **Discuss:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgement based on criteria; determine the value of
- **Justify:** Support an argument or conclusion
- **Summarise:** Express, concisely, the relevant details

Details of Submission

PART A - Folio

Students need to submit **BOTH** their completed Folio and Record of Production to Moodle by the due date listed in PDF.

PART B - Quiz

Students will have 40 mins to complete this quiz in class on the due date listed. The quiz is composed of Multiple Choice/Comprehension and Short Answer questions.

The quiz will be accessed through Moodle and must be completed in one sitting. Students should attempt all questions and are NOT permitted to bring notes into the classroom.

Teacher Feedback and Student Self-Reflection

The task will be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks - <https://forms.gle/s3HD9ueLodeUs2km6>

How does this link to my learning?

This task will allow students to demonstrate their understanding of theoretical concepts, providing students with the opportunity to showcase their knowledge, understanding and skills in

- Demonstrates knowledge and skills in competent use of a variety of software as part of their design projects
- Explaining the functionality and impact of a range of multimedia products

Assessment Procedures

Students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Marking Criteria

PART A - Folio (Weighting 50%)

Component: Folio	20 – 17	16 – 13	12 – 9	8 – 5	4 - 1
Statement of Intent	Clarifies the intent of the project by explaining clearly what is to be made and why	Clarifies the intent of the project by explaining what is to be made and why	Describes what the intent of the project is and why	Provides an outline of what is to be made	Identifies what is to be made
Development of Ideas	Demonstrates very high level skills in idea generation, storyboards and evaluation	Demonstrates substantial skills in idea generation, storyboards and evaluation	Demonstrates moderate skills in idea generation, storyboards and evaluation	Demonstrates basic skills in limited areas of idea generation, storyboards and evaluation	Sketching, storyboards and idea generation are elementary or not present
Finance and Time Plan	Develops and applies comprehensive time plans and finance plan	Develops and applies appropriate time plans and finance plan	Proposes a time plan and/or finance plan	Time plan is without sufficient detail and/or finance plan	Time plan or finance plan is either inappropriate or not evident
Research	Conducts and explains a wide range of relevant research of appropriate tutorials, processes and resources	Conducts and describes a range of relevant research of appropriate tutorials, processes and resources	Conducts and outlines research of some appropriate tutorials, processes and resources	Minimal reference to research conducted	Appropriate research not evident or limited
ICT skills and Techniques	Demonstrates a wide range of presentation skills and techniques	Demonstrates a range of presentation skills and techniques	Demonstrates some presentation skills and techniques	Demonstrates limited presentation skills and techniques	Little evidence of presentation skills and techniques
				TOTAL	/ 20

PART B - Quiz (Weighting 50%)

Marks will be indicated next to each question, with any marking criterias needed for individual questions, provided on the day of the test.

Total

/30

LITERACY CRITERIA	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
				TOTAL	/ 4
				OVERALL TOTAL	/ 54