



Key Advice

Unconventional Assignment example

This assignment, from the course *Urban Perspectives in International Development* at the University of Amsterdam, asks students to write a film review—a task they are unfamiliar with. Many students feel uncertain about how to approach such an assignment and what criteria the teacher will use for assessment.

The Assignment: Film Review (1000 words)

Select a film (not a documentary) that you believe is relevant to one of the course topics. Using the ideas developed in the Lewis et al. (2013) article “*The Projection of Development*” as a starting point, build a compelling argument for why this film should be considered critical viewing for those studying urban inequality.

Your film review will be marked based on how effectively you:

- Present a coherent argument explaining the film’s relevance for understanding specific urban inequalities (specifically, the issues of your choice) and justify why the film offers critical insights compared to similar academic work.
- Connect the film’s narrative or analysis of the urban issues of your choice to academic analyses, particularly those explored in the course readings.

Simply summarising the film will not suffice. Your review must reference relevant course materials to demonstrate its academic significance.

Assessment Rubric Example

One of the co-created rubric criteria might include a breakdown of performance into levels. While this example uses four levels, you can adapt it to your context and use three or five instead.



<p>Critical Analysis (40%)</p> <p>Critical Analysis of film in relation to the theme(s) of the course. (understanding of urban issue represented in the movie; relating film and urban issues to literature and theory)</p>	<table border="1"> <tr> <td data-bbox="443 398 636 902"> <p>40 to >32.0 Pts Full marks</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. These are integrated in-depth. The concepts are well chosen and a wide array of readings and examples has been convincingly applied and resulting in a strong analysis of the film in relation to the chosen theme. The student shows thorough understanding of critical theory approaches and takes a well-argued, creative position in the debate(s) and articulates this view clearly.</p> </td> <td data-bbox="643 398 860 902"> <p>32 to >28.0 Pts Good</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. The concepts are well chosen and enough relevant readings and examples have been convincingly applied and result in the student presenting an analysis of the film in relation to the chosen theme. Student shows a proper understanding of critical theory approaches and articulates a clear and fitting position.</p> </td> <td data-bbox="866 398 1086 902"> <p>28 to >22.0 Pts In development</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. Concepts or ideas used are relevant but are not convincingly applied to develop a solid analysis of the film in relation to the chosen theme. Student shows sufficient understanding of critical theory approaches. The student's view could be better articulated and/or the approach is not well integrated in the paper. Enough relevant readings are integrated in the text.</p> </td> <td data-bbox="1093 398 1294 902"> <p>22 to >0 Pts Insufficient</p> <p>Theme(s) of the film is not discussed in relation to urban inequality or to a theme of the course. Student shows hardly or no understanding of critical theory approaches and is unable to articulate a view in relation to the film. Insufficient use of the readings for the course (depth and breadth).</p> </td> </tr> </table>	<p>40 to >32.0 Pts Full marks</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. These are integrated in-depth. The concepts are well chosen and a wide array of readings and examples has been convincingly applied and resulting in a strong analysis of the film in relation to the chosen theme. The student shows thorough understanding of critical theory approaches and takes a well-argued, creative position in the debate(s) and articulates this view clearly.</p>	<p>32 to >28.0 Pts Good</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. The concepts are well chosen and enough relevant readings and examples have been convincingly applied and result in the student presenting an analysis of the film in relation to the chosen theme. Student shows a proper understanding of critical theory approaches and articulates a clear and fitting position.</p>	<p>28 to >22.0 Pts In development</p> <p>Theme of the film is linked to urban inequality and/or to a theme of the course. Concepts or ideas used are relevant but are not convincingly applied to develop a solid analysis of the film in relation to the chosen theme. Student shows sufficient understanding of critical theory approaches. The student's view could be better articulated and/or the approach is not well integrated in the paper. Enough relevant readings are integrated in the text.</p>	<p>22 to >0 Pts Insufficient</p> <p>Theme(s) of the film is not discussed in relation to urban inequality or to a theme of the course. Student shows hardly or no understanding of critical theory approaches and is unable to articulate a view in relation to the film. Insufficient use of the readings for the course (depth and breadth).</p>	<p>40 pts</p>
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