

TEMPLATE ASSESSOR'S GUIDE

The assessor's guide is prepared by the person(s) who creates the assignment/question bank for each exam and is prepared at the same time as the examination questions.

The assessor's guides must be available for the students after the grades have been determined, in accordance with the Higher Education Act § 5-3 (3) - <https://lovdata.no/lov/2005-04-01-15/§5-3>

General information

Course information	
Course code	SPM123
Course name	International Organization of Sports
Academic year and semester	2025 - spring
Credits	10
Course responsible	Allan Bennich Grønkjær
Type of examination	written

The template is adapted to the type of examination/assessment form.

Documents that must be available to the assessor

☐ Examination questions (if not included in WISEflow)

☐ Course syllabus or program syllabus:

<https://www.nih.no/english/studies/courses/2025/spring/spm123.html>

☐ Information given to students about the specific exam

Learning outcomes

Which learning outcome descriptions is the examination linked to?

After completion of the course, the student will

- have knowledge about various 'sport models' around the world, such as the Scandinavian, the European, the American and the Chinese.
- be able to explain how international organizations such as the IOC, WADA and international sport federations operate and understand the role of various stakeholders.
- be able to analyze the role of international organizations in areas such as governance.
- be able to discuss if international events at different levels are vital to the structure of international sport.

- have knowledge about human rights agenda concerning international sport organizations, understand how international sports are used as a soft power and how "sportswashing" is used to sanitize and distract from political and humanitarian criticism.

Syllabus/subject matter

Refer to the most relevant parts of the syllabus/subject matter related to the examination paper.

Overall, the assignment should discuss

- how international organizations such as the IOC, WADA and international sport federations operate and understand the role of various stakeholders.
- the role of international organizations in areas such as governance.
- topics as human rights agenda concerning international sport organizations, understand how international sports are used as a soft power and how "sportswashing" is used to sanitize and distract from political and humanitarian criticism.

Teaching

Lecture plan and/or timetable is attached. If applicable, comment on the emphasis on different parts of the syllabus in the teaching, the teaching methods used, and any other information about the implementation of the teaching/subject that is relevant to be able to assess the answers in the best possible way. In the case of independent assignments, have the students received guidance along the way?

- Teaching follows the SPM123 online course in Canvas

Summary/suggested solutions/assessment criteria

In the case of specific answer options, define what the candidate must include in their answer to answer each question, e.g. in the form of a summary, or elements from the syllabus in discipline-based exams/oral exams. For individually designed questions, define the points/elements the question should contain.

What are the expectations for an A-answer, a good average answer (i.e. a C-answer) and an E-answer? If the grading scale is pass/fail, what must be included to pass the exam?

Overall, the criteria for grades follow the [General grade descriptions for higher education](#).

Assessment Criteria

Expectations for an A-Answer

Part A: Background and Stakeholders

The student provides a comprehensive and accurate overview of the controversy, showcasing a deep understanding of the event and reasons why it is debated. In addition, the student clearly identifies and explains the positions of all relevant stakeholders (NFF, politicians, athletes, public opinion, advocacy groups) with precision and clarity.

Part B: Theoretical Analysis of Organizational Responses

The student skillfully applies relevant theoretical frameworks and literature from the syllabus, demonstrating thorough understanding and insightful analysis of how organizations like IOC, WADA, and sport federations operate. Furthermore, the student provides a critical reflection on recommended practices and governance principles, supported by well-integrated and explicit references to syllabus literature.

Part C: Ethical and Political Dilemmas

The student offers a nuanced and critical discussion of ethical and political dilemmas, linking analysis to core concepts from the syllabus and Canvas modules, including discussions on human rights, soft power, and sportswashing. Thoroughly analyzes implications using examples from the case, supported by explicit references to syllabus literature.

In general for all parts: Arguments are consistently supported by appropriate citations (APA 7th style, with page numbers), demonstrating deep engagement with the literature.

Expectations for a Passable Answer (E-Answer)

Part A: Background and Stakeholders

Provides a basic overview of the controversy, with some relevant details missing and limited understanding of the topic. In addition, the student identifies and explains the positions of some relevant stakeholders.

Part B: Theoretical Analysis of Organizational Responses

The student demonstrates a basic understanding of relevant theoretical frameworks and literature from the syllabus, with limited application to how organizations like the IOC, WADA, and national federations operate in handling political conflicts and human rights issues.

Also, the student shows minimal reflection on governance principles and recommended practices, with few references to syllabus literature.

Part C: Ethical and Political Dilemmas

Here, the student gives a basic discussion of ethical and political dilemmas, with minimal linkage to core concepts from the syllabus and Canvas modules, including human rights, soft power, and sportswashing. The student analyzes implications using few examples from the case, with limited support from syllabus literature.

In general for all parts: Arguments are consistently **not** supported by appropriate citations (APA 7th style, with page numbers), demonstrating deep engagement with the literature.

Use of AI-tools

The examiner's guide must provide guidance on how the examiner should respond if the student, in accordance with APA-7 in the chapter on AI-generated text, has stated that AI tools have generated parts of the content (i.e., assertions, statistics, arguments, ideas, artwork, coding, or similar). The

following is standard text, which can be adjusted or replaced with subject-specific guidelines for the use of AI tools if these have been developed.

- According to APA-7 in the chapter on AI-generated text, students should briefly describe if and how they have used the tool. The examiner should assess the work presented in the exam submission, and the use of AI tools should not count either positively or negatively.
- As stated in the exam assignment: If AI tools have been used in the preparation of the assignment, you need to explain and illustrate how. We refer to the module "Warm up" in Canvas (p. 8): https://nih.instructure.com/courses/3793/pages/page-8-artificial-intelligence-ai?module_item_id=127976. It states, among other things, that in this subject we do not want you to use AI when preparing your assignments. The same applies, of course, to exams. AI is known for generating "false references," i.e., references to scientific articles, etc., that do not exist. The consequence is, initially, that you will be expelled from the subject.

Dishonest use of AI is handled in accordance with the school's regulations:

<https://www.nih.no/english/for-students/about-ai/index.html>

Guiding template for content

- Overall criteria for assessment: Learning outcome descriptions and/or assessment criteria set for the individual exam (e.g. practical exam/oral exam, bachelor/master assignments and other major assignments).
- [General grade descriptions for higher education](#) (UHR 6 August 2004, rev. 2011), or a description of the requirements for a pass/fail grade (depending on the grade expression for the individual exam).
- Relevant syllabus for the examination paper. For specific questions, state the syllabus reference for the individual question.
- Expectations for answers. For exams with several specific questions, describe expectations for what gives full credit for each question, or what is expected for a passing grade. The question wording will determine how specific the assessor guidance can be. If scoring is used as an aid in the assessment, a rough description of how the points are distributed is provided.
- Use of academic discretion - holistic assessment should be specified, in relation to general grade expressions and/or assessment criteria for the exam in question.
- Other factors of importance for assessment (e.g. if assignments are to be weighted differently, if some parts of the syllabus are given less weight than other parts, plagiarism control, etc.).