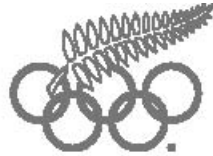




National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA



OLYMPIC ACADEMY  
*Te Kauaerunga Orimipiā*



Level 3 NCEA  
ACHIEVEMENT STANDARD  
PE 3.5 AS 90743

*Examine a current physical activity event or trend or issue  
impacting on New Zealand society*

**4 credits**

# ETHICS THROUGH SPORT

Your completed seminar will be assessed against the following criteria:

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Examine a current physical activity event or trend or issue and explain its impact on New Zealand society.</li> </ul>	<ul style="list-style-type: none"> <li>Examine in detail a current physical activity event or trend or issue and explain its impact on New Zealand society.</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine a current physical activity event or trend or issue and explain in detail its impact on New Zealand society.</li> </ul>

## ***“Is sport is an effective tool for learning and developing ethical behaviour?”***

Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles."

*Olympic Charter, IOC 2007*

It is argued that sport, is a valued human practice and is characterised as much by the moral manner in which its participants conduct themselves as by the pursuit of its own skills, standards and excellences. Virtues, such as justice, honesty and courage, are not only necessary to pursue its goals but to protect it from being corrupted by external interests.

*Peter J. Arnold*

Active participation in sport is an excellent way of ensuring balanced personal development for all age groups. Sport can be used as a vehicle to learn many other aspects of living such as social skills, moral and ethical behaviours, leadership, non discriminatory and inclusive behaviours.

*Adapted from the European Model of Sport (1999)*

# TASK

Use the above quotes to support or argue your ideas.

Critically examine the role of sport as a tool for learning and developing ethical behaviour and explain in detail the impact this has on NZ society.

Your assignment should be structured in the following way:

## TASK 1:

Complete planning tasks on the following pages. Remember to keep relating this initial work back to the task.

## TASK 2:

Critically examine the role of sport as a tool for learning and developing ethical behaviour in:

- *An event:* The Olympic Games (This could include the summer games, winter games, youth games)
- *OR A trend:* The rise of professionalism in Olympic Sport.
- *OR An issue:* The pressure on Olympians to win.

## TASK 3:

Explain in detail the impact your chosen topic has on NZ society.

If there is another relevant Olympic topic you would like to explore, please discuss it with your teacher prior to commencing any work.

<b>TASK 1: Planning</b>	<b>TASK 2: Critically examine</b>	<b>TASK 3: Impact</b>
<ul style="list-style-type: none"><li>• Is it an issue, event or trend?</li><li>• What perspectives need to be considered?</li><li>• How will I do this?</li><li>• PMI for each perspective</li><li>• SPEECH Impact table completed.</li></ul>	<ul style="list-style-type: none"><li>• What is ethical behaviour?</li><li>• What is the educational role of sport?</li><li>• What attitudes and behaviours are promoted?</li><li>• Viewpoints of different perspectives involved, what influences these perspectives?</li><li>• Pros and cons</li><li>• Who stands to gain/be advantaged?</li><li>• Who stands to lose/is advantaged?</li><li>• Demonstrates a clear understanding of the topic, can synthesise ideas</li></ul>	<p>Could include:</p> <ul style="list-style-type: none"><li>• Social</li><li>• Political</li><li>• Ethical</li><li>• Educational</li><li>• Economic/financial</li><li>• Environmental</li><li>• Cultural</li><li>• Health and/or fitness</li><li>• Historical</li></ul>

**Conditions:** (Teachers to modify to suit needs of students)

1. Collect as much information on all aspects of your topic and any material that will enable you to critically examine and explain in detail the impact of your topic on New Zealand society. It is expected that you will access and collect information from a range of sources. For a comprehensive critical examination to occur, your information should also identify a range of perspectives so that aspects of the phenomenon can be discussed, critiqued and if applicable judgements made. The examination should identify and expose all the factors surrounding the issue.
2. You will complete a series of class activities to promote your understanding of sport as a tool for learning ethical behaviour.
3. You will have (teacher to complete) hours of class time during the unit to begin your research.
4. It will be submitted on (teacher to complete date). The planning is due to be shown to your teacher by (teacher to complete date). You may present in an assignment or a poster format.
5. Your work must be your own. Any information you obtain and use from other sources should be accurately referenced and included in a comprehensive bibliography. To do well, you will need to research various view points of your topic.

**Possible collection sources:**

- Internet (including emailing contacts eg. SPARC)
- Books
- Journal Articles
- Newspaper Articles
- Magazine Articles
- TV documentaries
- Personal Research (e.g. interview with athletes, surveys / questionnaires, observations)


# PLANNING

**Task 1:**

What do I need to find out about the event?

What are some assumptions people hold?

Who stands to gain from the issue? / Who stands to lose from the issue?

**THE OLYMPIC GAMES**  


What data may be useful?

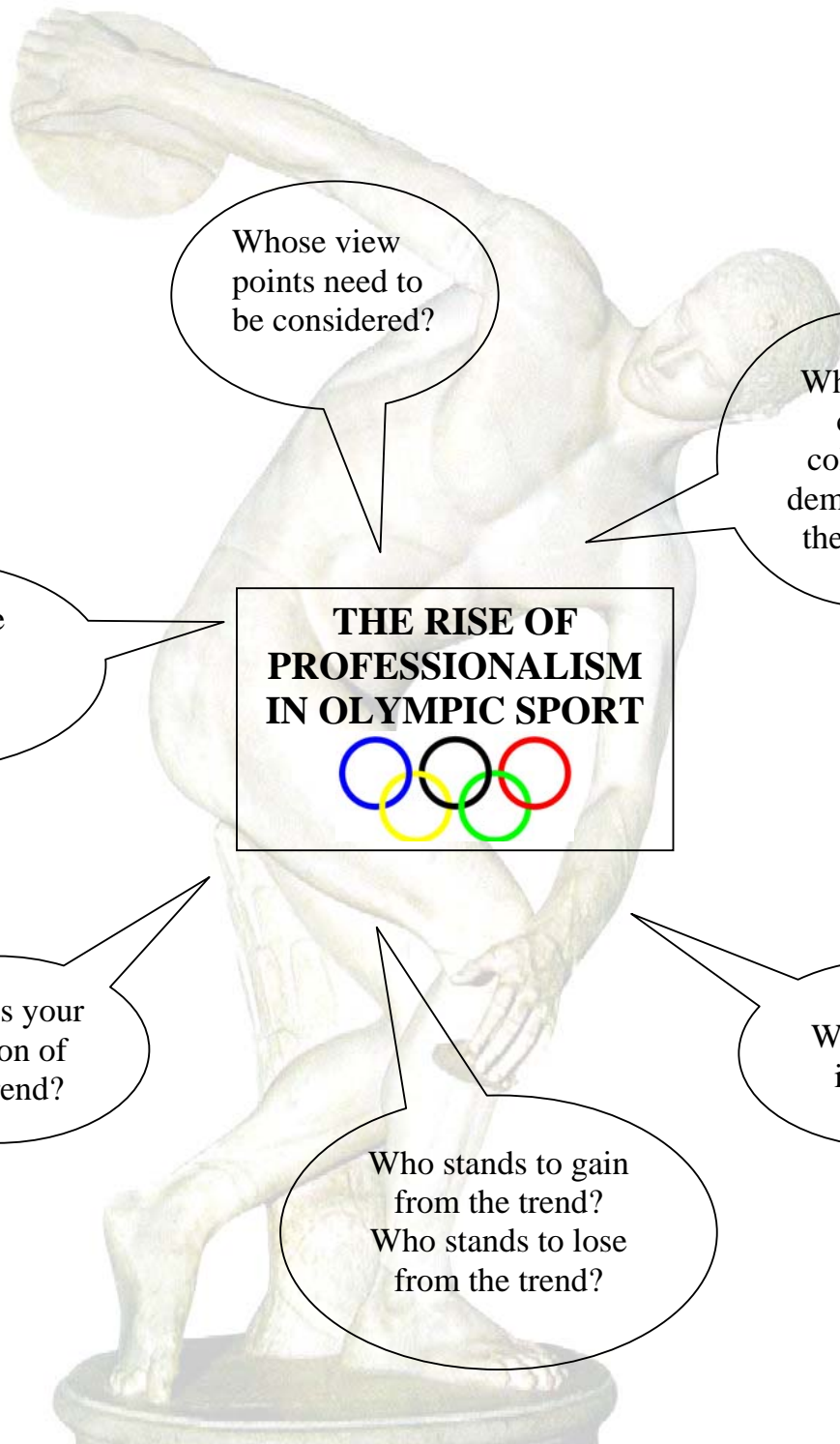
What is your opinion?  
Why?

Whose view points need to be considered?

Critically examine the role of sport as a tool for learning and developing ethical behaviour and explain in detail the impact this has on NZ society.

# PLANNING

**Task 1:**



Whose view points need to be considered?

What data can I collect to demonstrate the trend?

Why has the trend come about?

**THE RISE OF PROFESSIONALISM IN OLYMPIC SPORT**



What is your opinion of the trend?

Why is it of interest?

Who stands to gain from the trend?  
Who stands to lose from the trend?

Critically examine the role of sport as a tool for learning and developing ethical behaviour and explain in detail the impact this has on NZ society.

# PLANNING

## Task 1:

Whose view points need to be considered?

What are some assumptions people hold?

Can pressure be positive? When? What are the benefits?

What do you think? Why?

### THE PRESSURE ON OLYMPIANS TO WIN



Who thinks it is a problem? Why?

What data can I use to show it is an issue?

Who stands to gain from the issue? / Who stands to lose from the issue?

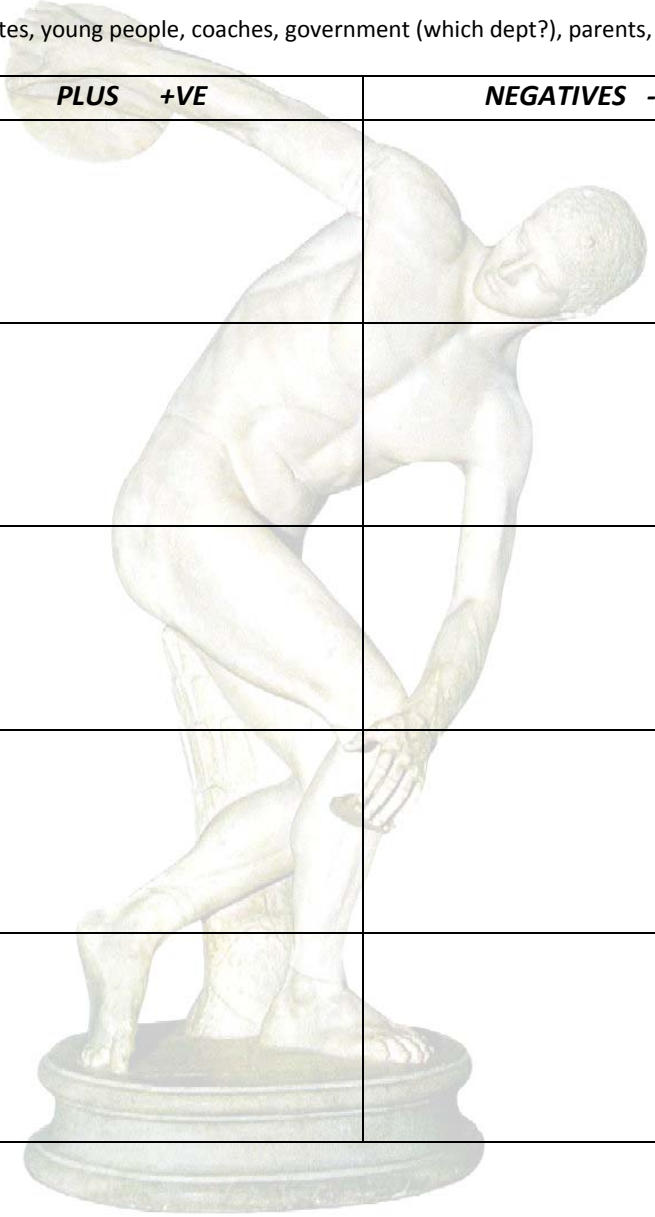
What data/quotes can I use to show it is an issue? Who says there is pressure?

Critically examine the role of sport as a tool for learning and developing ethical behaviour and explain in detail the impact this has on NZ society.

**Task 1.2**

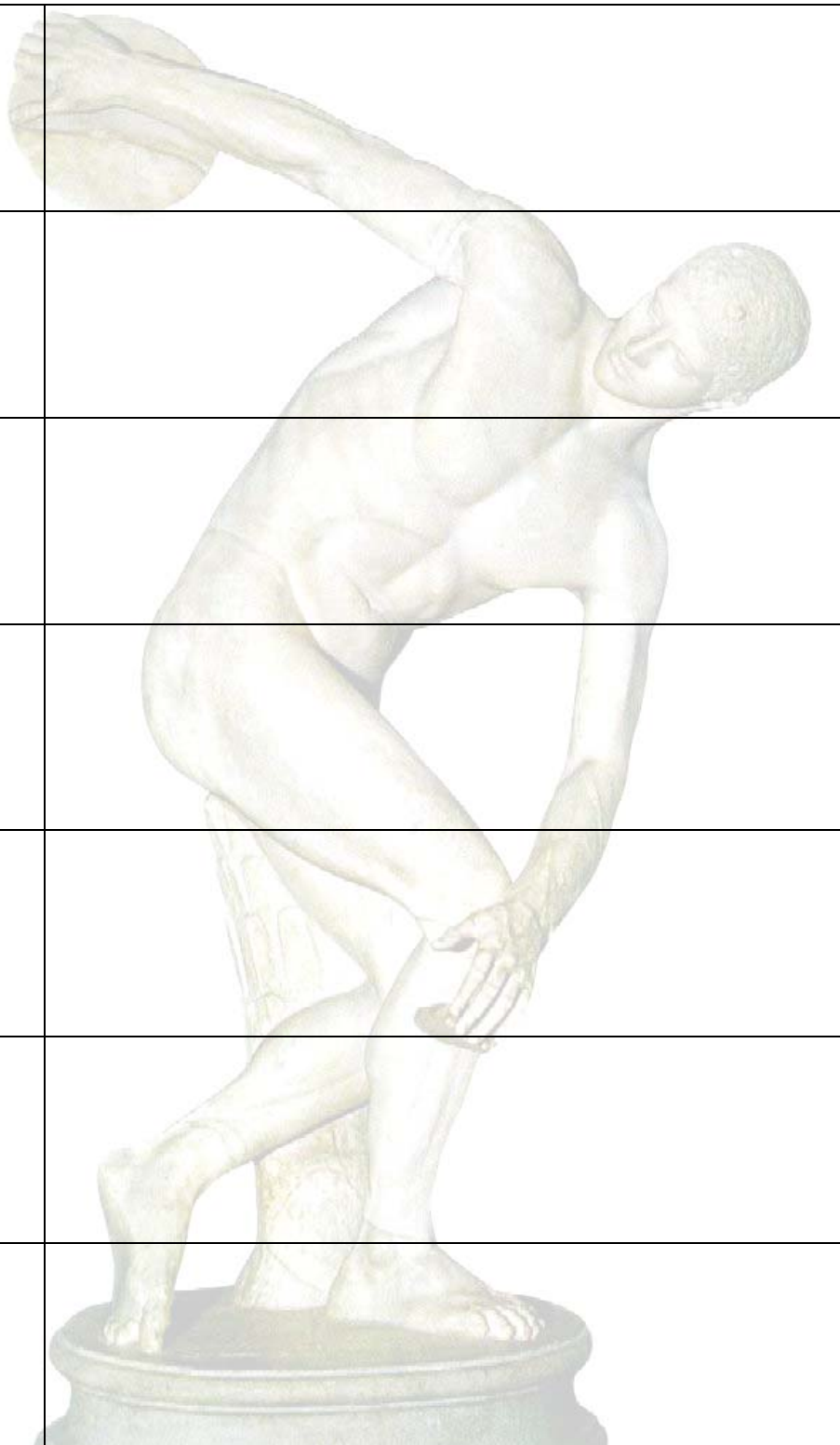
Perspectives may include but are not limited to: athletes, young people, coaches, government (which dept?), parents, the media, sponsors etc.

<b><i>Perspective</i></b>	<b><i>PLUS +VE</i></b>	<b><i>NEGATIVES -VES</i></b>	<b><i>INTERESTING</i></b>



**Task 1.3:**

Consider the impact of your topic on NZ society and apply the SPEEECH model where appropriate.

<b><u>S</u>ocial</b>	
<b><u>P</u>olitical</b>	
<b><u>E</u>ducational</b>	
<b><u>E</u>conomic</b>	
<b><u>E</u>thical</b>	
<b><u>C</u>ultural</b>	
<b><u>H</u>istorical</b>	

**Assessment Schedule 90743 PE 3.5**

Task	Evidence	Achievement	Merit	Excellence
1	Not assessed			
2	Examine the issue, activity or trend	<p><b>Examine</b> a current physical activity event or trend or issue. This could include:</p> <p>Eg: The pressure to win is placed on our Olympians by different groups: themselves, the media, their sponsors. This may encourage athletes to participate in sport in unethical ways. Sport can be for many things other than winning which may be lost due to pressure to win. Eg: friendship.</p> <p>Not everyone can win so this can be unrealistic goal but people like sponsors want to get their money's worth. It also helps athletes reach their potential.</p>	<p><b>Examine in detail</b> a current physical activity event or trend or issue. This could include:</p> <p>Eg: The pressure to win can be a problem as elite athletes are striving to excel and pressure from other groups, some of whom have no connection to the athlete can be unhelpful. Media interest can promote unhelpful pressure, eg: The Press revealed that each medal in 2008 Olympics cost approx \$10 million. This lead to some members of the public arguing this was too much and unless athletes win a medal it is not worth sending them</p>	<p><b>Critically examine</b> a current physical activity event or trend or issue. Examination must include discussion, questioning, evaluating and challenging of taken for granted assumptions about the issue/s and comment on these from a range of perspectives, and show clear evidence of critical thinking. This could include:</p> <p>Eg. The pressure to win is often placed on our Olympians by many different groups: themselves, coaches, sporting organisations, the media, their sponsors, public opinion, and politicians. Any single one of these or a combination of them may encourage athletes to participate in unethical ways. According to WADA sport has many values Sport is created by People, for People, is fun, is for Character, is for Health, is for Fair Play, is for Community, is peace and is excelling. While pressure to win encourages athletes to excel it may cause conflict with some of these other values.</p> <p>This can be problematic as it is not possible for everyone to win and it should not become the sole reason for participating. Regardless of effort, expertise and training there can only ever be one winner on the day. This pressure may cause athletes to behave in unethical ways eg: drug use.</p> <p>Politically it could be argued that there is good reason that our Olympian feel pressured to win. According to SPARC each of the 2008 medals cost approx \$10 million each. This is tax payer's money that could be spent on education, health or social services so there is an enormous pressure to make this good money spent.</p>

<p><b>Task 3</b></p>	<p>Explains impact on NZ society.</p> <p>The student looks at societal, political, economic, ethical, environmental, cultural and/or health and fitness influences. Not all of these may be relevant, students should use the most relevant to their examination</p>	<p>Explain its impact on New Zealand Society.</p> <p>Eg: When pressure is placed on elite athletes to win it has the potential to have a filter down effect where the main reason for anyone participating becomes to win. This can be seen at all levels of sport including junior sport where children are often yelled at or not included if they are not good enough. This could decrease their desire to play and miss out on all the social and health benefits of playing sport. It may also encourage young people to admire people and mimic behaviours of athletes who demonstrate behaviour which might be seen as undesirable in order to win. Eg: cheating.</p> <p>Young people may not learn the ideals of inclusion and tolerance, while others may be denied opportunity to reach their potential due to exclusion in the name of winning.</p>	<p>as for achieved</p> <p>as for achieved</p>	<p>explain <b>in detail</b> its impact on New Zealand society as part of an in depth discussion</p> <p>Eg: facts and figures, beyond face value ideas</p> <p>Eg: When undue pressure is placed on Olympians, there are several main ways this can impact on NZ society. One of these is the acceptance among NZers that winning is the most important thing which denies opportunity to learn through participation such as moral and ethical behaviour. Sport can be viewed as a socialising tool where intolerance, violence and discrimination can all be combated. When winning is the focus this becomes irrelevant. In an era where the health of our nation is under question it is important to promote participation rather than deterring participation and going against the foundations of initiatives such as Push Play. The philosophy of the Olympic Movement encourages learning life principles through sport, this philosophy is lost when winning becomes THE reason for participating. Sport is inherently a part of Kiwi culture. It is something that has bound our nation in times past and, whatever the changes that are occurring in how sport is organised and played today and in the future, it will always bind us, but in order to maintain this we need to be clear about why we participate.</p> <p>According to SPARC “New Zealanders believe winning in international events is important. It contributes to social, economic and health benefits and helps create a strong sense of national identity and pride.” This pressure can therefore have positive spin offs too. If /When NZers do win medals SPARC maintain it encourages young people to get involved, the economy experiences buoyant and happy times and we are proud to be kiwis. However if our athletes are tempted to act in unethical ways to meet these pressures the fallout and disgrace which goes along with this have the opposite effect.</p>
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Achieved = Achieved in Task 2 and 3

Merit = Merit in Task 2, Achieved in Task 3

Excellence = Excellence in Task 2 and 3

## Physical Education Level 3 NCEA

### ACHIEVEMENT STANDARD PE 3.5 AS 90743

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Title:** Examine a current physical activity event or trend or issue impacting on New Zealand society **4 credits**

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<b>Task 2</b>	Incomplete or not at level required	Examine a current physical activity event or trend or issue	Examine in detail a current physical activity event or trend or issue	Critically examine a current physical activity event or trend or issue
<b>Task 3</b>	Incomplete or not at level required	Explain its impact on New Zealand Society		Explain in detail its impact on New Zealand Society

Achieved = Achieved in Task 2 and 3  
 Merit = Merit in Task 2, Achieved in Task 3  
 Excellence = Excellence in Task 2 and 3

Final Grade:

Not Achieved	Achieved	Merit	Excellence

**Comment:**