Middle Years Programme

# Physical and health education guide

For use from September 2014/January 2015

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**Physical and health education guide**

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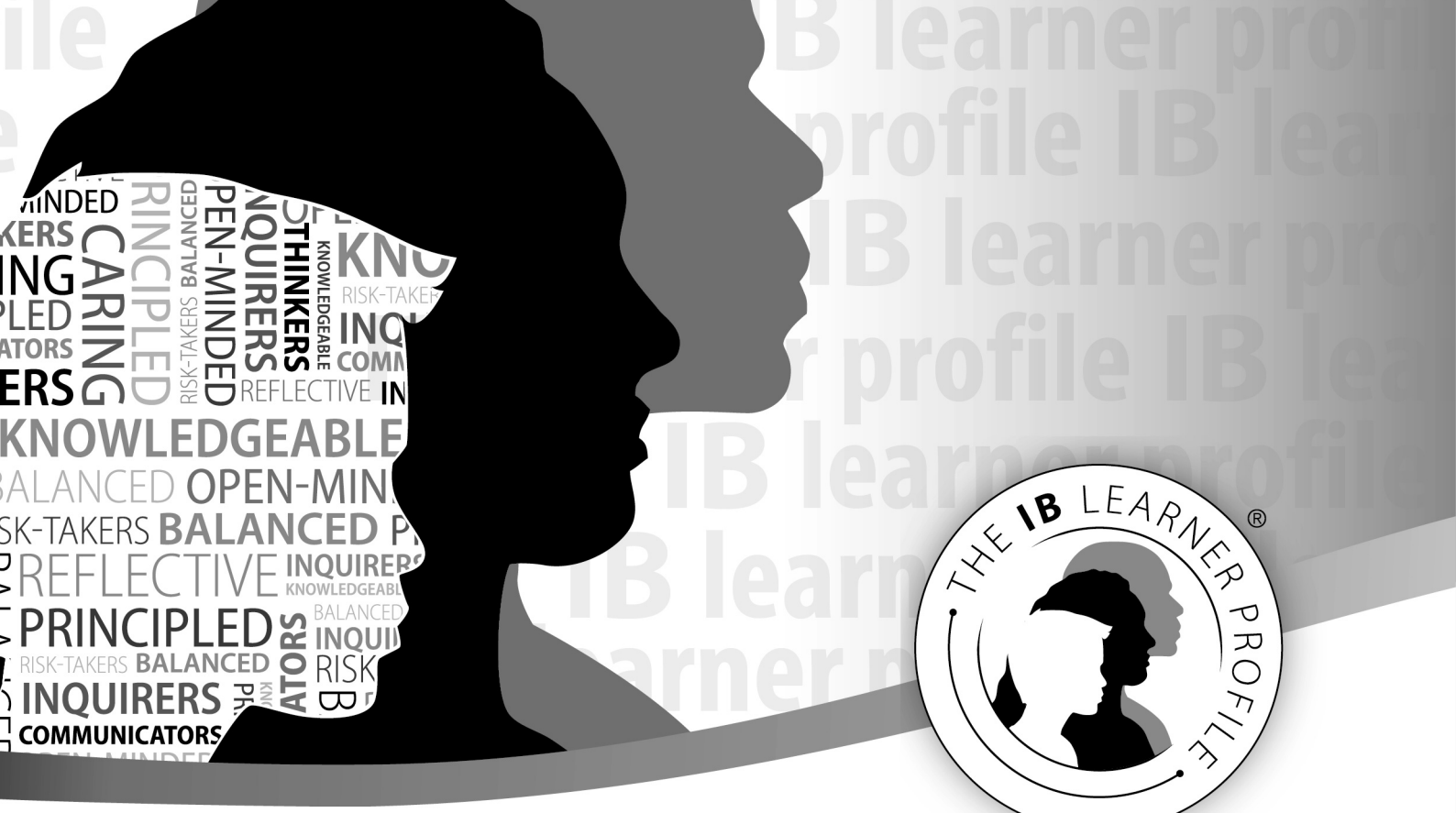
MYP317

# IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.




# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

## As IB learners we strive to be:

### INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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# Purpose of this guide

This guide is for use from September 2014 or January 2015, depending on the start of the school year.

This document provides the framework for teaching and learning in physical and health education in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- the MYP unit planner, with guidance for developing the curriculum that is relevant for all subject groups
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic honesty.

In MYP publications, requirements appear in a text box like this one.

## Additional resources

Teacher support materials (TSMs) are available in the programme resource centre (https://resources.ibo.org). The TSM for physical and health education contains support for developing the written, taught and assessed curriculum. It provides examples of good practice, including subject-group overviews, assessment tasks and markschemes as well as student work with teacher comments.

An optional process of externally-moderated assessment can lead to **IB MYP course results** for physical and health education courses, and these results can contribute to the awarding of an **IB MYP certificate**. More information is available in the annual publication Middle Years Programme *Assessment procedures*.

A range of publications that support the MYP are available at the IB store (http://store.ibo.org).

## Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.

# Programme model

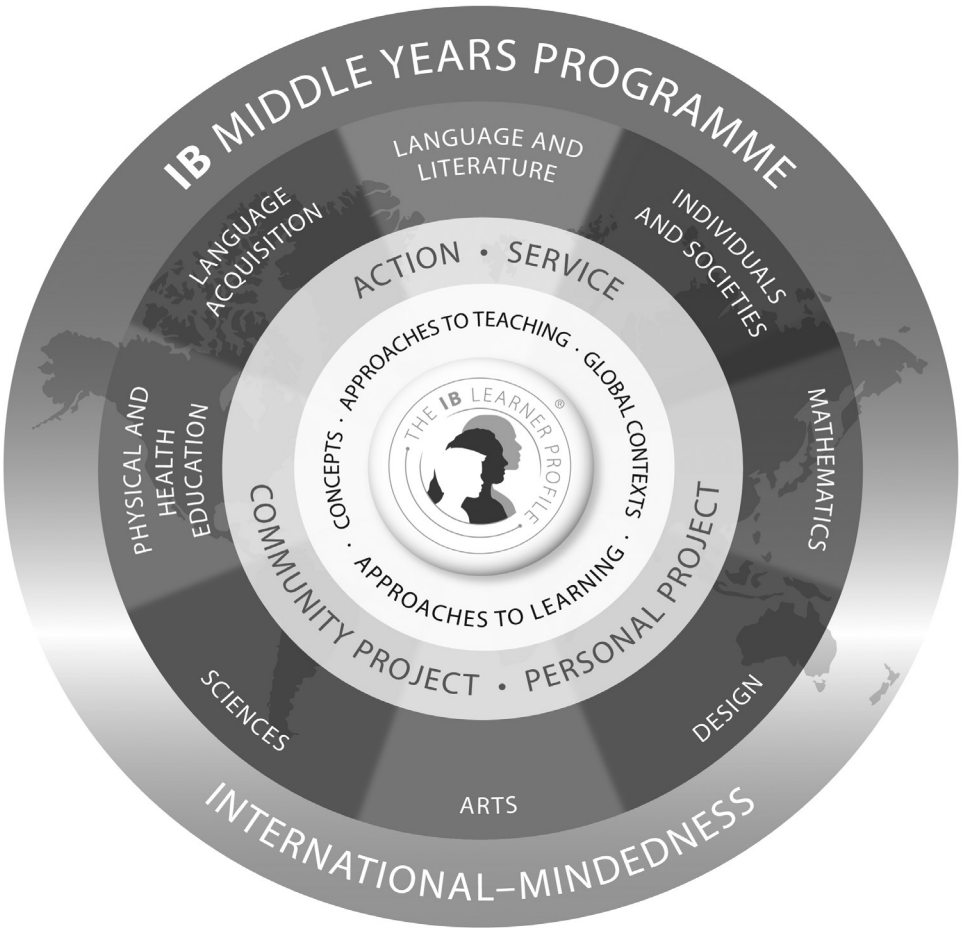



**Figure 1**
*Middle Years Programme model*

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

# Nature of physical and health education

> Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.
>
> John F Kennedy

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both **learning about** and **learning through** physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

# Physical and health education across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3–19. In the IB Primary Years Programme (PYP), personal, social and physical education is concerned with the development of the knowledge, skills and attitudes that students need in order to achieve well-being for themselves and others. MYP physical and health education aims to build on what students learn and do in the PYP and other student-centred programmes of primary education. There are no prior formal learning requirements.

MYP physical and health education courses, in combination with MYP sciences, help specifically to prepare students for the study of **sports, exercise and health science** in the IB Diploma Programme (DP). This rigorous course enables students to inquire into systems of the human body and explore how and why these systems work together. In their study of sports, exercise and health science, students learn how to apply their knowledge and understanding by critically analysing human performance and through planning and conducting laboratory investigations.

Figure 2 shows the IB continuum pathways to DP sports, exercise and health science.

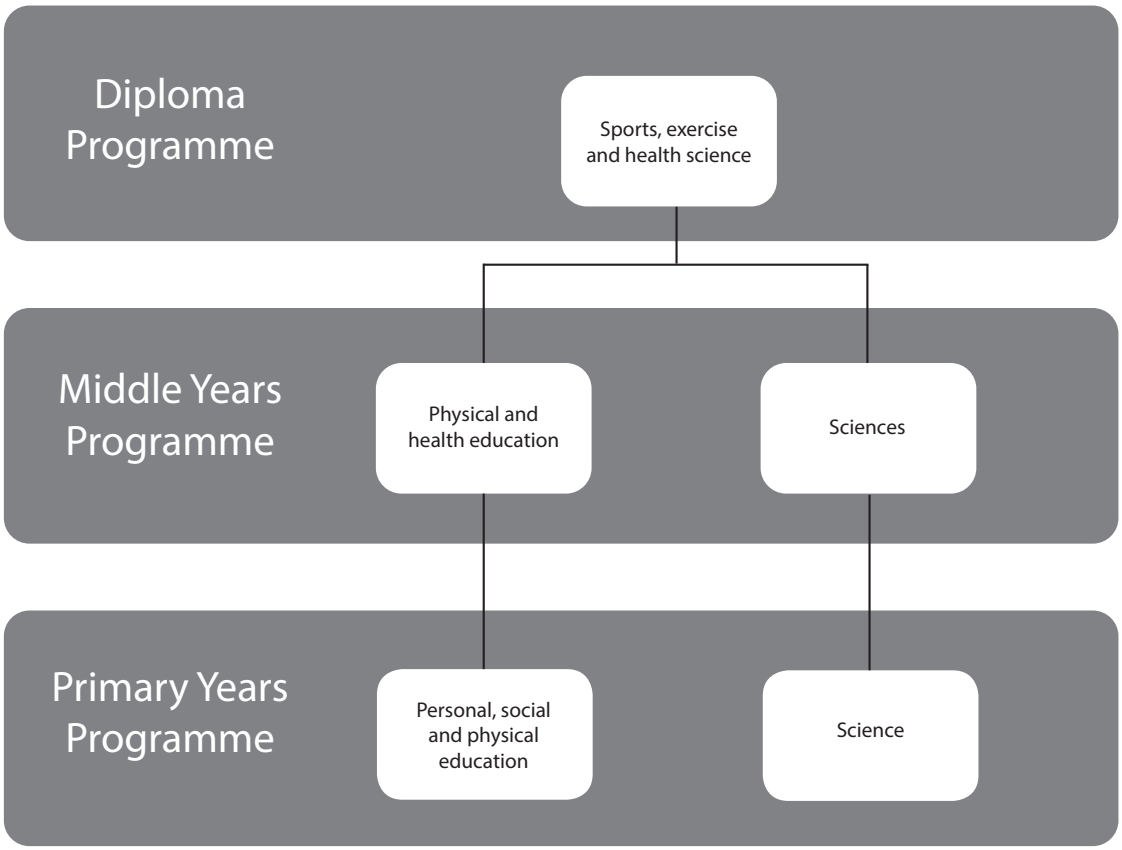



**Figure 2**

*IB continuum pathway to Diploma Programme sports, exercise and health science*

MYP physical and health education also helps to prepare students for overall success in the DP, and connects directly with their participation in creativity, activity, service (CAS). CAS complements students' demanding academic preparation with a requirement for physical exertion that can contribute to a healthy lifestyle. In CAS, students continue to develop skills in reflection that they use to undertake new challenges and plan activities—including competitive sports, personal athletic programmes and endurance events, and physically active service learning projects.

The knowledge, skills and attitudes that students develop in physical and health education courses provide a meaningful foundation for further study and help to prepare students for careers in education, recreation and leisure industries, health sciences, sports and exercise science, performance, coaching, and fitness and community health management.

# Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

# Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

> Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

> Subject groups **must** address **all** strands of **all** four objectives **at least twice** in **each year** of the MYP.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.

## A Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

i. explain physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

## B Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

i. develop goals to enhance performance

ii. design, explain and justify a plan to improve physical performance and health.

## C Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively.

## D Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies to enhance interpersonal skills

ii. analyse and evaluate the effectiveness of a plan based on the outcome

iii. analyse and evaluate performance.

# Planning a progression of learning

Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

| Year 1<br>In order to reach the aims of physical and health education, students should be able to: | Year 3<br>In order to reach the aims of physical and health education, students should be able to: | Year 5<br>In order to reach the aims of physical and health education, students should be able to: |
|---|---|---|
| **Objective A: Knowing and understanding** | | |
| i. outline physical and health education factual, procedural and conceptual knowledge<br>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations<br>iii. apply physical and health terminology to communicate understanding. | i. describe physical and health education factual, procedural and conceptual knowledge<br>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations<br>iii. apply physical and health terminology effectively to communicate understanding. | i. explain physical and health education factual, procedural and conceptual knowledge<br>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations<br>iii. apply physical and health terminology effectively to communicate understanding. |
| **Objective B: Planning for performance** | | |
| i. identify goals to enhance performance<br>ii. construct and outline a plan for improving physical activity and health. | i. outline goals to enhance performance<br>ii. design and explain a plan for improving physical performance and health. | i. develop goals to enhance performance<br>ii. design, explain and justify a plan to improve physical performance and health. |

| Year 1<br>In order to reach the aims of physical and health education, students should be able to: | Year 3<br>In order to reach the aims of physical and health education, students should be able to: | Year 5<br>In order to reach the aims of physical and health education, students should be able to: |
|---|---|---|
| **Objective C: Applying and performing** | | |
| i. recall and apply a range of skills and techniques<br>ii. recall and apply a range of strategies and movement concepts<br>iii. recall and apply information to perform effectively. | i. demonstrate and apply a range of skills and techniques<br>ii. demonstrate and apply a range of strategies and movement concepts<br>iii. outline and apply information to perform effectively. | i. demonstrate and apply a range of skills and techniques effectively<br>ii. demonstrate and apply a range of strategies and movement concepts effectively<br>iii. analyse and apply information to perform effectively. |
| **Objective D: Reflecting and improving performance** | | |
| i. identify and demonstrate strategies to enhance interpersonal skills<br>ii. describe the effectiveness of a plan based on the outcome<br>iii. describe and summarize performance. | i. describe and demonstrate strategies to enhance interpersonal skills<br>ii. explain the effectiveness of a plan based on the outcome<br>iii. explain and evaluate performance. | i. explain and demonstrate strategies to enhance interpersonal skills<br>ii. analyse and evaluate the effectiveness of a plan based on the outcome<br>iii. analyse and evaluate performance. |

The range of assessed skills, techniques, strategies and movement concepts, as well as the complexity of their application, must increase as students progress through the programme.

# Interdisciplinary learning

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic study and for life in an increasingly interconnected world.

Interdisciplinary teaching and learning is grounded in individual subjects, but extends disciplinary understanding in ways that are:

- **integrative**—bringing together concepts, skills or modes of communication from two or more subject groups, disciplines or established areas of expertise to develop new perspectives or understandings
- **purposeful**—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary learning can and should take place within subjects, and the MYP concepts and global contexts provide the tools for this transfer to take place (though it may not be the central focus). Interdisciplinary units are another opportunity for this, where developing new conceptual understandings using knowledge from multiple disciplines is the central focus of the unit.

Within Interdisciplinary units, the MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Interdisciplinary teaching and learning in the MYP* contains more information, including a detailed process for planning these units, as well as criteria to assesses interdisciplinary understanding.

> MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the programme integrating disciplines either within or across subject groups.

MYP physical and health education offers many opportunities for interdisciplinary teaching and learning within subject units, or as more purposeful interdisciplinary units. Possible interdisciplinary units in this subject group could include inquiries into:

- relationships between athletic performance and technological innovation/design
- aesthetic movement routines that communicate related concepts from other disciplines
- physical fitness, health and well-being from the perspective of psychology, or biology/chemistry/physics
- historical and cultural developments in sports.

Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.

> All MYP teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary teaching and learning, both within their disciplines and in the context of interdisciplinary units.

# MYP projects

The MYP community project (for students in years 3 or 4) and MYP personal project (for students in year 5) aim to encourage and enable sustained inquiry that generates new insights and deeper understanding. In these culminating experiences, students develop confidence as principled, lifelong learners. They grow in their ability to consider their own learning, communicate effectively and take pride in their accomplishments.

Courses in physical and health education help students to develop key approaches to learning (ATL) that lead to success and enjoyment in the MYP projects. In this subject group, students have important opportunities to practice ATL skills, especially social skills and self-management skills. Working collaboratively and personal planning are essential aspects of physical and health education.

From their learning experiences in this subject group, students can find inspiration for their projects. As they complete these consolidations of learning, students can enjoy being physically active and helping others to develop a better understanding of personal and community well-being. Physical and health education teachers provide an important resource for students whose projects involve physical activity, personal development and social responsibility.

Physical and health education offers many opportunities for learning through action. Inspiration from physical and health education for community projects and personal projects might include inquiries into:

- sports or recreational activities, organizations or facilities
- important personal, community or global health issues
- goals for increased well-being or performance
- healthier lives in the school, local community or wider world.

For further information please refer to the *Personal project guide* and the *Community project guide*, which can be found in the programme resource centre under MYP resources.

# Requirements

## Teaching hours

Schools must allocate the teaching hours necessary to meet the requirements of MYP physical and health education.

> The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme.

In practice more time is often necessary to meet subject group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study.

For students pursuing IB MYP course results that can contribute to the awarding of the IB MYP certificate, physical and health education courses should include at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

> MYP physical and health education courses must engage students in physical education activities for **at least 50 per cent** (50%) of the total teaching time allocated to this subject.

Driver education, extracurricular sports and musical organizations, intramural activities and interscholastic sports league play do not count towards the required minimum teaching hours.

## Organizing physical and health education in the school

In order to give the students an opportunity to meet the MYP physical and health education objectives at the highest level, teachers should plan a balanced curriculum that includes significant content, including

- physical and health-related knowledge (for example, components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport, first aid)
- aesthetic movement (for example, gymnastics, aerobics, martial arts, jump rope, yoga, capoeira)

> Students must complete an **aesthetic movement routine** that is **assessed against criterion B** (planning for performance) in **every year** of the programme.

- team sports (for example, football codes, basketball, handball, volleyball, hockey)
- individual sports (for example, golf, athletics, swimming, squash, fencing)
- international sports/activities (including athletic traditions and forms of movement beyond students' personal and cultural experiences).

Schools can also include:

- alternative recreational sports (for example, ultimate Frisbee®, in-line skating, skateboarding, parkour)
- adventure activities (for example, orienteering, rock climbing, hiking, cross-country skiing, mountain biking, kayaking).

# Planning the physical and health education curriculum

IB World Schools are responsible for developing and structuring MYP physical and health education courses that provide opportunities for students to meet the aims and objectives of the programme. Each school's circumstances, including local and national curriculum requirements, determine the organization of physical and health education within the school.

MYP standards and practices require schools to facilitate and promote collaborative planning for the purpose of curriculum development and review.

Physical and health education objectives for years 1 to 5 of the curriculum provide continuity and outline a progression of learning. These objectives guide teachers in making decisions about developmentally appropriate learning experiences, including formative and summative assessments.

As they develop the vertical articulation of physical and health education over the years of the programme, teachers should plan increasingly complex units of work that encompass multiple objectives. However, within these units, discrete tasks or smaller units of work might concentrate on specific objectives or individual strands.

Physical and health education courses offer many opportunities to build interdisciplinary connections across the curriculum. Horizontal articulation for each year of the programme should coordinate teaching and learning across courses in physical and health education, as well as identify shared conceptual understandings and approaches to learning that span multiple subject groups and help to create a coherent learning experience for students throughout the year.

# Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. In all IB programmes, inquiry develops curiosity and promotes critical and creative thinking.

The MYP structures sustained inquiry in physical and health education by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning** skills.

## Conceptual understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of physical and health education.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

> In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

### Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the physical and health education subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of physical and health education are **change**, **communication**, **development** and **relationships**.

| | | | |
|---|---|---|---|
| Aesthetics | **Change** | **Communication** | Communities |
| Connections | Creativity | Culture | **Development** |
| Form | Global interactions | Identity | Logic |
| Perspective | **Relationships** | Systems | Time, place and space |

**Table 1**
*MYP key concepts*

These key concepts provide a framework for physical and health education, informing units of work and helping to organize teaching and learning.

## Change

**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.

## Communication

**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also **how** that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

## Development

**Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.

Ongoing development is an essential aspect of health literacy. Students develop conceptual knowledge, skills and disposition that enhance their well-being. Through practice, students develop confidence, acquire/improve competencies, and develop a more sophisticated understanding of what it means for individuals and groups to be healthy. Health and physical education is central to the development of motor skills, life skills, personal fulfillment, and empowering effective participation in healthy global communities.

## Relationships

**Relationships** are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.

In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

Other key concepts can also be important in physical and health education. For example, **connections** emphasize personal opportunities and risks related to people, places, communities, climate and cultures. The connection between physical activity, physical education and health is also critical. **Form** is evident in all aspects of sport and dance. **Logic** underpins reflective activities in both physical education and health: players and performers use logic (including scientific thinking) to analyse, evaluate and improve performance.

## Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Table 2 lists related concepts for the study of physical and health education. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

| Related concepts in physical and health education | | |
|---|---|---|
| Adaptation | Balance | Choice |
| Energy | Environment | Function |
| Interaction | Movement | Perspective |
| Refinement | Space | Systems |

**Table 2**
*Related concepts in physical and health education*

The appendix contains a glossary of these related concepts for physical and health education.

# Global contexts for teaching and learning

Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP physical and health education can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into physical and health education concepts naturally focus on identities and relationships. Teachers are encouraged to design their courses to offer students opportunities to explore other MYP global contexts in relation to the aims and objectives of the subject group.

## Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP physical and health education units.

| Statement of inquiry | Key concept<br>Related concepts<br>Global context | Possible project/study |
|---|---|---|
| Managing player and team conflict requires cooperation between differing perspectives. | • Communication<br>• Perspective, interaction<br>• Identity and relationships | Coaching |
| For a team to function effectively, all team members must communicate efficiently and clearly. | • Communication<br>• Function, systems<br>• Personal and cultural expression | Team sports |
| Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance. | • Relationships<br>• Movement, patterns, balance<br>• Orientation in space and time | Doubles badminton<br>Doubles tennis |
| The use of technology can impact the function of body systems that support physical and mental well-being. | • Relationships<br>• Systems, function<br>• Scientific and technical innovation | Body systems<br>Lifestyle choices<br>Special Olympics sports |
| Performers respond and adapt to changing environments, challenges and situations. | • Change<br>• Environment, adaptation<br>• Globalization and sustainability | Golf<br>Ultimate Frisbee® |
| Participants in sport can bring different perspectives to the development and application of rules. | • Change<br>• Perspective, choice<br>• Fairness and development | Issues in sport<br>Sport Education in Physical Education (SEPEP) |

| Statement of inquiry | Key concept<br>Related concepts<br>Global context | Possible project/study |
|---|---|---|
| Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy. | • Change<br>• Refinement, movement, patterns, energy<br>• Personal and cultural expression | Athletics<br>Martial arts |

**Table 3**
*Example statements of inquiry*

# Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP physical and health education units.

| Factual questions:<br>Remembering facts and topics | Conceptual questions:<br>Analysing big ideas | Debatable questions:<br>Evaluating perspectives and developing theories |
|---|---|---|
| • What are the functions of specific roles or positions in this sport?<br>• How can team members communicate?<br>• What are the rules? | • How can we create balance between the mind and body?<br>• Why can the energy of a performance feel different to the audience and the performer?<br>• How can we create usable space? | • What makes an effective system of communication during game play?<br>• What are the most efficient strategies for building highly collaborative teams?<br>• Why do patterns of movement need to change even though the end goal remains the same? |

**Table 4**
*Examples of factual, conceptual and debatable questions*

# Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important in physical and health education.

| Category | Skill indicator |
|---|---|
| Thinking skills | Evaluate the benefits and limitations of set plays. |
| Social skills | Give specific feedback on technique that will improve the performance of others. |
| Communication skills | Develop systems of non-verbal communication to execute team movement effectively. |
| Self-management skills | Practise positive thinking to improve mental strength. |
| Research skills | Make connections between the various aspects of health and how they impact well-being. |

**Table 5**

*Examples of physical and health education-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in physical and health education.

| Approaches to learning |
|---|
| **Thinking (critical thinking):** observing tactics in order to recognize personal and team strengths and weaknesses. |
| **Communication (interaction):** actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play. |

**Table 6**

*Examples of physical and health education demonstrations of ATL skills*

# Subject-specific guidance

## Class size

MYP courses in physical and health education require schools to plan for class sizes small enough to ensure a learning environment characterized by:

- adequate supervision
- individual attention and full participation
- appropriate access to equipment and facilities
- safe and enjoyable learning experiences for all students.

## Practical activity time

The **minimum requirement** for students to be physically active during physical and health education is fifty per cent (50%) of the total teaching time allocated to the subject. The recommended requirement is for students to be physically active for at least seventy-five per cent (75%) of total teaching time in physical and health education courses.

## Providing access and promoting inclusion

All students should participate in physical and health education. Physical activity is especially important for many students with disabilities because of its demonstrated role in developing physical, cognitive and social skills. Regular exercise can help students manage emotions, reduce anxiety and improve self-esteem and concentration. In this subject group, students who face physical and emotional challenges need carefully planned learning experiences in order to find success and enjoyment. Students with disabilities can face many challenges to full participation in physical education, including limited physical access, transport and teacher education. However, with careful preparation, school communities can work together to minimize and eliminate these barriers.

Inclusive physical and health education requires schools and teachers to assess students' potential and provide a learning environment that values progress and development.

# Alignment of objectives and assessment criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP physical and health education has a corresponding strand in the assessment criteria for this subject group. Figure 3 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

## C Applying and performing

At the end of year 5, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard identified by any of the descriptors below. |
| 1–2 | The student:<br>i. **demonstrates** and **applies** skills and techniques **with limited success**<br>ii. **demonstrates** and **applies** strategies and movement concepts **with limited success**<br>iii. **recalls** information to perform. |
| 3–4 | The student:<br>i. **demonstrates** and **applies** skills and techniques<br>ii. **demonstrates** and **applies** strategies and movement concepts<br>iii. **identifies** and **applies** information to perform. |
| 5–6 | The student:<br>i. **demonstrates** and **applies a range** of skills and techniques<br>ii. **demonstrates** and **applies a range** of strategies and movement concepts<br>iii. **analyses** and **applies** information to perform. |
| 7–8 | The student:<br>i. **demonstrates** and **applies a range** of skills and techniques effectively<br>ii. **demonstrates** and **applies a range** of strategies and movement concepts effectively<br>iii. **analyses** and **applies** information to perform **effectively**. |

**Figure 3**

*Physical and health education objectives and criteria alignment*

# Assessment criteria overview

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

| | | |
|---|---|---|
| **Criterion A** | Knowing and understanding | **Maximum 8** |
| **Criterion B** | Planning for performance | **Maximum 8** |
| **Criterion C** | Applying and performing | **Maximum 8** |
| **Criterion D** | Reflecting and improving performance | **Maximum 8** |

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP physical and health education. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

# Physical and health education assessment criteria: Year 1

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, students should be able to:

i. outline physical and health education-related factual, procedural and conceptual knowledge

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology to communicate understanding.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **recalls some** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **outline** issues<br>iii. **recalls** physical and health terminology. |
| 3–4 | The student:<br>i. **recalls** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in **familiar situations**<br>iii. **applies** physical and health terminology to communicate understanding **with limited success**. |
| 5–6 | The student:<br>i. **states** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations<br>iii. **applies** physical and health terminology to communicate understanding. |

| Achievement level | Level descriptor |
|---|---|
| 7–8 | The student:<br>i. **outlines** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **describe** issues and **solve** problems set in familiar **and unfamiliar situations**<br>iii. **applies** physical and health terminology **consistently** to communicate understanding. |

| Notes for criterion A |
|---|
| • Criterion A must be assessed in non-performance/non-playing situations.<br>• Criterion A can be assessed only through written or oral tasks. |

# Criterion B: Planning for performance

**Maximum: 8**

At the end of year 1, students should be able to:

i. identify goals to enhance performance

ii. construct and outline a plan for improving physical activity and health.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **states** a goal to enhance performance<br>ii. **states** a plan for improving physical activity and health. |
| 3–4 | The student:<br>i. **defines** a goal to enhance performance<br>ii. **outlines a basic** plan for improving physical activity and health. |
| 5–6 | The student:<br>i. **lists** goals to enhance performance<br>ii. **outlines** a plan for improving physical activity and health. |
| 7–8 | The student:<br>i. **identifies** goals to enhance performance<br>ii. **constructs** a plan for improving physical activity and health. |

| Notes for criterion B |
|---|
| • Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems). |

# Criterion C: Applying and performing

**Maximum: 8**

At the end of year 1, students should be able to:

i. recall and apply a range of skills and techniques

ii. recall and apply a range of strategies and movement concepts

iii. recall and apply information to perform effectively.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **recalls limited** skills and techniques<br>ii. **recalls limited** strategies and movement concepts<br>iii. **recalls limited** information to perform. |
| 3–4 | The student:<br>i. **recalls some** skills and techniques<br>ii. **recalls some** strategies and movement concepts<br>iii. **recalls some** information to perform. |
| 5–6 | The student:<br>i. **recalls** and **applies some** skills and techniques<br>ii. **recalls** and **applies some** strategies and movement concepts<br>iii. **recalls** and **applies some** information to perform **effectively**. |
| 7–8 | The student:<br>i. **recalls** and **applies a range** of skills and techniques<br>ii. **recalls** and **applies a range** of strategies and movement concepts<br>iii. **recalls** and **applies** information to perform **effectively**. |

**Notes for criterion C**

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

# Criterion D: Reflecting and improving performance

**Maximum: 8**

At the end of year 1, students should be able to:

i. identify and demonstrate strategies to enhance interpersonal skills

ii. describe the effectiveness of a plan based on the outcome

iii. describe and summarize performance.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **identifies** a strategy to enhance interpersonal skills<br>ii. **identifies** the effectiveness of a plan<br>iii. **outlines** performance. |
| 3–4 | The student:<br>i. **identifies** strategies to enhance interpersonal skills<br>ii. **states** the effectiveness of a plan<br>iii. **describes** performance. |
| 5–6 | The student:<br>i. **identifies** and **sometimes demonstrates** strategies to enhance interpersonal skills<br>ii. **describes** the effectiveness of a plan<br>iii. **outlines** and **summarizes** performance. |
| 7–8 | The student:<br>i. **identifies** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **describes** the effectiveness of a plan **based on the outcome**<br>iii. **describes** and **summarizes** performance. |

**Notes for criterion D**

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

# Physical and health education assessment criteria: Year 3

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 3, students should be able to:

i. describe physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **recalls** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in familiar situations<br>iii. **applies** physical and health terminology to communicate understanding **with limited success**. |
| 3–4 | The student:<br>i. **states** physical and health education factual, procedural and conceptual knowledge<br>ii. **identifies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations<br>iii. **applies** physical and health terminology to communicate understanding. |
| 5–6 | The student:<br>i. **outlines** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations **and suggest** solutions to problems set in **unfamiliar situations**<br>iii. **applies** physical and health terminology **consistently** to communicate understanding. |

| Achievement level | Level descriptor |
|---|---|
| 7–8 | The student:<br>i. **describes** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **explain** issues and **solve** problems set in **familiar and unfamiliar situations**<br>iii. **applies** physical and health terminology **consistently** and **effectively** to communicate understanding. |

| Notes for criterion A |
|---|
| • Criterion A must be assessed in non-performance/non-playing situations.<br>• Criterion A can be assessed only through written or oral tasks. |

# Criterion B: Planning for performance

**Maximum: 8**

At the end of year 3, students should be able to:

i. outline goals to enhance performance

ii. design and explain a plan for improving physical performance and health.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **states** a goal to enhance performance<br>ii. **outlines** a limited plan for improving physical performance and health. |
| 3–4 | The student:<br>i. **lists** goals to enhance performance<br>ii. **outlines** a plan for improving physical performance and health. |
| 5–6 | The student:<br>i. **identifies** goals to enhance performance<br>ii. **designs** a plan for improving physical performance and health. |
| 7–8 | The student:<br>i. **outlines** goals to enhance performance<br>ii. **designs** and **explains** a plan for improving physical performance and health. |

| Notes for criterion B |
|---|
| • Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems). |

# Criterion C: Applying and performing

**Maximum: 8**

At the end of year 3, students should be able to:

i. demonstrate and apply a range of skills and techniques

ii. demonstrate and apply a range of strategies and movement concepts

iii. outline and apply information to perform effectively.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **recalls** and **applies** skills and techniques with limited success<br>ii. **recalls** and **applies** strategies and movement concepts with limited success<br>iii. **recalls** and **applies** information to perform. |
| 3–4 | The student:<br>i. **demonstrates** and **applies** skills and techniques with limited success<br>ii. **demonstrates** and **applies** strategies and movement concepts **with limited success**<br>iii. **identifies** and **applies** information to perform. |
| 5–6 | The student:<br>i. **demonstrates** and **applies** skills and techniques<br>ii. **demonstrates** and **applies** strategies and movement concepts<br>iii. **identifies** and **applies** information to perform **effectively**. |
| 7–8 | The student:<br>i. **demonstrates** and **applies a range** of skills and techniques<br>ii. **demonstrates** and **applies a range** of strategies and movement concepts<br>iii. **outlines** and **applies** information to perform **effectively**. |

**Notes for criterion C**

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to outline and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

# Criterion D: Reflecting and improving performance

**Maximum: 8**

At the end of year 3, students should be able to:

i. describe and demonstrate strategies to enhance interpersonal skills

ii. explain the effectiveness of a plan based on the outcome

iii. explain and evaluate performance.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **identifies** strategies to enhance interpersonal skills<br>ii. **states** the effectiveness of a plan<br>iii. **outlines** performance. |
| 3–4 | The student:<br>i. **identifies** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **states** the effectiveness of a plan based on the outcome<br>iii. **outlines** and **summarizes** performance. |
| 5–6 | The student:<br>i. **outlines** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **describes** the effectiveness of a plan based on the outcome<br>iii. **outlines** and **evaluates** performance. |
| 7–8 | The student:<br>i. **describes** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **explains** the effectiveness of a plan based on the outcome<br>iii. **explains** and **evaluates** performance. |

**Notes for criterion D**

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

# Physical and health education assessment criteria: Year 5

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

i. explain physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **states** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **investigate** issues and **suggest** solutions to problems set in familiar situations<br>iii. **applies** physical and health terminology to communicate understanding **with limited success**. |
| 3–4 | The student:<br>i. **outlines** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar situations**<br>iii. **applies** physical and health terminology to communicate understanding. |
| 5–6 | The student:<br>i. **identifies** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar and unfamiliar situations**<br>iii. **applies** physical and health terminology **consistently** to communicate understanding. |

| Achievement level | Level descriptor |
|---|---|
| 7–8 | The student:<br>i. **explains** physical and health education factual, procedural and conceptual knowledge<br>ii. **applies** physical and health education knowledge to **analyse** complex issues and to **solve complex** problems set in **familiar and unfamiliar situations**<br>iii. **applies** physical and health terminology **consistently and effectively** to communicate understanding. |

| Notes for criterion A |
|---|
| • Criterion A must be assessed in non-performance/non-playing situations.<br>• Criterion A can be assessed only through written or oral tasks. |

# Criterion B: Planning for performance

**Maximum: 8**

At the end of year 5, students should be able to:

i. develop goals to enhance performance

ii. design, explain and justify a plan to improve physical performance and health.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **identifies** goals to enhance performance<br>ii. **constructs** a plan to improve physical performance and health. |
| 3–4 | The student:<br>i. **outlines** goals to enhance performance<br>ii. **constructs** and **describes** a plan to improve physical performance and health. |
| 5–6 | The student:<br>i. **explains** goals to enhance performance<br>ii. **designs** and **explains** a plan to improve physical performance and health. |
| 7–8 | The student:<br>i. **develops** goals to enhance performance<br>ii. **designs**, **explains** and **justifies** a plan to improve physical performance and health. |

| Notes for criterion B |
|---|
| • Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems). |

# Criterion C: Applying and performing

**Maximum: 8**

At the end of year 5, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **demonstrates** and **applies** skills and techniques **with limited success**<br>ii. **demonstrates** and **applies** strategies and movement concepts **with limited success**<br>iii. **recalls** information to perform. |
| 3–4 | The student:<br>i. **demonstrates** and **applies** skills and techniques<br>ii. **demonstrates** and **applies** strategies and movement concepts<br>iii. **identifies** and **applies** information to perform. |
| 5–6 | The student:<br>i. **demonstrates** and **applies a range** of skills and techniques<br>ii. **demonstrates** and **applies a range** of strategies and movement concepts<br>iii. **analyses** and **applies** information to perform. |
| 7–8 | The student:<br>i. **demonstrates** and **applies a range of** skills and techniques effectively<br>ii. **demonstrates** and **applies a range of** strategies and movement concepts effectively<br>iii. **analyses** and **applies** information to perform **effectively**. |

| Notes for criterion C |
| --- |
| • Criterion C must be assessed in **performance/playing situations**.<br>• A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.<br>• A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.<br>• A student's ability to analyse and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.<br>• Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.<br>• Criterion C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessment. |

# Criterion D: Reflecting and improving performance

**Maximum: 8**

At the end of year 5, students should be able to:

i. explain and demonstrate strategies to enhance interpersonal skills

ii. analyse and evaluate the effectiveness of a plan based on the outcome

iii. analyse and evaluate performance.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **identifies** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **outlines** the effectiveness of a plan based on the outcome<br>iii. **outlines** and **summarizes** performance. |
| 3–4 | The student:<br>i. **outlines** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **explains** the effectiveness of a plan based on the outcome<br>iii. **describes** and **summarizes** performance. |
| 5–6 | The student:<br>i. **describes** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **analyses** the effectiveness of a plan based on the outcome<br>iii. **explains** and **evaluates** performance. |
| 7–8 | The student:<br>i. **explains** and **demonstrates** strategies to enhance interpersonal skills<br>ii. **analyses** and **evaluates** the effectiveness of a plan based on the outcome<br>iii. **analyses** and **evaluates** performance. |

**Notes for criterion D**

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

# MYP eAssessment

Students seeking **IB MYP course results** for physical and health education courses must complete an ePortfolio in which they demonstrate their achievement of the subject group's objectives. For each assessment session, the IB publishes a partially completed physical and health education unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The recommended teaching time for the ePortfolio unit is approximately 20 hours.

The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP physical and health education assessment criteria for year 5 supported by the task-specific clarifications published within *Further guidance for MYP physical and health education* (2016). Successful results can contribute to students' attainment of the **IB MYP certificate**.

A process of external moderation assures accurate and consistently applied standards.

## Using partially completed unit planners

Partially completed unit planners contain the following completed sections, which must remain unchanged in their development by schools.

- Global context and exploration
- Key concept
- Related concept(s)
- Statement of inquiry
- A factual, conceptual and debatable inquiry question (indicative of additional questions that may be developed and added to by teachers and students)
- Summative assessment task(s)
- Relationship between summative assessment tasks and statement of inquiry

Upon their publication, the IB unit plans are to be completed by the teacher responsible for teaching the unit and managing the summative assessment. Where more than one teacher is involved, this should be done collaboratively.

During the teaching period, teachers should support the learning process as usual, providing appropriate formative feedback that guides students in developing and improving their work. Teachers are responsible for using principled professional judgment when determining the nature and extent of feedback they provide on students' ePortfolio tasks. It is appropriate to provide general guidance rather than extensive annotations, detailed edits, or extended critiques.

In order to ensure fairness and to prevent undue influence, teachers' feedback on ePortfolio tasks must only advise students generally on how to approach and complete their work. As a shared standard of good practice, teachers must provide only one round of formal feedback on candidates' work for each task. Once students have submitted the final version of their ePortfolio for school-based assessment, it cannot be retracted or redone.

Teachers must ensure that all student work submitted for eAssessment is prepared according to IB requirements. In particular, students and teachers are responsible for understanding all IB academic honesty requirements, especially those relating to authenticity and intellectual property. Teachers must explain clearly to students and parents that all work submitted for school-based assessment—including MYP ePortfolios—must be the candidate's own authentic and individual work. Teachers must use appropriate means to ensure that each candidate's work is, in their professional judgment, authentic. If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic honesty issues.

Plagiarism and collusion are unprincipled breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct. In addition, inauthentic student work can distort assessment results and potentially disadvantage all students in the school's cohort by unfairly skewing its moderation sample.

When awarding criterion level totals, teachers must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. Reported achievement levels should not be influenced by the teacher's previous experience with the candidate or by work that is not represented in the candidate's ePortfolio.

If more than one teacher is responsible for assessment, an internal standardization process should be used to ensure that all candidates are marked to the same standard. Teachers are encouraged to keep a record of their comments about the candidate's work to explain the levels they have awarded (especially where marginal judgments are made) as they help the examiner support the teacher's judgments. Teacher comments should be uploaded with work that is selected as part of the moderation sample.

Once criterion level totals have been submitted for all candidates, IBIS will select which ePortfolios must be uploaded for moderation by the IB. The content of each ePortfolio is limited to the summative assessment task(s) required by the IB's partially completed unit planner for the relevant session."

## Assessment tasks

The partially completed unit planner will describe summative assessment tasks (which will assess all strands of all criteria) for the session. The tasks will be approached through a client/coach model to develop and deliver a performance improvement plan offering opportunities for healthy personal and interpersonal development. This model is not appropriate for group-coaching situations.

An example of an ePortfolio summative assessment for MYP physical and health education:

- Task 1—as coach: client interview and video analysis, and benchmark testing (criteria A and D)
- Task 2—as coach: training plan and interim analysis of results (criteria A, B and D)

- Task 3—as client: demonstration of the skills, techniques and/or strategies developed as part of the improvement plan (criterion C)
- Task 4—as coach: evaluation of the coaching plan and of interpersonal skills; and as client: evaluation of performance and interpersonal skills (criteria A, B and D).

# ePortfolio process

## Planning the unit

Teachers complete the unit planner according to their own local contexts and curriculum requirements. This approach allows a teacher who is restricted to a particular teaching area for the duration of teaching this unit to plan appropriately based on available resources. An example might be that two PHE classes run simultaneously for MYP year 5, one in a basketball court and one in a swimming pool. Each teacher can complete the content of their unit to allow for the use of those facilities and the general resources available, as well as from their own background and the cultural context of the school.

## Planning for assessment

It is essential that all summative assessment undertaken by the teacher is set against the criteria for MYP year 5 as published in this guide. Submissions will be of student work only—background information, including the completed unit planner or task-specific clarifications used for the benefit of student learning, will not be submitted to the IB.

The work produced for summative assessment must be the student's own work. However, teachers play an important role as students plan for and complete the required tasks. Teachers should ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria (students must ensure that the work submitted addresses the objectives effectively).

If a student is not able to complete the work without substantial support, teachers should note the circumstances and nature of support provided in their comments justifying the levels awarded.

## Requirements for assessment

Students complete a portfolio of evidence of the completion of a performance improvement task including aspects of health and physical education. Each student will submit work as coach (part one) and as client (part two).

Where a prescribed summative assessment task or the teaching context of the school result in students working collaboratively or in groups/teams, students must only be assessed for their individual contribution to the submission.

It is essential that the work of each student is clearly identifiable for the assessment process, both to the teacher and to IB examiners.

Care must be taken in the selection of evidence for group activities so that each student features prominently enough to allow for only their contribution to be assessed. Students and their contribution to an activity must be clearly identifiable. Some examples of how this might be achieved follow.

- Text evidence—students record their personal contribution, ensuring they carefully identify their role in the development and any eventual outcome, paying particular attention to documenting their individual approach, investigation and contribution made to the collaborative process.

- Video and photographic evidence—each student ensures that they are clearly identifiable for example by wearing a coloured top that contrasts with other members of the group so they can be recognized as the focus of assessment.
- Audio evidence—audio evidence is not generally recommended for collaborative or group work because it is not possible to identify each individual contributor.

## Submission of the ePortfolio

| Submission limits (examiners will not read beyond these limits) | |
|---|---|
| Video | 3 minutes |
| Written work | 15 A4 pages |
| Bibliography | A bibliography is required to acknowledge the work, words or ideas of another person. This may be uploaded as a separate document to the main written work. The bibliography does not contribute to the page count above. |

Table 7 suggests one way that students might structure an ePortfolio for MYP physical and health education. However, this allocation of pages by section is not mandatory. Students may use their own judgment to determine how to use the total allocation of 15 pages in a way that provides the best possible evidence of their achievement against the relevant criteria.

| Summative assessment task | Recommended maximum recording or page limits |
|---|---|
| 1. Description of activity/performance<br>Client interview and video analysis<br>Benchmark testing | 5 pages |
| 2. Establish goals and designing an action plan<br>Training plan<br>Interim analysis of results | 5 pages |
| 3. Final performance/playing situation | 3 minutes video recording* |
| 4. Pre- and post-performance analysis<br>Evaluation of coaching plan<br>Evaluation of client performance<br>Evaluation of interpersonal skills | 5 pages |

*The video recording provides evidence to support assessment of both the final performance/playing situation from the client and the analysis of the client's improvement from the coach.

**Table 7**

*Possible structure of an ePortfolio for physical and health education*

# Physical and health education subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between ePortfolio tasks and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

| Grade | Descriptor |
|---|---|
| 7 | Produces high-quality, frequently innovative physical and health solutions through the application of physical and health strategies. Communicates comprehensive, nuanced understanding of physical and health concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated analytical thinking and critical evaluation to improve skills and techniques in physical and health education. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world situations. |
| 6 | Produces high-quality, occasionally innovative physical and health solutions through the application of physical and health strategies. Communicates extensive understanding of physical and health concepts and contexts through independent and detailed work. Demonstrates analytical thinking and critical evaluations, frequently with sophistication, to improve skills and techniques in physical and health education. Transfers knowledge and applies skills, often with independence, to real-world situations. |
| 5 | Produces generally high-quality physical and health solutions through the application of physical and health strategies. Communicates good understanding of physical and health concepts and contexts. Demonstrates analytical thinking and critical evaluations, sometimes with sophistication to improve skills and techniques in physical and health education. Usually transfers knowledge and applies skills with some independence to real-world situations. |
| 4 | Produces good-quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with few misunderstandings and minor gaps. Often demonstrates analytical thinking and critical evaluations to improve skills and techniques in physical and health education. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations. |

| Grade | Descriptor |
|---|---|
| 3 | Produces acceptable quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking and critical evaluation of skills and techniques in physical and health education. Begins to transfer knowledge and apply skills, requiring support even in familiar situations. |
| 2 | Produces work of limited quality. Communicates limited understanding of some physical and health education factual, procedural and conceptual knowledge. Demonstrates limited evidence of analytical thinking or critical evaluation of skills and techniques in physical and health education. Limited evidence of transfer of knowledge or application of skills. |
| 1 | Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most factual, procedural and conceptual knowledge. Very rarely demonstrates critical or analytical thinking. Very inflexible, rarely shows evidence of knowledge or skills. |

# Related concepts in physical and health education

| Related concept | Definition |
|---|---|
| **Adaptation** | Adaptation is the adjustment or changing of a skill, technique, strategy, tactic, process or choice in order to enhance its suitability to meet the needs of a situation or application. Adaptation may need to occur as a result of: environmental influences, feedback (internal and external), player interactions, team interactions and the outcomes of choices. |
| **Balance** | Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms, such as the aesthetically pleasing integration of elements in movement routines, the team stability provided by the even distribution of player roles, as a means of judging and deciding upon lifestyle choices, or by placing equal importance on each dimension of health. |
| **Choice** | Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development. |
| **Energy** | Energy is a fundamental entity that is transferred between parts of a system in the production of change within the system. It is the capacity for doing work and as such the amount and form of energy an individual requires is dependent on the task(s) they are completing. The restoration of an individual's energy levels is determined by a variety of factors such as rest, nutritional intake and time. Energy levels influence all aspects of human life, from our ability to think and make effective choices, to our ability to be physically active. |
| **Environment** | Environment refers to the circumstances, objects, or conditions by which an individual is surrounded. The effective performance of techniques, skills, strategies and tactics are influenced by environmental factors. Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment, especially social media, has a significant impact on personal, mental, emotional and social health. |
| **Function** | A function is the action or role that something is specifically designed for or used to do. Functions can be voluntary or involuntary. A function can be part of a group of related actions that contribute to a larger action, such as the function of the heart contributing to the overall health of the human body, or the function of a setter in a volleyball team who is responsible for orchestrating their team's offence. A variety of factors can influence the choice and effectiveness of specific functions. |

| Related concept | Definition |
|---|---|
| **Interaction** | An interaction is the result of two or more objects, groups or ideas affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes. |
| **Movement** | Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories. Movement can also occur in relation to thoughts and ideas, a type of movement that relies on people aligning their thinking with others in relation to a specific cause or ideal. |
| **Perspective** | Perspective enables the development of different interpretations, understandings and findings. Perspective can be gained through putting yourself in the place of others and striving to understand their opinions and disposition. People gain perspective by listening to others and considering the ways in which their points of view align or differ. Seeking and considering multiple perspectives is crucial to personal, mental and social health development, as well as to our ability to develop effective sporting techniques, tactics and strategies. |
| **Refinement** | Refinement is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback. |
| **Space** | Space refers to the physical dimensions of a playing or performance area (for example, a badminton court), the distance between people or objects (for example offensive and defensive lines in field sports), and the opportunity to experience something (for example, space to discover identity). Space can be created, adapted, determined, used, taken, won and lost; therefore "space" is rarely absolute. |
| **Systems** | Systems are sets of interacting or interdependent components that form an integrated whole. All individuals and communities rely on multiple systems working together to provide the structure and processes that they need in order to function effectively. Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances. |

# Physical and health education glossary

| Term | Definition |
|---|---|
| **Aesthetic movement routines** | A visually appealing way to sequence related physical actions. |
| **(Un)familiar situation** | (Un)known conditions or settings of which students have had (no) prior experience or knowledge. |
| **Flow** | Refers to the smoothness and continuity of movements and linking movements. |
| **Force** | Refers to the energy level of the movement. |
| **Intramural activities** | Competitions or activities held by the school. |
| **Interscholastic sports** | Sporting competitions or friendly meets held between schools. |
| **(Non-) performance/ playing situation** | A situation in which the student is (not) physically involved in game play (sports) or performance of an activity (movement routines). |
| **Projectile motion** | The movement of an object through space. |
| **Skill** | An ability acquired or developed through training or experience. |
| **Strategy** | A plan of action incorporating tactics designed to achieve an overall goal. |
| **Tactic** | A manoeuvre or action planned to achieve a specific goal. |

# MYP command terms for physical and health education

| Command term | Definition |
|---|---|
| **Analyse** | Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.) |
| **Apply** | Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. |
| **Construct** | Display information in a diagrammatic or logical form. |
| **Define** | Give the precise meaning of a word, phrase, concept or physical quantity. |
| **Demonstrate** | Make clear by reasoning or evidence, illustrating with examples or practical application. |
| **Describe** | Give a detailed account or picture of a situation, event, pattern or process. |
| **Design** | Produce a plan, simulation or model. |
| **Develop** | Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state. |
| **Evaluate** | Make an appraisal by weighing up the strengths and limitations. |
| **Explain** | Give a detailed account including reasons or causes. (See also "Justify".) |
| **Identify** | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| **Investigate** | Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |
| **Justify** | Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".) |
| **List** | Give a sequence of brief answers with no explanation. |
| **Outline** | Give a brief account or summary. |
| **Recall** | Remember or recognize from prior learning experiences. |
| **Solve** | Obtain the answer(s) using appropriate methods. |
| **State** | Give a specific name, value or other brief answer without explanation or calculation. |
| **Suggest** | Propose a solution, hypothesis or other possible answer. |
| **Summarize** | Abstract a general theme or major point(s). |

# Selected reading

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# Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

## Corrections for April 2023

### Throughout the publication

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the terms "he or she" and "his or her" have been replaced with "they" and "their", respectively, in the MYP eAssessment section.