

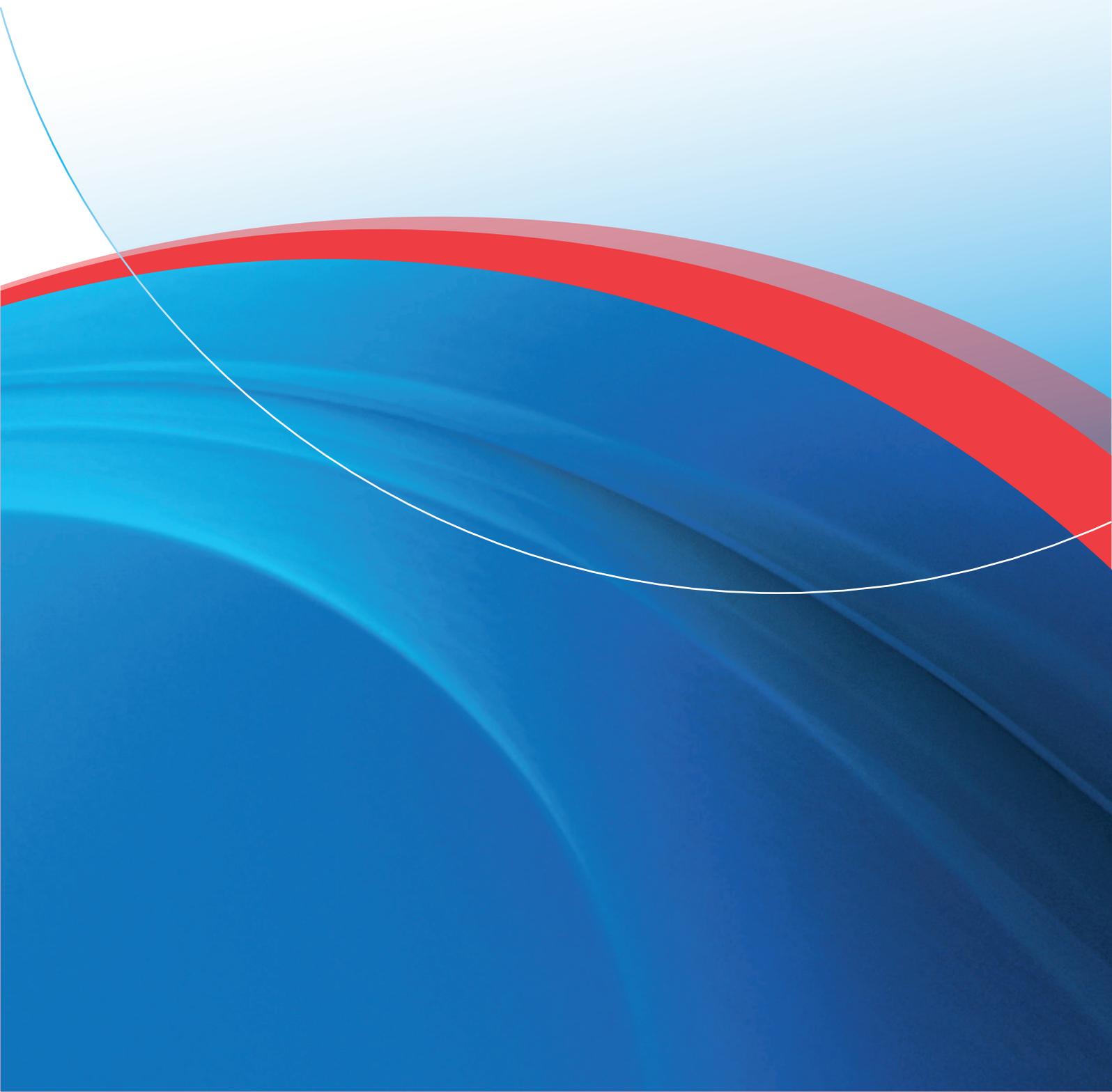


International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Physical education guide

For use from January or September 2008





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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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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How to use this guide

The *Physical education guide* provides the framework for teaching and learning in physical education in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

This guide was originally published in July 2007 for use from January 2008 (southern hemisphere) and September 2008 (northern hemisphere). However, the document *MYP: From principles into practice* (August 2008) now includes all general information about the programme and, as a result, the format of subject-group guides has been changed so that they include only subject-specific information.

This revised edition of the *Physical education guide* includes all subject-specific information as published in the earlier version. Importantly, requirements for the subject, aims, objectives and final assessment details have not changed. However, general information about the MYP has been taken out and some additional subject-specific information included (for example, sample questions related to each of the areas of interaction).

Introduction to MYP physical education

The mind's first step to self-awareness must be through the body.

George Sheehan

Physical education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the five years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long-term healthy living.

Physical education will bring the unique perspective of learning through the physical, which can greatly contribute to students' approaches to learning (ATL) skills, and is transferable across other subject groups.

The learning and development associated with physical education should contribute to students developing the qualities of the IB learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

When the curriculums of physical education and other MYP subject groups are developed according to these principles, students will be given the opportunity to:

- develop a combination of transferable skills promoting physical, intellectual, emotional and social development
- see other subjects from a physical education perspective (including learning through the physical) and vice versa
- see the areas of interaction as relevant to physical education and contributing to holistic learning
- consider new, differing and contrasting ideas to their own and use them in the learning process
- develop abilities to communicate their knowledge, skills and reflections in a variety of situations
- understand the importance of intellectual, physical and emotional balance
- give thoughtful consideration to their own learning and experience.

Teachers are challenged to encourage all of the above in a course that must be mainly practical and taught and learned through the physical.

To assist in achieving these broader goals, this guide will give both teachers and students clear aims and objectives for MYP physical education, as well as details of final assessment requirements. IB-produced teacher support material (TSM) is available to complement this guide and aid implementation of the course in schools.

The IB physical education continuum

MYP physical education builds on learning that students have experienced during their time in the IB Primary Years Programme (PYP). The PYP develops knowledge, conceptual understanding and skills through transdisciplinary units of inquiry. Personal, social and physical education (PSPE) is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyle choices.

MYP physical education aims to build on the physical education experienced in the PYP where it has an important role to play in various aspects of human development: physical, social, personal and emotional. These aspects are developed as students learn about movement and, through movement, build their confidence and cooperative skills. They develop an understanding of the role of physical activity in a healthy lifestyle in order to make informed choices, as well as acquiring an understanding of the cultural significance of physical activities for communities and individuals.

At the time of publication of this guide, two pilot courses in the Diploma Programme (DP) continue the development of skills, knowledge and understanding in the area of physical education: sports, exercise and health science in group 4 and dance in group 6.

The DP course in sports, exercise and health science enables students to acquire the knowledge and understanding necessary to apply scientific principles, and to analyse human performance critically. It addresses issues of international-mindedness and ethics by considering sport, exercise and health in relation to the individual and in a global context.

The DP course in dance is an essential component of artistic, aesthetic and cultural education, and develops creative potential through physical, non-verbal expression. In dance, the integration of body, mind and spirit helps participants learn skills that are transferable to other disciplines and that relate to daily life.

Aims and objectives

Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP physical education are to encourage and enable students to develop:

- an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- an interest in the promotion of health and wellness
- the motivation to participate fully in all aspects of physical education
- their optimal level of physical fitness
- effective communication strategies, verbal, non-verbal and written
- the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, interacting
- the ability to reflect critically on all aspects of physical education, including being a critical performer
- an understanding of international perspectives on physical activity, sport and health education
- a lifelong interest in and enjoyment of physical activities as a participant.

Objectives

The objectives of any MYP subject and of the personal project 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.

These objectives relate directly to the assessment criteria found in the “Physical education assessment criteria” section.

A Use of knowledge

At the end of the course students should be able to:

- use physical education terminology in context
- demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
- demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
- use their knowledge to analyse situations and solve problems.

The student must be assessed in a non-performance/non-playing situation.

B Movement composition

At the end of the course students should be able to:

- explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
- compose aesthetic movements
- link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow.

For assessment of this objective, the student must perform the sequence.

C Performance

At the end of the course students should be able to:

- demonstrate the skills and techniques necessary for active participation in a variety of physical activities
- apply tactics, strategies and rules in both individual and group situations
- perform movement concepts and sequences of movement in a variety of physical contexts.

The student must be assessed in a performance/playing situation.

D Social skills and personal engagement

At the end of the course students should be able to:

- communicate effectively, including verbal and non-verbal forms of communication
- demonstrate attitudes and strategies that enhance their relationships with others
- show respect and sensitivity to their own and different cultures
- take responsibility for their own learning process and demonstrate engagement with the activity
- reflect critically upon their own achievements
- set goals to enhance learning and take action towards achieving them.

Requirements

MYP physical education is a compulsory component of the MYP in **every** year of the programme. Due to the nature of physical education, the curriculum should be addressed through mainly practical activities. Physical education must not be equated with extra-curricular or intramural activities, or with interscholastic sports. It must be taught by trained professional physical education teachers. Group sizes must be considered carefully; groups of more than 25 students are considered to be inappropriately large. Teachers of MYP physical education must be provided with scheduled meeting times within the school day for coordination, development and revision of the units of work.

All MYP physical education courses must ensure that:

- students engage in structured learning in accordance with the aims and objectives found in this guide
- students' work is assessed using the published MYP physical education assessment criteria for final assessment in the final year of the programme
- criterion-related assessment is used to assess student work in years 1–4 using interim objectives and criteria that have been adapted from the final objectives and criteria in this guide (for more information, please see the "Assessment" section in the document *MYP: From principles into practice* (August 2008))
- the areas of interaction are a central element of physical education curriculum planning, teaching and learning
- a minimum teaching time of 50 hours per year is allocated to the physical education subject group.

Teaching hours

It is essential that teachers be allowed the number of teaching hours necessary to meet the requirements of the physical education course. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB recognizes that, in practice, more than 50 teaching hours per year will be necessary, not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of subjects that enables interdisciplinary study.

It is recommended that physical education classes take place more than once a week. Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the final objectives for physical education.

In view of the nature of physical education, extra time required for changing and showering must not be counted as part of the required teaching hours.

Language of instruction

In those schools where the language of instruction of physical education is not the mother tongue of some of the students taking the course, measures must be implemented to ensure that these students are not disadvantaged and have the full opportunity to meet the final objectives. These measures may include:

- teacher training
- differentiation of assessment tasks
- modification of language in materials
- parallel resources in students' mother tongues.

For further information, please refer to the document *Learning in a language other than mother tongue in IB programmes*.

Developing the curriculum

Introduction

The physical education course must be structured within the school so that the final aims and objectives set by the IB for this subject group can be met effectively. In order to do this, schools will need to provide for **sustained** teaching and learning.

The physical education course must provide a physical, academic, social and personal challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their skills to their full potential. Provision must be made for the whole range of abilities within the school.

For examples of the standards expected of students, please refer to the physical education teacher support material.

Developing the curriculum within the subject

When planning units of work in physical education, teachers should ensure that:

- lessons are mainly practical in nature
- relevant aspects of the unit are presented through the perspective of at least one of the areas of interaction
- knowledge, understanding and skills are being developed
- learning outcomes match the MYP objectives (see objectives in “Aims and objectives”) and are considered throughout the five years of the programme
- student achievement of the objectives is measured against the assessment criteria (see “Physical education assessment criteria”); please note that the assessment criteria may be modified in years 1–4
- appropriate materials are selected from a wide range of sources, keeping in mind the international perspective of the MYP
- interdisciplinary work is undertaken where possible
- the fundamental concepts of the MYP and the IB learner profile are considered.

Balancing the physical education curriculum

In order to give the students the best opportunity to meet the MYP physical education objectives at a high level, teachers will need to ensure that their curriculum is balanced with regard to content.

A good MYP physical education curriculum has a balance of all of the following throughout the programme, as well as a balance of the areas of interaction, and individual and group work:

- sport- and health-related fitness knowledge (for example, components of fitness, different training methods/principles, various uses of heart rate, effects of training/sport participation)
- aesthetic activities (for example, dance, gymnastics, aerobics, aquarobics, acrobatics, synchronized swimming, skating, trampolining)

- team games/activities (for example, football, rugby, basketball, handball, volleyball, hockey)
- individual games/activities (for example, tennis, golf, badminton, table tennis, athletics, swimming, martial arts)
- international sports/activities (traditionally outside the school's local/national experience, for example, cricket for schools in China, softball for schools in Jordan). Students should also study the cultural context of the sport.

Where possible, schools could also include the following types of activities throughout the programme:

- alternative recreational sport (for example, ultimate Frisbee®, in-line skating, skateboarding)
- adventure activities (for example, orienteering, rock climbing, hiking, snowshoeing, cross-country skiing/running, mountain biking, innovation games/adventure challenges).

Resources

Information and communication technology (ICT) can be used as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of resources and as a new channel for developing skills. Teachers have the responsibility to teach students to use all electronic media critically so that students are aware of the limitations of the data.

The choice of resources within a school will also need to reflect the age and ability range within that school. Schools should aim to have the basic facilities and equipment required to be able to run the physical education programme, for example, specific playing areas appropriate to the size and age of the group(s). Schools must ensure that the facilities and equipment meet all safety standards.

Resources used for assessment tasks should be carefully chosen and prepared so that the aims and objectives can be met and assessment criteria applied.

The online curriculum centre (OCC)

In addition, the OCC is a valuable resource for teachers in the MYP. It contains discussion forums and resource banks, as well as official IB publications that can be downloaded. Please see your MYP coordinator for a school code and password.

Addressing the areas of interaction

The areas of interaction provide contexts through which teachers and students consider teaching and learning, approach the disciplines, and establish connections across disciplines. They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of real-life issues. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of the subject as well as the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

The document *MYP: From principles into practice* (August 2008), in the section "The areas of interaction", provides further information relating to the dimensions of each area of interaction, the inquiry cycle, planning units of work, and focusing relevant content through these areas of interaction.

There are five areas of interaction:

- approaches to learning (ATL)
- community and service
- health and social education
- environments
- human ingenuity.

The following sections on the areas of interaction provide sample questions that might be used as **MYP unit questions** or **inquiry cycle questions**, depending on the content being taught. These particular questions are “content free”, and when devising their own questions, teachers can relate them to the specific content that is being explored in a unit of work.

It is important to note that the areas of interaction are ways of looking at content: some of the examples that follow could easily fit into more than one area of interaction perspective, and also have the potential to be explored through subjects other than physical education.

The contexts that frame the content curriculum in physical education must be natural and meaningful. Often when designing a unit of work, the context for the content will emerge naturally. To provide meaningful learning experiences, teachers should ensure that the MYP unit question gives students scope for inquiry into the issues and themes within the content. The area of interaction will then give direction to teacher-directed and student-initiated inquiry.

Please note that any reference to “I” in the areas of interaction questions could also be interpreted as “we” where this is more appropriate to the social ethos of the school or location.

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning (ATL) are central to all MYP subject groups and the personal project. Through ATL, schools provide students with the tools to enable them to take responsibility for their own learning. This involves planning, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

The MYP has identified seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking, and transfer. The school community will need to spend time defining the ATL attitudes, skills and practices that it considers important within these groups, both for an individual subject group and across subject groups.

Specific ATL that may be developed through physical education include:

- learning the skills and techniques necessary to lead a healthy lifestyle
- acquiring basic skills that are transferable to other learning situations
- learning how to solve problems during physical activity through individual and group work
- setting realistic short- and long-term goals
- evaluating one’s own and others’ achievements
- developing a positive attitude towards oneself and others by respecting similarities and differences
- identifying links between the theoretical and the practical, for example, planning and carrying out a fitness programme.

Approaches to learning also help students to understand the transferability of these skills across the subject disciplines.

Sample questions

- How can attitudes help me master a specific skill?
- How do individuals reach the top of their field?

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

The emphasis of community and service is on developing community awareness and a sense of belonging and responsibility towards the community so that students become engaged with, and feel empowered to act in response to, the needs of others.

Community and service starts in the classroom and extends beyond it, requiring students to discover the social reality of self, others and communities. This, in turn, may initiate involvement and service in the communities in which they live. Reflection on the needs of others and the development of students' ability to participate in and respond to these needs both contribute to the development of caring and responsible learners.

Students will explore the nature of past and present communities through physical education, as well as their place in their own communities. Incorporating community and service into the study of physical education encourages responsible citizenship as students deepen their knowledge and understanding of the world around them.

Students will develop a responsible and caring attitude within their local setting and in the global community. MYP physical education encourages students to respect themselves, respect their social environment and to support others. This encouragement provides the basis for developing the skills needed to make an effective contribution to society.

Activities developed can range from those done as a class to those done on a much larger scale. Those that may be considered to promote a deeper understanding of community and service through physical education include:

- **awareness**—exploring health, fitness and/or leisure needs in a community, learning about culture through sport, investigating what makes a sports community
- **involvement and service**—peer tutoring and peer coaching, designing fitness programmes for others, promoting awareness campaigns/noticeboards, organizing individual and group responses to community needs (designing a fitness programme for a family member, for example, or planning a unit of work culminating in a performance of the work created)
- **reflection**—reflecting on topics studied, service undertaken.

Sample questions

- How can I be an active and meaningful contributor to the team?
- How far is there a gender divide in the sports we play?
- How can major sporting events be more political than social?
- Why do we need heroes?
- How does the local community influence my style of play?
- How did the community influence the development of each sport?

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and others?

This area of interaction is about how humanity is affected by a range of social issues (including health). Health and social education encourages a respect for the body and mind, which in turn enables the individual to make informed, responsible choices and be aware of potential hazards. It includes an appreciation of the effects of health and social issues in various cultural settings and at different times. It is concerned with physical, social and emotional health and intelligence—key aspects of development leading to a complete and balanced lifestyle.

Incorporating health and social education into physical education includes studying dimensions of wellness.

Activities that may be considered to promote health and social education through physical education include:

- developing an understanding of training principles and the effects of exercise on the body and mind
- investigating the impact of sporting role models
- studying social dimensions of sport, for example, ethical questions in sport, political support of sport, media influences
- discussing spiritual dimensions of exercise, for example, yoga, tai chi
- promoting fair play, cooperative learning, teamwork, equal opportunity, tolerance, respect for others through physical activity
- comparing different sports in relation to gender issues
- reflecting on how physical education can directly and indirectly influence wellness.

Sample questions

- What is at the core of good teamwork?
- What do I need to consider to improve my stamina?
- How true is the belief that we need a balance between mind and body?
- How does my physical fitness make an impact on my daily life?

Environments

What are our environments?

What resources do we have or need?

What are my responsibilities?

This area of interaction considers environments to mean the totality of conditions surrounding us, natural, built and virtual. It focuses on the wider place of human beings in the world and how we create and affect our environments. It encourages students to question, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments.

Physical education can lead to an understanding of the relationship between individuals, community, climate, equipment and surfaces.

Activities that may be considered to promote environments through physical education include:

- dealing with different environments in different circumstances (playing surfaces, adventure environments)
- exploring the positive and negative effects of virtual environments such as those generated by computer software on health and on athletic performance
- studying environmental changes and issues, their causes, and their effects on the potential to be physically active
- appreciating the ways in which environments are manipulated, transformed, controlled, preserved or destroyed by people
- investigating man-made environments, interrelationships between people, between people and their environments, and how this can affect performance
- recognizing the importance of safety within the environment (for example, water conditions, altitude, weather, floor surfaces)
- comparing and contrasting environmental issues in different countries
- taking responsibility and organizing action to combat an environmental challenge or to help maintain an environmental balance
- reflecting on the effectiveness of students' own actions related to the environment.

Sample questions

- How does the local climate affect my performance?
- How far does the environment influence my decision in a lifesaving situation?
- What is the relationship between climbing and the environment?

Human ingenuity

Why and how do we create?

What are the consequences?

Human ingenuity looks at human contributions in the world both in their particular context and as part of a continuing process. It stresses the way humans can initiate change, whether for good or bad, and examines the consequences (intended and unintended). This area also emphasizes both the importance of researching the developments made by people across place, time and cultures, and the importance of taking time to reflect on these developments.

Some examples of the study of human ingenuity through physical education include:

- appreciating human achievement in sport and the evolution of results
- designing and evaluating a new game or new equipment based upon research of the development of sport
- studying the history of sport, its evolution and consequences, for example, development of sports equipment, coaching styles, training principles, techniques and trends, game rules
- exploring the influence of the cultural dimension or cultural origins of sport
- investigating the impact of gender roles in dance, for example, female lead
- examining the impact of dance on an audience
- reflecting on the consequences of human actions and choices.

Sample questions

- How (and why) do systems of a game or sport develop?
- What are the challenges that I face as a gymnastics composer?
- How are fitness and technique related to my performance in swimming?
- How does my personal identity impact on my dance composition?

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. The achievement levels described have been written with year 5 final assessment in mind.

All schools **must** use the assessment criteria published in this guide for final assessment, although local or national requirements may involve other assessment models and criteria as well.

In years 1–4, schools may modify the descriptors of the achievement levels for each criterion according to the progression of learning organized by them and guided by the interim objectives. These modified criteria must be based on the MYP principles of assessment and must provide for a coherent approach to assessment practices over the entire programme. Schools may add other criteria, in addition to the MYP criteria, in response to national requirements and report on these internally to parents and students.

Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject-group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in physical education, teachers would need to clarify exactly what “competence” in criterion C means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

It is important that teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required.

When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published criteria, nor introduce new aspects. When awarding levels in year 5, teachers themselves should always use the published criteria.

Please also see the “Physical education: Moderation” section for guidance on what is required as part of background information.

The “best-fit” approach

The descriptors for each criterion are hierarchical. When assessing a student’s work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not acceptable.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students at the end of the programme. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section “Assessment”.

Physical education assessment criteria

Please note that the assessment criteria in this guide are for first use in **final assessment** in the 2008 academic year (southern hemisphere) and the 2008–2009 academic year (northern hemisphere).

The following assessment criteria have been established by the IB for physical education in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification.

Criterion A	Use of knowledge	Maximum 8
Criterion B	Movement composition	Maximum 6
Criterion C	Performance	Maximum 10
Criterion D	Social skills and personal engagement	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The criteria are not equally weighted.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Criterion A: Use of knowledge

Maximum 8

Students are expected to have a knowledge and understanding of the physical activities or topics studied. They are also expected to be able to use this knowledge and understanding critically, and apply it to analyse situations and solve problems.

As described in “Balancing the physical education curriculum”, topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics that do not have a physical activity focus (for example, substance abuse or nutrition studied in isolation) are not suitable for the assessment of this criterion. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.

Criterion A is best assessed through written or oral activities, and **must be assessed in a non-performance/non-playing situation**. Please note that for moderation, the task assessed against criterion A must be written.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The use of terminology is inconsistent, inappropriate or incorrect . Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Sometimes uses this knowledge to analyse and solve problems in familiar situations .
3–4	Uses basic terminology that is sometimes inaccurate or inappropriate . Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar situations .
5–6	Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations .
7–8	Uses a wide range of physical education terminology accurately and appropriately in most situations. Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations .

Notes

1. Range: it will depend on the sport/topic as to what constitutes a “range” of terminology.
2. Unfamiliar: describes a situation that the student has not encountered before, but relates to work already studied. By giving students the opportunity to respond to unfamiliar situations, students can use their knowledge to analyse and solve problems. For example, after studying principles of fitness, a student may be asked to apply their knowledge to a sport or situation that they have not been in contact with before, or students could be given a game scenario and devise tactics or strategies to defeat their opponent. Tasks that only require students to recall or demonstrate knowledge prevent students from meeting the higher levels in this criterion.

Criterion B: Movement composition

Maximum 6

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

Compositions are best assessed using criteria B, C and D. This allows all stages of the creative process—plan and design, perform, evaluate—to be assessed.

For assessment of this objective, the student must perform the sequence.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student selects some aesthetic moves that are appropriate to the requirements of the task. The student has some difficulty in adapting and/or creating moves. The sequence shows a simple use of space, time, level, force and flow. The composition is generally incoherent with many pauses , and shows limited creativity .
3–4	The student selects, adapts and creates aesthetic moves that are appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition is mostly coherent , and shows some aspects of imagination and creativity .
5–6	The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent , and shows aspects of imagination, creativity and style .

Notes

1. Coherent: this refers to the logical development of the composition.
2. Range: it will depend on the nature of the activity as to what constitutes a “range” of moves.

Criterion C: Performance

Maximum 10

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply. The third strand referring to student performance with precision, synchronization or energy will apply for movement composition activities.

This objective must be assessed in a performance/playing situation.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student demonstrates little competence in basic moves, skills and techniques in the performance or playing situation. The student shows some awareness of movement concepts, tactics, strategies and rules. The student performs with little precision, synchronization or energy.
3–4	The student demonstrates competence in basic moves, skills and techniques in the performance or playing situation. The student shows awareness of movement concepts, tactics, strategies and rules, but has difficulty in applying them. The student performs with some precision, synchronization and/or energy.
5–6	The student demonstrates competence in basic and some complex moves, skills and techniques in the performance or playing situation. The student applies some movement concepts, tactics, strategies and rules. The student performs with precision, synchronization and energy most of the time .
7–8	The student demonstrates competence in basic and many complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules appropriately . The student performs with a high degree of precision, synchronization and energy.
9–10	The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules in a critical and effective manner . The student performs with a high degree of precision, synchronization, energy, style and flair .

Notes

1. Competence: this could include characteristics such as accuracy, efficiency, control, coordination, timing, fluency, speed and power. Depending on the nature of the activity, these sorts of characteristics should be considered when determining competency.
2. Precision: this could include balance, stability, amplitude, exactness, extension and body form.
3. Synchronization: this indicates synchronization with the music, a partner or partners, or both.

Criterion D: Social skills and personal engagement

Maximum 8

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment some of the time.</p> <p>The student takes responsibility for their own learning some of the time, but shows little enthusiasm and/or commitment to physical education.</p> <p>The student shows difficulty in reflecting on their achievements and in setting and taking action to achieve goals.</p>
3–4	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment most of the time.</p> <p>The student takes responsibility for their own learning most of the time, and shows some enthusiasm and commitment to physical education.</p> <p>The student reflects on their own achievements to a satisfactory level, usually sets appropriate goals but may need encouragement to take action towards achieving them.</p>
5–6	<p>The student demonstrates attitudes and strategies that improve their communication and relationships with others.</p> <p>The student consistently shows respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and usually shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets appropriate goals and takes some action towards achieving them.</p>

Achievement level	Descriptor
7–8	<p>The student demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others.</p> <p>The student consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.</p>

Determining the final grade

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1. Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria at intervals during the final year in the subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **several judgments against each criterion**. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity. MYP physical education has **four** criteria, so **at least eight** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment.

Important: If more than one teacher is involved in one subject for a single year group the school must ensure **internal standardization** is used to provide a common system for the application of the assessment criteria to each student. In joint assessment, internal standardization is best achieved by:

- the use of common assessment tasks
- shared assessment between the teachers
- regular contact between the teachers.

In certain schools, students may be grouped according to ability within the same subject. In such cases, the teachers' final assessment of student performance across all groups must be based on a **consistent application of the assessment criteria to all students**. A different standard should not be applied to different groups.

2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the **single most appropriate level for each criterion**. Where the judgments for a criterion differ for specific assessment tasks, the teacher must decide which level best represents the student's final standard of achievement.

Important: Teachers should not average the levels gained in year 5 for any given criterion. Students can develop right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds to a student's general level of performance for each of the criteria towards the end of the programme.

3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a **final criterion levels total** for physical education for each student. In physical education, students have the opportunity to gain a maximum level of 8 for criteria A and D, a maximum level of 6 for criterion B, and a maximum level of 10 for criterion C. Therefore the maximum final criterion levels total for physical education will be 32.

The final criterion levels total is the total that will be submitted to the IB via IBIS (IB information system) for schools that have registered students to receive IB-validated grades.

4. Determining the final grade for physical education

Grade boundaries must be applied to the criterion levels totals to decide the final grade for each student.

Please see the *MYP coordinator's handbook* for the table of grade boundaries for physical education.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest) on the IB record of achievement, where students have been registered for IB-validated grades. The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the conversion table to determine a student's final physical education grade, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Schools requiring **IB-validated grades** are required to use **only** the published MYP subject-specific criteria as a basis for the final results that they submit to the IB (both for moderation and as final assessment for certification).

Other schools (those not requiring IB-validated grades) will use the published criteria together with any additional criteria that they have developed independently, and report internally to students and parents. These schools may decide on their own grade boundaries (if using published and additional criteria), or use the boundaries published by the IB.

Physical education: Moderation

The following details apply **only** to schools that request **IB-validated grades**.

Please ensure that you also refer to the section “Assessment in the MYP”.

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students’ own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final tasks set by those teachers are appropriate and that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB **must** be assessed using the assessment criteria and achievement levels listed in this guide.

The submission date for moderation samples is before the end of a school’s academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students’ work after moderation samples have been submitted, as these later tasks will also contribute towards the student’s final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice (August 2008)*, section “Moderation”.

Teachers should note that there are three distinct phases to the moderation process.

- Phase 1: Submission of moderation samples
- Phase 2: Submission of criterion levels totals
- Phase 3: Award of MYP grades

Phase 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the *MYP coordinator’s handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. The selection of student work should be representative of a range of abilities within the final year group, comprising two comparatively good folders, four folders showing average ability and two comparatively weak folders. Only the work of students registered for IB-validated grades should be submitted. If there are fewer than eight students registered, the sample will therefore have fewer than eight folders.

Since June 2006, schools that have had minimal adjustments to their results over a three-year period have been instructed to send only four folders of student work instead of eight in the relevant subjects. "Minimal adjustments" means differences between teachers' and moderators' totals of within plus or minus 3. This does not mean that there will be no changes to final grades, as some students' totals will still cross grade boundaries even though the differences, and therefore the moderation factors applied, are small. Schools are advised via the moderation reports whether they can send four folders the following year. The situation is monitored annually and applies only to the subjects that have been identified in the moderation reports. For further information, please contact your MYP coordinator.

Prescribed minimum tasks

The required number of judgments against each criterion for physical education is:

- criteria A and C: 2 judgments each
- criteria B and D: 1 judgment each.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

- **Two pieces of written work** that show the student's use of physical education knowledge, both assessed against criterion A.
- **Video evidence of the student's compositional and performance abilities**, that is, the student performing their own composition, assessed against criteria B and C. Written evidence that demonstrates that the student(s) actually composed the sequence themselves (or which part of the composition they created if part of a group) **must** be included.
- **Video evidence of the student's performance in another physical activity**, assessed against criterion C.
- Criterion D must be assessed by the teacher and written once on the coversheet *Form F3.1* for each student folder submitted. A thorough justification (addressing a minimum of three strands) of the level awarded for criterion D must be documented by the teacher on the reverse of the *Form F3.1*. The level achieved by each student for criterion D will not be subject to moderation.

Important notes

General

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this guide. Due to the wide range of activities possible in physical education, teachers must make clear in the background information what the expectations were in order to achieve the highest levels of the criteria in all tasks.
- Student work submitted for moderation should reflect the types of tasks used for final assessment and must be devised to give students the opportunity to reach the highest descriptors of each criterion.
- In order to help schools with the timing of the preparation of moderation samples, work from the end of year 4 of the programme can be included, provided the final year assessment criteria have been used. The sample must also include work produced in year 5.
- Where students are engaged in collaborative work, they must record their contribution and be assessed on an individual basis; their individual input to the task should be clearly identifiable; evidence of their individual development and the exploration of their ideas must be present in their developmental workbook.
- In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* (available on the OCC) sections F1 and F3 for further information on how this work may be used, and section F4 for the "Student claim of exclusive copyright" form if needed.
- Teachers should include the same tasks for all students in the sample wherever possible. For example, if there are different physical education courses within the year group, submit the eight folders from one of the courses.
- Anything in the moderation sample that differs from the prescribed minimum tasks for physical education should be explained in the background information.
- The physical education teacher support material provides examples of key components of a moderation sample.

Important notes for assessing criterion A

- Group work should not be sent for criterion A.

Important notes for assessing criterion B

- For moderation purposes, criterion B is best addressed through individual or small-group activities, for example, gymnastics, aerobics or dance. Groups **must** be a maximum of **three** students in order to give each student the opportunity to reach the highest achievement level.
- Written evidence that demonstrates that the student actually composed the sequence themselves (or which part of the composition they created if part of a group) **must** be included.
- In cases where group work is involved with criterion B, care must be taken to assess the work of each individual student.

Important notes for assessing criterion C

- For moderation purposes, criterion C is best addressed through small-sided activities, for example, racquet sports, three-a-side basketball, or individual/pair activities.
- Activities that do not give students the opportunity to demonstrate a variety of skills, techniques and strategies, for example, isolated athletics events, are poorly suited to moderation.

- Moderation tasks that assess an individual activity such as athletics, swimming or climbing must include at least **three** different skills or events. For example, for athletics, each student performs a minimum of three events (such as high jump, hurdles, shot put). Ensure that the students are able to demonstrate basic and complex skills for that particular activity to allow all levels of the criterion descriptor to be achieved.
- In cases where group work is involved with criterion C, care must be taken to assess the work of each individual student.

Important notes for assessing criterion D

- The judgment and justification included in the sample for criterion D could be linked to the other tasks in the sample. However, this is not mandatory.

Important notes for preparing video evidence

- The video recording must be on VHS videotape, DVD or CD-Rom for each of the two videoed tasks. Mini-cassettes/digital tapes are not acceptable.
- Limit the video to 2–3 minutes per student per task in the sample. This should be sufficient time to demonstrate how the student has achieved the criterion level.
- The context of game play or of the activity should be visible, that is, the physical environment that is relevant to the outcome of the performance, for example, playing area, opponents' position, own team members, dance partners.
- Use credits, title cards, bibs or some other **clear method** to identify each of the students in the sample.
- Try to film from an elevated position and ensure the camera is steady.

Practical organization of the moderation sample

- The coversheet *Form F3.1* must be used to record the judgments for each criterion in each student's folder. The reverse of coversheet *Form F3.1* should contain information on extenuating circumstances for individual students, if this is not already included in the background information.
- Background information should be compiled in an additional folder to the students' folders. It should document details that will be useful to the moderators:
 - the context and expected outcomes of the unit of work
 - time allocation
 - the degree of teacher support
 - the conditions under which the work was completed
 - clarifications on why and how the assessment criteria were applied

Unit planners must be included in the background information in order to give moderators an idea of the context in which the task was set. The moderator will not make comments about the unit planner.

- Clear and legible copies of work should be submitted in the sample. Original work may be submitted but it is not returned to schools.
- Students are expected to reference sources they use for their work as a matter of course.
- If teachers and students use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

Phase 2: Submission of criterion levels totals

Phase 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples, teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to the IB.

Phase 3: Award of MYP grades

Following moderation in each subject, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Physical education: Monitoring of assessment

The following details apply to schools **not** requesting IB-validated grades.

Please ensure that you also refer to the sections “Assessment in the MYP” and “Physical education: Moderation”.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP moderator in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students' grades, and therefore differs from the process of external moderation.

Samples for monitoring of assessment in physical education must be submitted in English, French or Spanish, although these may be translations into one of these languages.

Details on registering for monitoring of assessment and fees, as well as the latest updated versions of the coversheets, are available in the *MYP coordinator's handbook*.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section “Monitoring of assessment”. Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school's programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, they are recommended to consider the prescribed minimum tasks detailed in the “Physical education: Moderation” section, as this is designed to give an even spread over the physical education assessment criteria.

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample of assessed student work. These are the required minimum tasks listed in the “Physical education: Moderation” section.

- **Two pieces of written work** that show the student’s use of physical education knowledge, both assessed against criterion A.
- **Video evidence of the student’s compositional and performance abilities**, that is, the student performing their own composition, assessed against criteria B and C. Written evidence that demonstrates that the student(s) actually composed the sequence themselves (or which part of the composition they created if part of a group) **must** be included.
- **Video evidence of the student’s performance in another physical activity**, assessed against criterion C.
- Criterion D must be assessed by the teacher and written once on the coversheet *Form F4.2* for each student folder submitted. A thorough justification (addressing a minimum of three strands) of the level awarded for criterion D must be documented by the teacher on the reverse of the *Form F4.2*. The level achieved by each student for criterion D will not be subject to moderation.

Please see the “Physical education: Moderation” section for important notes and information.

MYP physical education frequently asked questions

General

What are the Diploma Programme options for students taking MYP physical education?

In terms of subjects, MYP physical education can specifically lead into dance (Diploma Programme group 6) and sports, exercise and health science (Diploma Programme group 4). The knowledge and understanding, sequence composition and performance skills gained by students in MYP physical education will be of particular assistance when taking dance.

Students might also use their experience gained in MYP physical education to inspire their choices in creativity, action, service (CAS).

However, one aim of the MYP physical education course is that the holistic skills and conceptual understanding gained will be of benefit in any further study.

How do I ensure that my students are prepared for the Diploma Programme after the MYP?

The best way to do this is to refer to the Diploma Programme *Sports, exercise and health science* guide and *Dance guide* and compare the expectations. When students leave the MYP, they should be able to meet the final objectives of the Diploma Programme after two further years of study.

Why do I need to integrate the areas of interaction into my units of work?

The areas of interaction form the core of the MYP. By making sure a unit of work is developed through one or more areas, teachers are given the opportunity to integrate the unit of work with other subject groups in the MYP. Delivering subject matter through the areas of interaction allows students to make their own connections in knowledge, concepts and skills and hence the opportunity for enhanced cognitive development. This also supports the MYP fundamental concept of holistic learning.

How do I integrate the areas of interaction into my units of work?

Rather than “integrate the areas of interaction into units of work”, it is preferable to think of “looking at the unit through the areas of interaction” and seeing how this approach can enhance the study of physical education. As contexts for learning, they allow teaching and learning to focus on attitudes, values and skills.

By having one or more areas as a starting point it is easier to bring focus to the unit. For example, through health and social education, a student may ask, “How can I use fitness theory to improve my own fitness for soccer?”

What is an “MYP unit question”?

This is the overarching question that provides focus to a unit of work instigated in the first stage of unit planning. It can be seen as an essential or guiding question that drives and guides the unit. It is often used across subject groups to provide an interdisciplinary focus, as students would endeavour to answer the question from different subject perspectives. For example, the MYP unit question, “How can I use physics to improve my performance?” could be answered through study in physical education and science with students developing different answers from each perspective.

Can I teach to objectives other than those listed in the *Physical education guide*?

Teachers may teach to objectives in addition to those listed. However, students must be given the opportunity to achieve all of the objectives listed in this guide by the end of the final year of the MYP.

How can I detect plagiarism? How can I avoid it in the first place?

If you suspect that work has been plagiarized, one way to check is to conduct an internet search. Using a major search engine, type in a selection of the work in inverted commas (one sentence should be sufficient). If the work has been taken directly from a website it will be detected. Your school may also subscribe to a plagiarism detection site. Plagiarism from other sources can be more difficult to detect, depending on how familiar the teacher is with all the resources available to the students.

The best solution is to avoid setting tasks that are easy to complete through plagiarism, or other forms of academic dishonesty. For example, if a task requires students to give their own interpretation of a topic or use their physical education skills, rather than asking for factual answers, then it is very difficult to plagiarize other material. Tasks should be challenging, but not so difficult that students are tempted to use dishonest means to complete them, and support should be available when students require it. For further information on IB policy on academic honesty, please see the publication *Academic honesty* (available on the OCC).

How should students include research in physical education assignments?

For tasks involving research, ensure tasks are completed under teacher supervision with only specified resources or previously made notes available for students to refer to. Such conditions prevent students plagiarizing. All information sources should be fully cited. Research-based tasks and assignments should be central to the unit of work, and not an additional assignment that is not the focus of the day-to-day teaching and learning.

Does the IB recommend any particular style of referencing/quoting/footnoting?

There is no set style for referencing in the MYP. Schools need to decide on one or more recognized styles of referencing that suit the needs of the students and the school.

Can we use teaching resources if we do not have a clear idea of where the resources came from?

Teachers need to adhere to the guidelines of academic honesty as much as the students. Therefore teachers need to make every effort to reference and acknowledge the work of others that they use in the classroom.

Why are the overall grade boundaries not included in the guide?

The grade boundaries are included in the *MYP coordinator's handbook* (available on the OCC), which is updated every year. This gives the flexibility to adjust grade boundaries if necessary after the first moderation session.

Assessment

I want to assess my students in a wide variety of ways without being restricted to the choice of “writing assignments”, “videoed movement composition” and “videoed performance”. Can I assess in other ways as well?

Yes. The “writing assignments”, “videoed movement composition” and “videoed performance” are the required minimum tasks for moderation/monitoring of assessment, and are only a snapshot of what is assessed in schools. Student abilities should be assessed through a wide range of assessment activities during all years of MYP instruction.

What is the difference between “competent” and “sophisticated”, for example, in criterion B?

This depends on the year level of the student work being assessed and the topic at hand, and will vary from school to school. However, for examples of what is deemed “competent” or “sophisticated” in the final year of the MYP, please see the physical education teacher support material.

My students cannot achieve the objectives in years 1–4. It is hard to assess years 1–4 against the criteria. What can I do?

The physical education objectives are designed in such a way that students should be able to achieve them by the end of five years of study in the MYP. It is not expected that students in the earlier years of the programme will be able to achieve the final objectives but it is expected that they will be working towards achieving them.

Schools should consult the physical education interim objectives for years 1 and 3 on the OCC for examples of modified objectives.

My students have difficulty understanding the descriptors. What can I do?

In years 1–4, schools may modify the descriptors of the achievement levels for each criterion according to the progression of learning organized by them and guided by the interim objectives. These modified criteria must be based on the MYP principles of assessment and must provide for a coherent approach to assessment practices over the entire programme. Schools may add other criteria, in addition to the MYP criteria, in response to national requirements and report on these internally to parents and students.

Can I clarify the criteria in year 5 to be task specific?

Yes. Clarifying the criteria in any year level is of great help to the students in defining what is expected of them in given tasks. When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published criteria, nor introduce new aspects.

How do I let students know what is appropriate for different year levels?

As above, teachers may make use of task-specific rubrics, or they may point out expectations during class, either in written form or verbally. In this way, teachers can add clarification to the published criteria to explain what is expected at each year level. Teachers will need to ensure that the expectations for each year level assist students in developing their skills so that by year 5, students will be able to meet the final expectations of the course.

Can I modify the assessment criteria for my students who are designated as having special educational needs?

Modified criteria should be developed for each particular stage of learning for all students, as described in *MYP: From principles into practice* (August 2008). The assessment criteria may be modified in years 1–4 either in terms of requirements, difficulty, language, or a combination of the three, according to the need of the student. In the final year of the MYP, students must be assessed against the criteria as published. If a diagnosed special educational need makes assessment of some physical education objectives impossible, the MYP coordinator should follow the guidelines in the “Special cases” section of the *MYP coordinator’s handbook* so that the student is not disadvantaged when registering and submitting the levels/grade for certification.

What is the connection between the criterion levels and the final grade?

A criterion level only gives a partial assessment of physical education. For example, a level for criterion C only shows the student’s achievement in “performance”, and does not give an overall picture of their physical education abilities. To work out a student’s final grade, a teacher must have taken into account levels from all of the criteria, giving a balanced final result. In summary, the final grade is an overall view of the student’s achievement in the subject; the criterion levels show student achievement in components of the subject.

For example:

	Criterion A (/8)	Criterion B (/6)	Criterion C (/10)	Criterion D (/8)	Levels total (/32)	Final grade
Student 1	4	2	8	8	22	5
Student 2	8	5	4	6	23	5

Criterion levels and final grades are useful in different ways. For example, schools may use final grades for reporting to parents, but use criterion levels in designing their lessons, as these give more specific feedback on the needs of the students.

Moderation

What are the requirements to get an MYP certificate?

The IB will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and maximum will be different in the case of the mother-tongue language option, or if a student has gained an exception due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

I can never find students who are, for example, “average” in all tasks. What do I do for moderation?

The aim of moderation is to check that teachers are setting appropriate tasks, and that they are assessing the work appropriately, that is, that average work is awarded an average level and good work is awarded a good level.

Often, students do not fit into one “category”, so when submitting samples, teachers will need to tick the “comparatively good”, “average” or “comparatively weak” boxes using the principle of best fit. For example, a student with three excellent and one average piece of work may be designated “comparatively good”; a student with one excellent, two average and one poor piece of work may be designated “average”. The important thing is to ensure there is a range of abilities displayed so that the moderator can check that good work is awarded a good level, poor work is awarded a low level, and so on.

It is hard to get samples of good year-5-level work when I have to send moderation samples so early in the school year. Are students penalized by this?

No. The moderation process checks that teachers are assigning appropriate levels to student work. Moderators take into account that most of the work sent is from the first half of the final year of the MYP.

How can I address each criterion the required number of times with the four required tasks?

The easiest way to do this is to ensure that the movement composition task has been both created and performed by the student and therefore assessed against criteria B and C. The two writing assignments will naturally be assessed against criterion A, and the performance activity will naturally be assessed against criterion C.

Here is an example:

Task	A	B	C	D
“My healthy lifestyle” assignment	X			
Components of fitness evaluation	X			
Gymnastic routine		X	X	
Badminton doubles			X	
Social skills and personal engagement				X

Remember to include levels and justification for criterion D, even though student work/physical evidence does not need to be included for this criterion.

What is “background information”? What should I include?

Background information is the information provided in a moderation or monitoring of assessment sample that tells the moderator or assessor details of the tasks, what the expectations were, what resources were available and under what conditions the tasks were completed. Examples of background information include worksheets, instructions or notes given to students, information on proficiency expectations (particularly for performance tasks), time allocation/length of preparation, degree of teacher or peer support allowed, blank copies of tasks/tests/examination papers used and the teacher’s corrected versions, relevant markschemes, and comments on student work. Unit planners must be included in the background information in order to give moderators an idea of the context in which the task was set. The moderator will not make comments about the unit planner.

If teachers and students use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources) diagrams, graphs, tables, statistics, materials from websites, and so on.

If the sample differs from the stated requirements in any way, this should also be explained in the background information.

If the tasks I give students are not appropriate, will my students be penalized?

If the tasks submitted for moderation do not give students the opportunity to demonstrate all of the skills listed in the corresponding criterion/criteria, or if the standard of performance expected is too low for final year students, then the task will be deemed inappropriate.

When tasks are inappropriate, it is often the case that the levels awarded by the teacher are too high. In these cases, the levels will be lowered appropriately, and this may result in students’ final grades also being lowered.

How can I ensure that tasks assessing criterion A allow students to reach the higher levels?

Ask the students to use their knowledge in unfamiliar situations such as analysis of game situations, analysis of fitness case studies, design of fitness plans, or strategic scenarios.

For moderation, what is the maximum number of students that can be in a group for the assessment of criterion B?

You can submit individual compositions, partner compositions or group compositions with a maximum of **three** students.

How do I know which of the strands to use for assessment in criterion C?

All three strands of criterion C apply to movement composition activities and the first two strands are applicable for games and other physical activities.

How do I provide justification of the level awarded for criterion D?

Teachers should write a thorough justification of the level awarded for each student in the sample for criterion D. These teacher comments should be written on the reverse of the coversheet *Form F3.1*. The comments can be related to one task in the sample or they can be a general comment related to the year's work. The comments should clearly justify or explain why the teacher awarded those levels.

Could we present an assessment plan early in the course for feedback rather than find out during moderation that something is not appropriate?

Yes. Schools that wish to have feedback on their courses or assessment procedures as a check before submitting for moderation are welcome to apply for monitoring of assessment. Monitoring of assessment reports will give schools this type of feedback; any changes in criterion levels as a result are for feedback purposes only and do not affect the final grades of the students. (Fees for monitoring of assessment are listed in the *MYP coordinator's handbook*.)

What is the difference between moderation and monitoring of assessment?**Similarities**

Both monitoring of assessment and moderation:

- use the services of trained moderators and MYP subject specialists selected by the IB
- are offered only in the four languages of the MYP—English, French, Spanish, Chinese (except language A and language B). Moderation/monitoring of assessment in a particular subject will take place in only one language
- are conducted on a per-subject basis
- consider samples of student work representing achievement in the MYP subjects and personal project
- are based on the application of MYP objectives and published assessment criteria in order to ensure high standards
- involve schools mailing to moderators sets of selected student work assessed according to the MYP assessment criteria
- involve IB Cardiff sending a report to the school providing constructive feedback to teachers
- consider only the application of IB-published assessment criteria, as stated in the subject group's assessment details.

Differences	
Monitoring of assessment:	Moderation:
<ul style="list-style-type: none"> aims to provide advice and guidance regarding general assessment principles within a subject 	<ul style="list-style-type: none"> is linked to validation of schools' results in a specific subject
<ul style="list-style-type: none"> is optional for all IB World Schools offering the MYP, but is required as part of the programme evaluation process and the curriculum flexibility approval process for schools that do not submit to moderation 	<ul style="list-style-type: none"> is required only for schools requesting IB-validated results
<ul style="list-style-type: none"> requires the school to pay a fixed fee per subject 	<ul style="list-style-type: none"> requires the school to pay variable fees depending on the number of registered students
<ul style="list-style-type: none"> allows schools to send translated samples (except for languages A and B) 	<ul style="list-style-type: none"> does not allow schools to send translated samples
<ul style="list-style-type: none"> leads to the production by the IB of a school-specific report providing feedback and guidance on assessment within the subject(s) 	<ul style="list-style-type: none"> leads to the production by the IB of MYP documentation (records of achievement and certificates) as well as a school-specific report providing feedback and guidance
<ul style="list-style-type: none"> is based on samples of student work completed in years 1–5 of the MYP 	<ul style="list-style-type: none"> is based on samples of work from the final year of the programme
<ul style="list-style-type: none"> involves no change to the school's grades 	<ul style="list-style-type: none"> may lead to changes to the school's final grades on MYP records of achievement
<ul style="list-style-type: none"> takes place at any time between September and March, with two months' advance notice (for samples submitted as a requirement for a programme evaluation visit, schools should register ten months before the scheduled visit and submit the samples to IB Cardiff eight months before the visit) 	<ul style="list-style-type: none"> takes place according to a fixed schedule (see section G of the <i>MYP coordinator's handbook</i>)
<ul style="list-style-type: none"> may involve, only for years 1–4, school-specific descriptors of achievement levels within the MYP criteria for the subject. 	<ul style="list-style-type: none"> considers only the application of IB published assessment criteria, as stated in the subject group's assessment details. (Where appropriate, include task-specific clarifications that elaborate on the published assessment criteria.)

Does my school need to undergo moderation and/or monitoring of assessment for programme evaluation?

Yes, moderation **or** monitoring of assessment is compulsory for programme evaluation.

Schools that have not requested IB-validated grades for their students in the final year of the programme are required to apply for monitoring of assessment in at least one subject per subject group and the personal

project. Registration should occur within two years and at least ten months before the scheduled visit in order to submit the samples to IB Cardiff eight months before the visit. Alternatively, these schools could also apply for moderation.

Schools that are being evaluated and wish to have IB-validated grades for their students in the final year of the programme must apply for moderation in all subject groups and the personal project.

What can I do if my questions are not answered here?

Your MYP coordinator may be able to answer your questions. If not, posting a message on the OCC can often prompt answers from other teachers in the MYP world. Alternatively, your coordinator may pass your query on to be answered by your regional office or IB Cardiff.

MYP physical education glossary

Aesthetic	Examples of aesthetic activities could include: acrobatics, acrogym, aerobics, aquarobics, cheerleading, choreographed martial arts, dance (including ballroom, break, folk, hip hop, line, social, square as well as cultural such as African, Latin, Dabkeh), diving, gymnastics (including artistic, educational and rhythmic), skating, synchronized swimming, trampolining.
Competence	Part of criterion C, this could include characteristics such as accuracy, efficiency, control, coordination, timing, fluency, speed and power. Depending on the nature of the activity, these sorts of characteristics should be considered when determining competency.
Document	To “document” work is to credit fully all sources of information used through bibliography and referencing according to one recognized academic convention.
Flow	One of the five concepts that should be used in composing a sequence of movements. “Flow” refers to the smoothness and continuity of movements and linking movements.
Force	One of the five concepts that should be used in composing a sequence of movements. “Force” refers to the energy level of the movement, for example, heavy, light, strong or weak, and utilizes strength and body weight.
Interscholastic sports	Sporting competitions or friendly meets held between schools.
Intramural activities	Intra-school, house competitions, lunch hour activities, etc.
Level	One of the five concepts that should be used in composing a sequence of movements. “Level” refers to the height of the movement in relation to the floor.
Movement concepts	The five concepts to be aware of when composing a sequence of movements. These are space, time, level, force and flow.
Non-performance/ non-playing situation	This includes coaching, refereeing, courtside analysis and written work. A non-performance/non-playing situation is required for assessment in criterion A. (Please note that written work is specifically required for moderation and monitoring of assessment.)
Peer-conferencing	Student discussions with fellow students to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
Performance/playing situation	This indicates that the student must actually perform the activity or play the game/sport. This is required for assessment in criteria B and C.
Skill	An ability that has been acquired by training and/or experience. In MYP physical education this refers to the student’s ability to perform various types of physical or behavioural activities. See also technique .

Space	One of the five concepts that should be used in composing a sequence of movements. "Space" refers to the area that extends in all directions, and can be described in terms of pathways, directions, level, focus and personal space. In criterion B, students are assessed on how they compose movement and sequences of movement within a defined space.
Technique	The form used to show a skill. The particular way a skill is performed. See also skill .
Time	One of the five concepts that should be used in composing a sequence of movements. "Time" is a concept that organizes movement; it encompasses tempo, rhythm and duration.
Weighting	<p>A measure of the relative importance of each assessment criterion. In MYP physical education, the final weighting is:</p> <ul style="list-style-type: none">• use of knowledge 25%• movement composition 19%• performance 31%• social skills and personal engagement 25%



Physical education teacher support material

Example interim objectives



Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The physical education objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in this guide. This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used for the final assessment of students' work during year 5.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning activities and assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

MYP units of work

Examples of possible learning activities, each aligned to a set of objectives, appear in the tables that follow. Each learning activity is intended to form part of a larger unit of work designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on "Planning for teaching and learning" in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students' engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions. Many of the examples of learning activities listed in the tables that follow have an obvious connection to one of the areas of interaction. Others may not, initially, show any clear connection. However, it should be possible to integrate many different types of learning activities and assessment tasks into a single unit of work.

Planning an interdisciplinary unit in collaboration with other subject teachers is also a possibility and several of the examples listed below could be designed in this way.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. Examples of possible assessment tasks have been included in the tables that follow. Each assessment task is intended to be integrated into a unit of work and may therefore be regarded as a formative or summative assessment task depending on the MYP unit question being explored.

Tables of objectives

Where the objectives in the tables that follow are the same for different years of the programme, there is a natural assumption that the student will gain more knowledge, understanding and skills, and become more mature as the course progresses. The units of work are therefore likely to become more complex and the underlying concepts are likely to become more sophisticated as the student progresses from one year to the next. For example, under B, movement composition, the objectives for years 3 and 5 are the same: students should be able to compose aesthetic movements. However, their compositions would need to be more complex and sophisticated in year 5 than in year 3, as indicated by the examples of possible assessment tasks and learning activities.

A Use of knowledge

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> demonstrate some knowledge of physical education terminology in context 	<ul style="list-style-type: none"> use some physical education terminology in context 	<ul style="list-style-type: none"> use physical education terminology in context
<ul style="list-style-type: none"> demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts 	<ul style="list-style-type: none"> demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in context 	<ul style="list-style-type: none"> demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
<ul style="list-style-type: none"> describe and explain basic principles that contribute to fitness, and their importance in various contexts 	<ul style="list-style-type: none"> demonstrate an understanding of the basic principles that contribute to fitness, and their importance in various contexts 	<ul style="list-style-type: none"> demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
<ul style="list-style-type: none"> use their knowledge to identify and assess the impact of factors that influence situations, and solve simple problems in familiar situations. 	<ul style="list-style-type: none"> use their knowledge to identify and analyse factors that influence situations, and solve problems in familiar and simple unfamiliar situations. 	<ul style="list-style-type: none"> use their knowledge to analyse situations and solve problems.
The student must be assessed in a non-performance/non-playing situation.		
Examples of possible assessment tasks		
Students design a fitness training programme for a single fitness component.	Students design a fitness training programme that takes into account their own levels of fitness (determined by fitness testing).	Students design a fitness training programme that specifically applies to a particular sport.
Students sit a written test involving the recall of simple rules and strategies, and some basic applications in game situations.	Students sit a written test involving the application of basic strategies and rules in new situations, together with some simple recall questions.	Students sit a written test involving the application and analysis of strategies and rules in new situations, together with some recall questions.
Examples of possible learning activities		
Students use the fitness principles of frequency, intensity, time and type to plan, design, carry out and evaluate a simple fitness training programme for two weeks to improve their cardiovascular endurance.	Students use the results of fitness tests to plan, design, carry out and evaluate a training programme that improves their two weakest fitness components.	Students plan, design, carry out and evaluate a sport-specific fitness training programme for one month.

<p>Students respond to a simple strategic problem in a game by listing and explaining the options or solutions to the problem. They are guided by the teacher into identifying the factors that may influence the outcome. (This activity could be developed into a full unit of work encompassing both the sciences and mathematics.)</p>	<p>Students observe video analysis of a small section of a game. They are then asked to identify and explain the weakness of one team in defence and, using their knowledge of the game, analyse strategic responses that could improve the team's weakness.</p>	<p>Students assume the role of coach and are provided with information about a team's weaknesses in terms of the opposition's game play. They plan various strategies in relation to the rules of the game and the strengths of the opposition and critically analyse the various strategic solutions.</p>
<p>Students calculate target heart rates during walking, jogging and sprinting.</p>	<p>Students explore the relationship between target heart rates in various types of activities and the fitness components required by those activities.</p>	<p>Students critically analyse the target heart rates measured in various sports and their relationship to the energy systems of the body.</p>

B Movement composition

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> explore simple movement possibilities and variations according to the basic principles of a particular aesthetic activity, with guidance from the teacher 	<ul style="list-style-type: none"> explore movement possibilities and variations in accordance with the basic principles of a particular aesthetic activity 	<ul style="list-style-type: none"> explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
<ul style="list-style-type: none"> compose basic aesthetic movements 	<ul style="list-style-type: none"> compose aesthetic movements 	<ul style="list-style-type: none"> compose aesthetic movements
<ul style="list-style-type: none"> link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with guidance from the teacher. 	<ul style="list-style-type: none"> link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with limited guidance from the teacher. 	<ul style="list-style-type: none"> link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow.
For assessment of this objective, the student must perform the sequence.		
Examples of possible assessment tasks		
Students compose an aerobics dance sequence based on a series of 12 basic moves that they can modify or adapt.	Students compose a partner aerobic dance sequence that shows a change in movement concept in each section of the sequence. The music is provided by the teacher.	Students compose individual and partner aerobic dance sequences that are influenced by their own choice and style of dance. They also choose their own music to reflect their style of dance.
Students compose a simple educational gymnastics sequence that reflects the themes of rotation and flight.	Students compose a group acrobatics sequence showing simple variations in group shapes where different pathways and travelling moves are used to enter and exit the group shapes. Four group shapes/pyramids and their links should be included in the sequence.	Students compose a sequence of educational gymnastics on the floor. A variety of complex moves and links are included in the task requirements.
Examples of possible learning activities		
Students perform a short sequence of eight moves provided by the teacher. Each student then adapts the sequence by varying the levels of the moves and by adding arm actions.	Students compose a sequence of eight moves using various body parts that shows a change in levels and force within the sequence.	Students compose a partner sequence that reflects the style of their choice of music and shows variations in response to the changes in the music.
Through four basic hip-hop dance-floor moves, students explore the theme of, "The lower you are, the funkier you are." They create variations of these moves.	Students watch a break-dance video and explore new moves. They then compose a break-dance sequence of six moves that includes popping and locking moves.	Students explore African dance moves and adapt a short sequence of moves to their hip-hop composition.

C Performance

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> demonstrate the basic skills and techniques necessary for active participation in modified performance situations in a variety of physical activities 	<ul style="list-style-type: none"> demonstrate the skills and techniques necessary for active participation in some more complex performance situations in a variety of physical activities 	<ul style="list-style-type: none"> demonstrate the skills and techniques necessary for active participation in a variety of physical activities
<ul style="list-style-type: none"> apply basic tactics, strategies and rules in modified performance environments in both individual and group situations 	<ul style="list-style-type: none"> apply tactics, strategies and rules in some more complex performance environments in both individual and group situations 	<ul style="list-style-type: none"> apply tactics, strategies and rules in both individual and group situations
<ul style="list-style-type: none"> perform simple interpretations of movement concepts and basic movement sequences in a variety of physical contexts. 	<ul style="list-style-type: none"> perform movement concepts and sequences of movement in a variety of physical contexts. 	<ul style="list-style-type: none"> perform movement concepts and sequences of movement in a variety of physical contexts.
The student must be assessed in a performance/playing situation.		
Examples of possible assessment tasks		
Students participate in a modified game of volleyball with three players on each side and with modified rules.	Students participate in a modified game of volleyball with three or four players on each side and with regulation rules.	Students participate in regulation volleyball game play (with six players on each side).
Students take part in a water lifesaving rescue in a pool where they decide whether a reach rescue or a non-contact tow is the more appropriate.	Students take part in a water lifesaving rescue in a pool where one person is in difficulty.	Students take part in a water lifesaving rescue in a pool where three people are in difficulty.
Students participate in a five-a-side soccer game.	Students participate in a seven-a-side soccer game with modified rules.	Students participate in a seven-a-side soccer game with regulation rules.
Students perform a dance sequence consisting of ten basic moves that are linked simply but still flow.	Students perform a partner dance sequence that shows a number of partner formations and relationships.	Students perform a complex partner sequence that demonstrates a clear reflection of three movement concepts through variations of partner work (lifts, balances, carries, working in canon, question and answer).
Examples of possible learning activities		
Students practise and refine their basic long-jumping technique by performing various drills aimed at improvement, and by participating in small competitions where they measure their performances from a short take-off.	Students practise and refine their long-jumping technique by including a full run up and by applying the concepts of projectile motion to improve their performance.	Students learn to perform the stride, hang and hitch-kick techniques when performing the long jump and adapt these techniques to the triple jump.

<p>Students learn the basic skills and play modified games of basketball, with either two or three players on each side, and in a modified playing situation (half court).</p>	<p>Students learn some more advanced basketball skills (zone defence or fast break) and use these skills in modified, and sometimes regulation, games of basketball.</p>	<p>Students play in full court regulation basketball games for the majority of the time, although some more advanced concepts are practised in modified settings, for example, offensive rebounding in a game with two players on each side.</p>
<p>Students practise a short dance of ten basic moves and refine their performance in terms of the extension of the body parts.</p>	<p>Students practise a partner dance sequence of one minute duration and focus on the timing with their partner and the music.</p>	<p>Students practise a complex partner sequence and focus on the energy, precision and flair of the moves.</p>

D Social skills and personal engagement

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> express themselves effectively, including basic verbal and non-verbal forms of communication 	<ul style="list-style-type: none"> communicate effectively, including basic verbal and non-verbal forms of communication 	<ul style="list-style-type: none"> communicate effectively, including verbal and non-verbal forms of communication
<ul style="list-style-type: none"> demonstrate a positive attitude by supporting and encouraging others 	<ul style="list-style-type: none"> demonstrate attitudes and strategies that support and encourage others 	<ul style="list-style-type: none"> demonstrate attitudes and strategies that enhance their relationships with others
<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures 	<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures 	<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures
<ul style="list-style-type: none"> show enthusiasm and commitment when taking part in the activity 	<ul style="list-style-type: none"> take an active role in their own learning process and demonstrate enthusiasm and commitment when taking part in the activity 	<ul style="list-style-type: none"> take responsibility for their own learning process and demonstrate engagement with the activity
<ul style="list-style-type: none"> reflect upon their own achievements in terms of strengths and weaknesses 	<ul style="list-style-type: none"> make an informed reflection upon their own achievements 	<ul style="list-style-type: none"> reflect critically upon their own achievements
<ul style="list-style-type: none"> set simple goals to enhance learning and devise a basic plan for achieving them. 	<ul style="list-style-type: none"> set simple goals to enhance learning and take action towards achieving them. 	<ul style="list-style-type: none"> set goals to enhance learning and take action towards achieving them.
Examples of possible assessment tasks		
Students assess their own performances using simple self-assessment checklists.	Students carry out self-assessments by evaluating their performance and devising ways to improve it.	Students critically analyse their own performances compared to that of a model performance.
Students participate in game play and are assessed according to their levels of team work.	Students participate in game play where they adopt different roles within the team, and are assessed accordingly.	Students participate in game play and are assessed according to formation and carrying out team strategies.
Examples of possible learning activities		
Students engage in activities involving communication skills, such as cooperation, team work, listening to others, taking turns to speak, encouraging team spirit, observing team signals.	Students engage in activities involving communication skills, such as adopting different roles within a group, leading a team, signalling when refereeing.	Students engage in activities involving communication skills, such as conflict resolution, negotiation, compromise, coaching signals.
Students are asked to make positive statements about the performances of their peers.	Students are asked to give positive feedback to their peers in order to help them improve.	Students are asked to give critical feedback to their peers that must include suggestions of ways to improve.

<p>Students set simple goals to improve a swimming stroke and select two drills to practise in lessons that will help them achieve their goals.</p>	<p>Students set simple goals to improve a swimming stroke and plan a five-minute practice session for each lesson that is targeted at improving their weaker areas.</p>	<p>Students set short- and long-term goals for targeting swimming coordination and fitness. They plan and carry out a programme in their own time over a one-month period.</p>
<p>Even though examples of possible learning activities are included here, it should be noted that criterion D is integral to all teaching and learning activities and therefore should be included in every unit of work in each year of the MYP.</p>		