

Middle Years Programme

# Guide





Middle Years Programme

Physical education  
Guide

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**International Baccalaureate Organization**

Buenos Aires

Cardiff

Geneva

New York

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**Middle Years Programme**  
**Physical education guide**

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# IBO mission statement

The International Baccalaureate Organization 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 IBO 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:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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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# Introduction to the Middle Years Programme

The Middle Years Programme (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. The curriculum may be taught as an entity in itself, but it is flexible enough to allow the demands of national, regional or local legislation to be met.

Early and present curriculum developers of the MYP have shared a common concern to prepare young people for the changing demands of life in the twenty-first century.

MYP students are at an age when they are making the transition from early puberty to mid-adolescence: this is a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between the subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world.

## MYP principles

From its beginning, the MYP has been guided by three **fundamental concepts** that underpin its development, both internationally and in individual schools: holistic learning, intercultural awareness and communication.

Holistic learning emphasizes the links between the subject groups, providing a global view of situations and issues. Students should become more aware of the relevance of their learning to real-life, meaningful situations, and come to see knowledge, concepts and skills as an interrelated whole, where different subject groups are not isolated but complement each other. Although this must not be done to the detriment of learning within each subject group, which should retain its own objectives and methodology, teachers should make every effort to encourage students to see connections.

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social, national and ethnic cultures. By encouraging students to consider multiple perspectives, intercultural awareness fosters understanding and respect.

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

These fundamental concepts have been enhanced by the **IB learner profile**: both the fundamental concepts and the learner profile form the basis for the MYP's curriculum framework, which is shared by different types of schools in all parts of the world. They should be the guiding principles in designing the curriculum and school activities and should be reflected throughout all parts of the curriculum, though not addressed or used directly as are the subjects themselves or the areas of interaction.

Through these principles, the MYP aims to encourage students to develop:

- in-depth knowledge and understanding across a broad and balanced range of disciplines
- the disposition and capacity to be lifelong learners
- the capacity to adapt to a rapidly changing reality
- problem-solving skills, practical skills and intellectual rigour
- the capacity and self-confidence to act individually and collaboratively
- an awareness of global issues and the willingness to act responsibly
- the ability to engage in effective communication across frontiers
- respect for others and an appreciation of similarities and differences.

## Areas of interaction

Students are required to experience and explore each of the five areas of interaction in every year of the programme:

- **approaches to learning (ATL)**, through which students take increasing responsibility for their learning
- **community and service**, through which students become aware of their roles and their responsibilities as members of communities
- **homo faber**, through which students examine, experience and reflect on human creativity and initiation of change
- **environment**, through which students become aware of their interdependence with the world and are encouraged to develop responsible and positive attitudes towards the environment
- **health and social education**, through which students are encouraged to develop respect for body and mind, and personal, physical and societal issues are investigated and debated.

The areas of interaction give the MYP its distinctive core. These areas are common to all disciplines and are consciously incorporated into the MYP in a way that encourages students to become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues.

The areas of interaction are broad areas of student inquiry, and are explored through the subjects, thereby fulfilling their integrative function. To see how the areas of interaction relate specifically to physical education, please see the section “Addressing the areas of interaction”. Some aspects, however, may also be approached as separate modules and interdisciplinary projects throughout the MYP. Student participation in the areas of interaction culminates in the personal project.

Further information on the personal project is available in the *Personal project guide*.

## Curricular framework

The MYP offers a five-year curricular framework that allows school-specific requirements to be met while maintaining the mission and philosophy of the IBO. To ensure this, the IBO prescribes the aims and objectives of all subject groups and the personal project.

### Aims and objectives

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 the ways in which the student may be changed by the learning experience.

The objectives of each subject group are directly assessable, though they are broad enough to allow a variety of teaching and learning approaches. The precise choice and organization of content is left to schools in order to preserve flexibility. In some subjects the content is not specified while in others a framework of concepts or topics is prescribed for all students to address over the five years. Such prescription is kept to a minimum and schools are asked to expand their scope of topics and depth of treatment according to their individual needs and preferences.

The aims and objectives of the subject groups address all aspects of learning including knowledge, understanding, skills and attitudes.

- **Knowledge:** the facts that the student should be able to recall to ensure competence in the subject
- **Understanding:** how the student interprets, applies or predicts aspects of the subject
- **Skills:** shown through tasks that allow the student to apply what has been learned to new situations
- **Attitudes:** the ways in which the student is changed by the learning experience

The IBO provides final objectives for students completing the fifth year of the programme, and examples of interim objectives that describe what a student may be able to achieve after earlier years of the programme while aiming for the final objectives. The final objectives for students completing the fifth year of the programme form the basis for the assessment criteria that are intended for use in the final assessment of students' work at the end of year 5. Whether or not schools request IBO-validated grades for their students, they are all required to organize learning and assessment in a way that is consistent with the prescribed objectives.

### Units of work

It is each school's responsibility to produce units of work that enable students to reach the objectives of each subject.

Whichever units of work schools adopt, the final MYP objectives are prescribed. The areas of interaction should remain an integral part of the subject teaching and learning process, and must be at the core of the personal project.

### Assessment

The MYP uses a criterion-referenced model of assessment. Teachers should ensure that both formative and summative assessment processes are used.

Teachers may modify the assessment criteria published in this guide to suit years 1–4 of the MYP; for example, they may create task-specific rubrics to assess student work. Schools must use the assessment criteria as published (that is, unmodified) in the final year of the programme, even if they do not request IBO-validated grades.

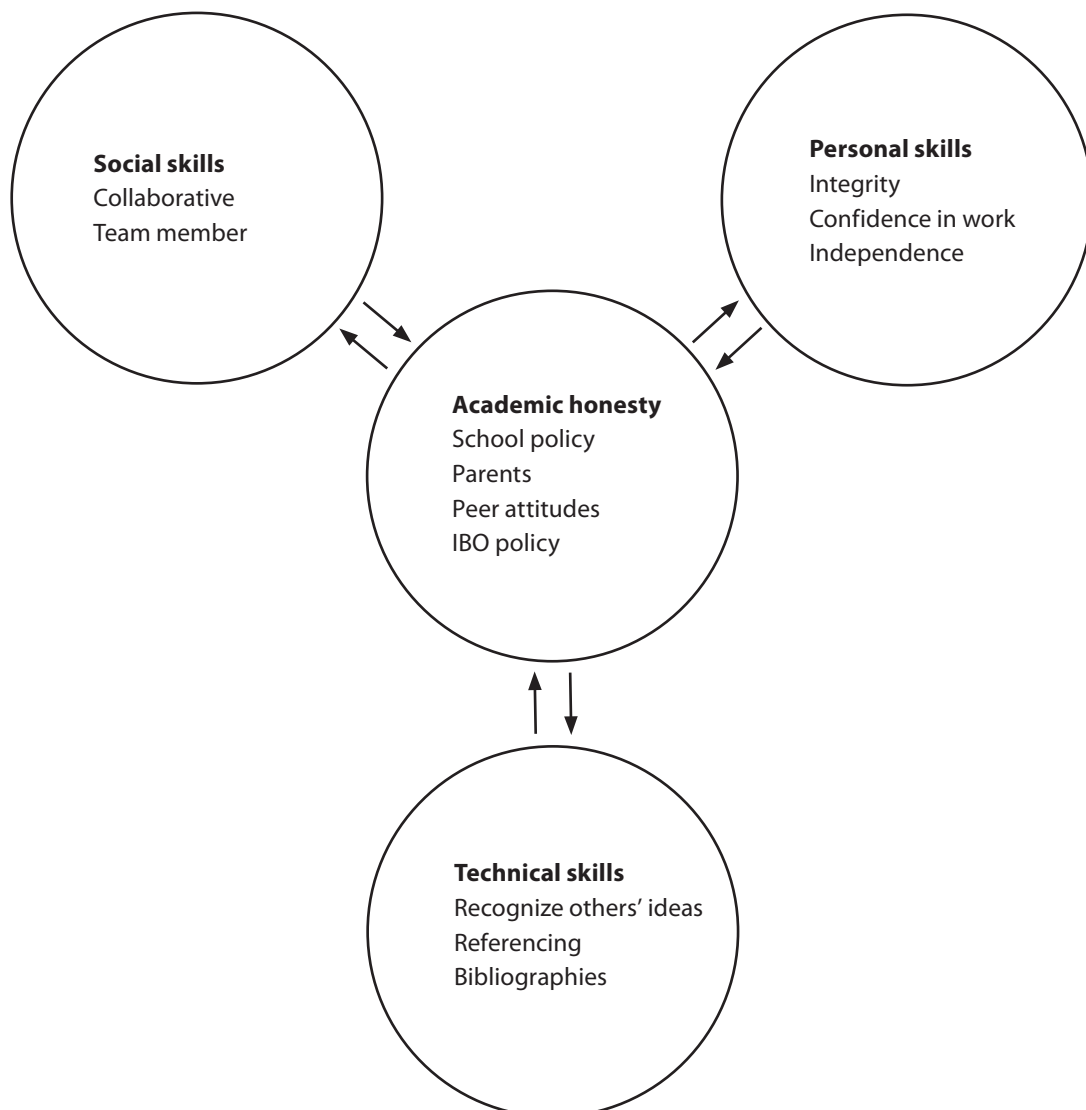
Examples of student work that have been assessed against MYP criteria are found in the corresponding teacher support material publications for each subject.

Schools that request IBO-validated grades and MYP certification for students must submit work that has been assessed internally, using the published criteria, to IBCA for external moderation.

## Other programme-wide considerations

### Academic honesty

Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of approaches to learning. The IBO recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.



Teachers are encouraged to contribute to the development of their own academic-honesty policies that show encouragement of honesty, guidelines on teaching students how to use all forms of resources adequately—including information and communication technology (ICT)—and that also include information on procedures for when dishonesty is discovered. Academic honesty is the responsibility of schools, teachers and students in the MYP.

Specific areas of academic honesty that can be focused on in physical education include:

- **personal skills**—discussions on integrity, confidence in one’s own work, willingness to work independently, self-evaluation skills, determination to achieve individual potential
- **social skills**—discussions on how to work collaboratively, how to contribute to a group or team, how to acknowledge work by other group or team members, peer-evaluation skills
- **technical skills**—recognition of when others’ ideas, physical skills and/or techniques should be acknowledged, which sources of information should be acknowledged, understanding plagiarism, how to construct a bibliography, how to reference correctly (particularly in criteria A and B in physical education).

## Special educational needs

As the MYP is an inclusive curriculum framework, teachers will find that their students will have a range of backgrounds and a range of academic and sporting abilities. Some of the students may have a recognized, diagnosed special educational need (SEN); other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- specific learning difficulties (dyslexia, dyscalculia)
- language and communication disorders (aphasia, dysphasia, articulation problems)
- emotional and behavioural difficulties
- physical disabilities affecting mobility
- sensory impairments (visual, hearing)
- medical conditions (asthma, epilepsy, diabetes)
- mental health conditions (attention deficit hyperactivity disorder, depression, eating disorders, anxiety)
- gifted and talented students.

In the MYP, it is expected that students who have special educational needs will aim to achieve the objectives of each subject group, including physical education, and aim to achieve to their full potential in each. In the case of gifted and talented students, they may aim to exceed the final objectives before the end of year 5. Teachers therefore need to develop teaching practices so that all students have the opportunity to achieve these goals. Teachers will need to differentiate their teaching so that students’ potentials are maximized, and may need to allow students to demonstrate their understanding or abilities in different ways.

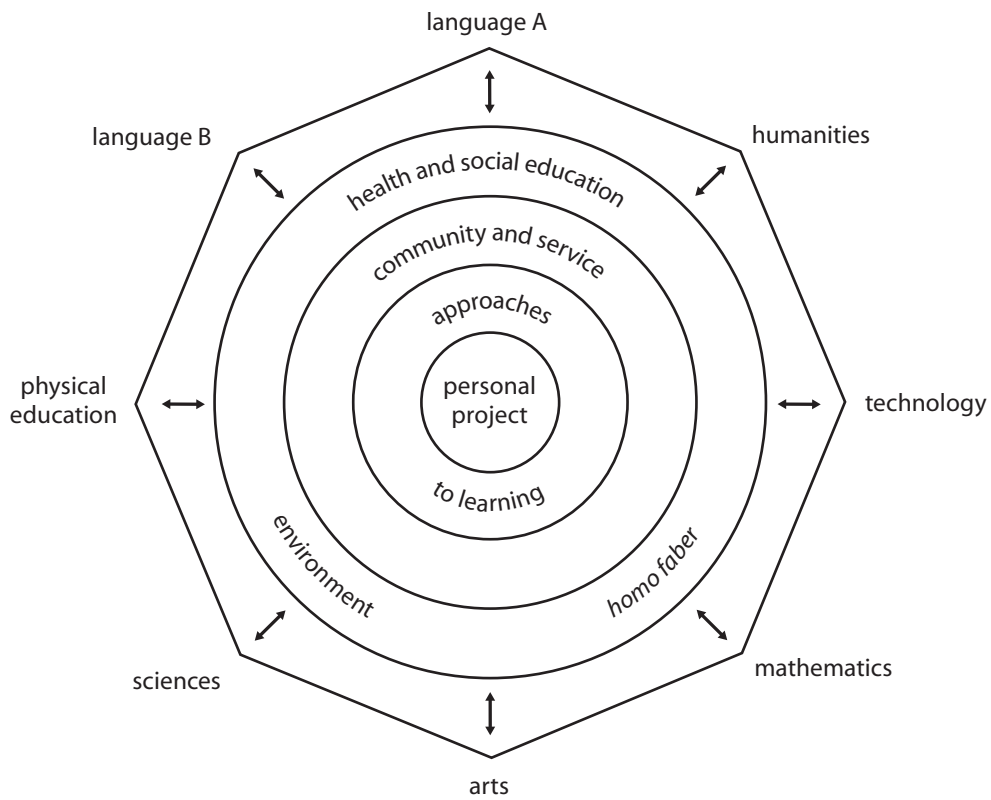
Any particular provisions made should be well documented as these form an important part of the physical education curriculum and will be considered as part of the programme evaluation process. Further information is available in the *MYP coordinator’s handbook* (sections D and G) regarding curriculum and assessment adaptations if teachers encounter particular difficulties in catering for students with SEN within their physical education courses.

For information and support on how to create an environment that is inclusive of students with special educational needs, please refer to the SEN page, SEN resources and forums on the online curriculum centre (OCC).

## Programme evaluation

Programme evaluation is mandatory for all IB World Schools. It is a means of ensuring the quality of programmes in participating schools, while assisting schools in their self-evaluation and curriculum development procedures. Evaluation occurs at regular, predetermined intervals, and is coordinated by the regional offices. The MYP coordinator in the school will have all of the information regarding programme evaluation.

# Programme model



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This diagram represents the programme model of the MYP. The five areas of interaction connect the development of the individual with the educational experience in all subject groups. These interactive areas are common to all disciplines with each subject developing general and specific aspects of the areas. In this way, the subject groups are also linked by the areas of interaction, demonstrating the interdisciplinary potential of the MYP. The five areas of interaction have no clear boundaries, but merge to form a context for learning that contributes to the student's experience of the curriculum.

## 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. IBO-produced teacher support material (TSM) is available to complement this guide and aid implementation of the course in schools.



## 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.

### Developing the curriculum in the school

The physical education course must be structured within the school so that the final aims and objectives set by the IBO 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.

### Contact hours

It is essential that teachers be allowed the number of contact hours necessary to meet the requirements of the MYP physical education course in their particular school. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IBO 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 disciplines that enables interdisciplinary study.

Considering the final objectives, the required curriculum balance and the standards expected in MYP physical education, more hours than the minimum figure per year are recommended, though this may vary depending on school location and student background. 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.

### Organization

Physical education must not be equated with extra-curricular or intramural activities or interscholastic sports, and 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 for coordination, development and revision of the units of work within the school.

## Professional development

To support teachers in meeting the aims and objectives, professional development must be carefully planned. Opportunities such as attending in-school workshops and IBO regional conferences should be provided to physical education teachers as well as to other MYP teachers. This will ensure that MYP teachers develop a good understanding of the underpinning philosophy of the MYP and the requirements of physical education in particular.

### The online curriculum centre (OCC)

The OCC is a valuable resource for teachers in the MYP. Teachers are encouraged to participate in and contribute to this resource as a means of developing the IBO online learning community. In addition, the OCC contains discussion forums and resource banks for all MYP subject groups, the personal project, special educational needs and academic honesty.

IBO-appointed faculty members answer queries and provide advice on teaching and learning, implementation and moderation. Teachers can post queries, share resources and download all official IBO publications. Please see your MYP coordinator for a school code and password.

## Resources

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.

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 media critically so that students are aware of the limitations of the data.

## 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 demonstrate the highest level of achievement in 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 *Second-language acquisition and mother-tongue development: a guide for schools*.

## 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)
- 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).

## Addressing the areas of interaction

There are five areas of interaction:

- approaches to learning (ATL)
- community and service
- *homo faber*
- environment
- health and social education.

These areas provide a means of broadening student experience, placing learning in context and helping students to develop attitudes and values based on knowledge and skills. They form the basis of the MYP and contribute to an education resulting in global awareness, international understanding and an appreciation of cultural diversity. They should be at the core of the teaching of all subject groups and the primary approach to the areas of interaction must be through the curriculum.

The areas of interaction should be used as “lenses” through which to view the curriculum, and to provide a base for teachers upon which they can encourage student reflection on the issues at hand. Teachers should consult the MYP *Areas of interaction guide* to become familiar with the aims, objectives and dimensions of each area. This will help them to identify links to relevant topics and issues, and base units of work on these areas.

It is important to note that some of the examples that follow could easily fit into more than one category. The areas of interaction should be seen as overlapping throughout the programme.

## Approaches to learning

*How do I learn best?*

*How do I know?*

*How do I communicate my understanding?*

Approaches to learning are central to physical education, as they are to all MYP subject groups.

Through approaches to learning, schools provide students with the tools to enable them to take responsibility for their own learning. This involves articulating, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

Specific approaches to learning (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.

## Community and service

*How do we live in relation to each other?*

*How can I contribute to the community?*

*How can I help others?*

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 may discover the social reality of self, others and communities, and through this awareness, involvement and service may be initiated. Student reflection on their community and service activities, both within and outside the school, encourages an enhanced awareness of needs within a community as well as of their own abilities in responding to those needs.

Community and service enables students to 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.

## *Homo faber*

*Why and how do we create?*

*What are the consequences?*

*Homo faber* is a person who can be an artisan, a maker of objects, an artist, an inventor or a thinker. However, as an area of interaction, *homo faber* goes beyond looking solely at individuals, and looks at human contributions both in context and as part of an ongoing process. *Homo faber* stresses the way humans can initiate change, whether for good or bad, and examines the consequences. *Homo faber* also emphasizes both the importance of researching the developments made by people across space, time and cultures, and the importance of taking time to reflect on these developments.

*Homo faber* goes beyond the act of creation alone. It leads students to examine, experience and reflect on the creative process.

Some examples of the study of *homo faber* 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.

## Environment

*Where do we live?*

*What resources do we have or need?*

*What are my responsibilities?*

This area of interaction stresses the importance of the interdependence between human beings and the world. It encourages students 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 environment through physical education include:

- dealing with different environments in different circumstances (playing surfaces, adventure environments)
- 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.

## Health and social education

*How do I think and act?*

*How am I changing?*

*How can I look after myself and others?*

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.

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.

## Points to consider

- References to the areas of interaction must be natural and meaningful. Teachers should avoid contrived links that do little to further the students' understanding of the issues. Although physical education topics and materials may address more than one area of interaction naturally, all five areas do not need to be dealt with in each and every unit of work. As in other areas of teaching, the areas of interaction must be well coordinated within and across subject groups to avoid overstressing some aspects while neglecting others.
- Where possible, the areas of interaction should inspire the focus of the unit.
- All teachers in the school should be involved in articulating the areas of interaction across the curriculum.
- Any reference to "I" in the areas of interaction examples above could also be interpreted as "we" where this is more appropriate in the social ethos of the school or location.

## 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 the ways in which the student may be changed by the learning experience.

The aims of the teaching and study of physical education are to encourage and enable the student 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

### 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.

## Assessment in the MYP

There is no external assessment by the IBO within the MYP and so there are no formal externally set or externally marked examinations. All assessment within 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 IBO assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-referenced approach. Students' work should therefore be assessed against defined assessment criteria and not against the work of other students.

This section provides:

- advice on assessment in years 1–5
- guidelines for final assessment
- the assessment criteria
- the moderation procedures that teachers must follow if their school decides to register students for IBO-validated grades
- monitoring of assessment procedures that teachers must follow if their school opts for this service
- the general grade descriptors.

All MYP schools are expected to develop assessment procedures and methods of reporting to parents that reflect the philosophy and objectives of the programme. All schools are therefore expected to 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.

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

For schools that request **IBO-validated grades**, the criteria and corresponding achievement levels listed in this guide **must** be used as a basis for the levels submitted to IBCA. For these schools, standardization of assessment is ensured through a process of external moderation of teachers' internal assessments.

The *MYP coordinator's handbook* provides further details concerning the registration of students for certification and the process of external moderation.

## Formative and summative assessment

Assessment in the MYP should be an integral part of teaching and learning. The use of assessment in a formative sense, to judge regularly the effectiveness of both teaching and learning processes, is essential in allowing teachers and students to identify strengths and weaknesses. The purpose and means of assessment should be clearly explained to the students.

- **Formative assessment** is an integral part of the learning experience and should not be an artificial “add-on”. The objectives addressed by specific assessment tasks should be shared with students, with feedback taking place as soon as possible.
- **Summative assessment** is the judgment made by the teacher of the standard of achievement reached by each student at the end of each stage of the programme. Assessment tasks should reflect the objectives and assessment criteria of the programme. They must be carefully chosen to measure the achievement level expected for the relevant age group.

The forms of assessment and reporting to parents and students will vary from one school to another. The flexibility of the MYP offers schools the opportunity to design their units of work according to their needs, and/or the constraints of their own national curriculum, while working towards the attainment of the MYP objectives.

Formative and summative assessment should:

- allow both the student and teacher to assess what the student can do, and how he or she can use knowledge, concepts and skills
- measure the application of knowledge, concepts and skills rather than the mere recall of facts
- reflect achievement against the criteria for the subject
- involve student participation and reflection; for example, students should know the assessment criteria for a given task and, on occasion, help devise an assessment grid (rubric) to measure various aspects of their performance
- provide students with an opportunity to analyse their own learning and to recognize what areas need improvement
- be based on agreed standards of performance for a particular year group, with expectations set by teams of classroom teachers and clearly communicated to students and parents
- be informative for students, parents and teachers, and provide direction for future instruction
- provide equal opportunities for all students regardless of gender, culture and special needs.

Depending on circumstances, students will reach the objectives at different times and in different ways. The MYP provides schools with final (year 5) objectives for each subject, and schools are free to organize both teaching and assessment according to their needs while keeping in mind these final objectives.

## Assessment tasks

In general, MYP teachers are free to devise the exact nature of the assessment tasks that they use. Assessment should be based on a variety of types of activity since no one task will cover all of the objectives of an MYP subject. Projects, exhibitions, oral presentations, performances and demonstrations as well as written papers or essays all provide evidence for the assessment of student learning. The tasks set, however, should stem from learning activities and ideally will be learning experiences themselves. Tasks can be designed to allow the assessment of different objectives against relevant criteria.

For schools that are sending samples for moderation, please note that there are prescribed minimum task requirements, and schools will need to ensure that these task types are completed at the relevant time (see “Physical education: moderation”).

Students may experience various levels of support in assessment tasks, since peer-conferencing, teacher-conferencing, editing and correcting are all essential learning tools.

## 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. In years 1–4, schools may wish to adapt the relative importance, focus and expected achievement levels for each criterion according to the progression of learning organized by them. Schools may add other criteria and report on these internally to parents and students.

Care should be taken to apply criteria only to pieces of work for which they are appropriate.

### 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 that corresponds to a markband.

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

### General principles

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 marks or 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/fail boundary for each criterion, or make comparisons with, or conversions to, the MYP 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 aged 16. 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.

**For schools that request IBO-validated grades**, the assessment results (criterion levels totals) submitted to IBCA **must** be based **only** on the criteria and achievement levels listed in this guide. The teacher’s final assessment of each student as recorded on IBIS should be the total of the achievement levels that best reflect the student’s abilities at the **completion** of the programme.

## 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). For final assessment before this time, please use the assessment criteria as published in the previous MYP *Physical education guide* (August 2002).

The following assessment criteria have been established by the IBO for physical education in the MYP. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

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.

Detailed descriptions of the assessment criteria and band descriptors follow.

## 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 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 given below.
1–2	The use of terminology is <b>inconsistent, inappropriate</b> or <b>incorrect</b> . Demonstrates a <b>limited</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Sometimes uses</b> this knowledge to analyse and solve problems <b>in familiar situations</b> .
3–4	Uses <b>basic</b> terminology that is <b>sometimes inaccurate</b> or <b>inappropriate</b> . Demonstrates a <b>basic</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Uses</b> this knowledge to analyse and solve problems <b>in familiar situations</b> .
5–6	Uses a <b>range</b> of terminology <b>accurately and appropriately</b> in <b>some</b> situations. Demonstrates a <b>good</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Uses</b> this knowledge to analyse and solve problems in familiar <b>and some unfamiliar situations</b> .
7–8	Uses a <b>wide range</b> of physical education terminology <b>accurately and appropriately</b> in <b>most</b> situations. Demonstrates a <b>thorough</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge <b>wisely and effectively</b> to analyse and solve problems in familiar <b>and unfamiliar situations</b> .

### 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. 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.

## 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 given below.
1–2	The student <b>selects some</b> aesthetic moves that <b>are appropriate</b> to the requirements of the task. The student has <b>some difficulty in adapting and/or creating</b> moves.  The sequence shows <b>a simple use</b> of space, time, level, force and flow.  The composition is <b>generally incoherent with many pauses</b> , and shows <b>limited creativity</b> .
3–4	The student <b>selects, adapts and creates</b> aesthetic moves that <b>are appropriate</b> to the requirements of the task.  The sequence shows <b>a competent use</b> of space, time, level, force and flow.  The composition is <b>mostly coherent</b> , and shows <b>some aspects of imagination and creativity</b> .
5–6	The student <b>selects, adapts and creates a wide range</b> of aesthetic moves that <b>are appropriate</b> to the requirements of the task.  The sequence shows <b>a sophisticated use</b> of space, time, level, force and flow.  The composition is <b>coherent</b> , and shows <b>aspects of imagination, creativity and style</b> .

### 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.

**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 given below.
1–2	The student demonstrates <b>little competence in basic</b> moves, skills and techniques in the performance or playing situation. The student <b>shows some awareness of</b> movement concepts, tactics, strategies and rules. The student performs with <b>little</b> precision, synchronization or energy.
3–4	The student demonstrates <b>competence in basic</b> moves, skills and techniques in the performance or playing situation. The student <b>shows awareness of</b> movement concepts, tactics, strategies and rules, but has <b>difficulty in applying</b> them. The student performs with <b>some</b> precision, synchronization <b>and/or</b> energy.
5–6	The student demonstrates <b>competence in basic and some complex</b> moves, skills and techniques in the performance or playing situation. The student <b>applies some</b> movement concepts, tactics, strategies and rules. The student performs with precision, synchronization <b>and</b> energy <b>most of the time</b> .
7–8	The student demonstrates <b>competence in basic and many complex</b> moves, skills and techniques in the performance or playing situation. The student <b>applies</b> movement concepts, tactics, strategies and rules <b>appropriately</b> . The student performs with <b>a high degree</b> of precision, synchronization <b>and</b> energy.



Achievement level	Descriptor
9–10	<p>The student shows a <b>high level of competence in both basic and complex</b> moves, skills and techniques in the performance or playing situation.</p> <p>The student <b>applies</b> movement concepts, tactics, strategies and rules <b>in a critical and effective manner</b>.</p> <p>The student performs with a high degree of precision, synchronization, energy, <b>style and flair</b>.</p>

#### 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 given below.
1–2	<p>The student demonstrates attitudes and strategies that <b>maintain</b> their communication and relationships with others.</p> <p>The student shows <b>respect and sensitivity</b> to themselves, others and the physical environment <b>some of the time</b>.</p> <p>The student <b>takes responsibility</b> for their own learning <b>some of the time</b>, but <b>shows little enthusiasm and/or commitment</b> to physical education.</p> <p>The student <b>shows difficulty</b> 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 <b>maintain</b> their communication and relationships with others.</p> <p>The student shows <b>respect and sensitivity</b> to themselves, others and the physical environment <b>most of the time</b>.</p> <p>The student <b>takes responsibility</b> for their own learning <b>most of the time</b>, and <b>shows some enthusiasm and commitment</b> to physical education.</p> <p>The student <b>reflects</b> on their own achievements <b>to a satisfactory level</b>, <b>usually sets appropriate</b> goals but may need encouragement to take action towards achieving them.</p>
5–6	<p>The student demonstrates attitudes and strategies that <b>improve</b> their communication and relationships with others.</p> <p>The student <b>consistently</b> shows <b>respect and sensitivity</b> to themselves, others and the physical environment.</p> <p>The student <b>takes responsibility</b> for their own learning and <b>usually shows enthusiasm and commitment</b> to physical education.</p> <p>The student <b>reflects critically</b> on their own achievements, <b>sets appropriate goals</b> and <b>takes some action</b> towards achieving them.</p>

Achievement level	Descriptor
7–8	<p>The student demonstrates attitudes and strategies that <b>deepen and enhance</b> their communication and relationships with others.</p> <p>The student <b>consistently</b> shows a <b>high degree of respect and sensitivity</b> to themselves, others and the physical environment.</p> <p>The student <b>takes responsibility</b> for their own learning and <b>consistently shows enthusiasm and commitment</b> to physical education.</p> <p>The student <b>reflects critically</b> on their own achievements, sets <b>appropriate goals that enhance learning</b>, and <b>takes action</b> 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 wherever possible, for each student, they make **several judgments against each criterion**. Due to the nature of physical education, schools are advised to assess their students in a broad range of different types of activities, so that the students have the opportunity to show their overall abilities in each objective.

**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 eight (8) for criteria A and D, a maximum level of six (6) for criterion B, and a maximum level of ten (10) for criterion C. Therefore the maximum final criterion levels total for physical education will be thirty-two (32). (This is the total that will be submitted to IBCA via IBIS.)

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

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

## General grade descriptors

The generic grade descriptors that illustrate the MYP 1–7 scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. They are not specific to any particular subject-group assessment criteria.

The assessment philosophy established for the MYP requires a criterion-referenced approach rather than one that is norm-referenced. Therefore, the inclusion of normative type statements such as “above average” has been avoided. The approach relies on teachers’ professional expertise in making qualitative judgments similar to those that they make every day in the classroom.

IBCA uses these descriptors to determine grade boundaries for subject groups and the personal project.

Grade	Descriptor
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

## Physical education: moderation

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

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

### 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 IBO moderation procedures ensure 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 IBCA **must** be assessed using the assessment criteria and achievement levels listed in this guide.

### Phase 1: submission of moderation samples

Schools that request IBO-validated grades must submit a moderation sample. Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. In each folder teachers must include a completed coversheet *Form F3.1*. For the latest versions of this form and further guidelines on moderation, please refer to the *MYP coordinator's handbook*. An additional folder containing descriptions of the assessment tasks and background information for each task must be supplied.

#### Prescribed minimum

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

- Criteria A and C: two (2) judgments each
- Criteria B and D: one (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 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

- 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.
- Background information should document details that may be useful to the moderators. This should include the descriptions of assessment tasks, proficiency needed to achieve particular levels, answer keys for written tasks, time allocation, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic/activity and so on.
- Background information should be compiled into a ninth folder. This information does not need to be added into each of the eight student folders. The background information must be submitted in the working language of the school (English, French, Spanish or Chinese).
- Teachers should ensure that the correct number of judgments is recorded for each criterion on the coversheet *Form F3.1*. 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.
- Teachers should include the same tasks for all students in the sample wherever possible.
- Anything in the moderation sample that differs from the prescribed minimum should be explained in the background information
- Tasks for moderation must be devised to give students the opportunity to reach the highest band of each criterion.
- Student work submitted for moderation should reflect the types of assessment tasks used later in the year by the teacher for final assessment.
- Where possible, original student work should be submitted rather than photocopies, though schools are encouraged to keep photocopies of the work in the school.
- In cases where group work is involved with criteria B and C, care must be taken to assess the work of each individual student. Group work should not be sent for criterion A.
- 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.
- If teachers 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 web sites, and so on.



### Important notes for assessing criterion B

- For moderation purposes, criterion B may be best addressed through individual or small-group activities, for example, gymnastics, aerobics or dance. Groups should 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.

### Important notes for assessing criterion C

- For moderation purposes, criterion C may be 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.

### 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.

The submission date for moderation samples is likely to come well before the end of a school's academic year. Schools must continue to make further assessments of students' work after moderation samples have been submitted.

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 IBO, students and schools are deemed to be granting the IBO a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* sections F1, F3 and F4 for further information on how this work may be used and section F for the *Student claim of exclusive copyright* form if needed.

The *MYP coordinator's handbook* provides the coversheet *Form F3.1*, and further guidance on submitting moderation samples in each subject. The physical education teacher support material provides examples of key components of a moderation sample.

## 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 IBCA.

## Phase 3: award of MYP grades

Following moderation in each subject, IBCA 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 IBCA 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 applies to schools **not** requesting IBO-validated grades.

## Definition

Monitoring of assessment is a service available to authorized MYP schools whereby schools can send samples of assessed student work to IBCA to receive feedback from an experienced MYP assessor 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. To achieve this it calls on the expertise of trained assessors. Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances, without requiring them to follow every detail of the IBO system of grading.

Monitoring of assessment is not linked to validation of students' grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

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

Details on registering for monitoring of assessment and fees are available in the *MYP coordinator's handbook*, as well as the latest updated versions of the coversheets. Examples of completed coversheet *Form F4.4* are available in the physical education teacher support material.

## 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.

### **Programme evaluation visit**

If a school is due to receive its programme evaluation visit and has not registered students for moderation, it is a requirement that the school sends in a sample of work from each subject group and the personal project before the visit (usually spread over the two years before the due date of the visit). Registration should occur ten months before the scheduled visit in order to submit the samples to IBCA eight months before the visit, as stated in the *Guide to programme evaluation* (2005). For schools with an authorized three-year programme, samples from the last year will be submitted for programme evaluation.

The regional office will provide the school with information and timelines for this requirement. Following the evaluation visit, a school may be required to send in further samples in some subjects as part of the recommended action in the evaluation report.

## Moderation pre-check

If a school plans to register students for moderation in the future, the school can use the monitoring of assessment service to receive feedback on its assessment in some or all subjects and/or the personal project before sending in samples for moderation.

Schools planning to submit samples for moderation in the future are strongly encouraged to use monitoring of assessment the previous year. This will allow the school to put in place any adjustments recommended by the assessors, therefore allowing the school to submit appropriate samples when actual moderation takes place.

## Guidance on a particular subject

This would not be linked with the school's programme evaluation or plans for moderation. A school may simply require advice on the assessment of a particular subject.

## Nature of schools' samples

Please note that the samples sent for monitoring of assessment are not returned to the school.

The content of the samples will vary depending on the reasons why the school is sending the sample for monitoring of assessment. Therefore, this section is split into three:

1. samples that are being submitted for the purposes of the evaluation visit
2. samples that are being submitted prior to moderation
3. samples that are being submitted for general advice/guidance.

## Samples for the evaluation visit

The sample for each subject **must** include the components listed below.

1. An outline of the subject coursework for the year, including background information on the organization of the course (time allocation, possible integration with other subjects, involvement in multidisciplinary projects).
2. Assessed student work addressing the subject's assessment criteria and objectives. Teachers must:
  - choose different kinds of assessment tasks that reflect clearly the application of the criteria; teachers are advised to use the minimum requirements for a moderation sample for guidance as those give an even spread over the criteria (see "Physical education: moderation")
  - favour more-complex tasks reflecting more than one criterion where possible; it is better to include a limited number of more-complex tasks than a series of very limited assignments or tests
  - favour tasks reflecting the areas of interaction
  - include work from four students for each task; the same students do not have to be used for each task.

For each task included in the sample, teachers must submit the following documents:

- instructions, worksheets and guidance notes given to the students
- a blank copy of the task/test and the teacher's corrected version
- information on the application of criteria to each piece of work
- for schools sending work from years 3 or 4 of the programme, descriptions of any individual criteria and amended descriptors of achievement levels used in the summative assessment of students in that year. This should take the form of an assessment scheme showing the relative importance of the MYP criteria in the assessment of students.

Each task must be accompanied by the coversheet *Form F4.4*.

### Important note

Schools submitting samples as part of their evaluation visit are expected to use the MYP assessment criteria, including the published descriptors, to assess students' progress against the MYP objectives. **Schools can adapt/amend the level descriptors of the published assessment criteria** in years 1–4 of the programme. For example, schools must still use "Criterion B: movement composition", to assess the relevant objectives as published in this guide, but they can amend the levels and the level descriptors of this criterion if they wish. These amendments must be appropriate and in the spirit of MYP criterion-referenced assessment. If the assessor feels the amendments are not appropriate, for example, they may not assess some of the objectives, then this will be mentioned in the report.

Schools sending samples from year 3 of the programme for their evaluation visit should follow the above guidelines. If the school has adapted the MYP assessment criteria for this age group, detailed information on the assessment criteria used should be included in the sample.

### Samples prior to moderation

The samples should follow the requirements for a moderation sample (but should include work from **four** students rather than eight) and should include the components listed below.

The samples should comprise folders of work from four students (two around the average level of ability within the school, one comparatively good student, one comparatively weak student).

Each folder of physical education work must:

- represent the work of only one student
- contain work that has been assessed against each criterion
- contain at least the minimum tasks specified (see "Physical education: moderation")
- represent the number of judgments against each criterion as set out in "Physical education: moderation"
- include the same tasks as other students represented in the sample wherever possible
- be submitted in any of the four working languages of the IBO: Chinese, English, French and Spanish.

Other documents that are essential for the assessment of student performance are:

- worksheets or instructions/guidance notes given to students
- a blank copy of tasks/tests/examination papers used and the teacher's corrected versions
- a description of the conditions under which the work was completed (for example, in class, preparation allowed, familiarity with topic)
- all relevant markschemes.

The work of each student must be in a separate folder and include a completed coversheet *Form F4.2* (available from the MYP coordinator in the school). This will facilitate treatment by assessors in conditions matching those of a true moderation sample where feedback on the criterion levels awarded is essential.

## Samples for general advice/guidance

The content of the samples sent for general advice/guidance is at the discretion of the school. Schools may wish to send in a complete sample, similar to that for the evaluation visit or prior to moderation. Alternatively, schools may wish to send in a single task for feedback, and this is also acceptable.

Schools must understand that the reports received will vary in length and detail depending on the nature of the sample sent.

Samples sent for general advice/guidance may or may not be accompanied by coversheets (available from the MYP coordinator in the school), depending on the nature of the sample. If coversheets are to be used, then those designed for the evaluation visit are likely to be the most appropriate.

This information on samples for general advice/guidance also applies to schools sending samples from year 3 of the programme.

## Choice of tasks for monitoring of assessment

### For evaluation visit/general advice

The tasks listed in “Physical education: moderation” are suggestions and therefore do not need to be followed strictly. However, these tasks are designed to give an even spread over the physical education assessment criteria (A, B and C) that can be externally moderated/assessed and so should be carefully considered.

### 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. These are the required minimum tasks listed in the section “Physical education: moderation”.

- **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 of the achievement 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.

Please also see the “Important notes” regarding these tasks, as detailed in the section “Physical education: moderation”.

### **Important note**

In law, students retain copyright of 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 IBO, students and schools are deemed to be granting the IBO a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* sections F1, F3 and F4 for further information on how this work may be used and section F for the *Student claim of exclusive copyright* form if needed.

If teachers 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 web sites, and so on.

## 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). 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 obtain a copy of the Diploma Programme *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 giving that unit of work the opportunity to be integrated 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.

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 a guiding question? Do I have to use them in planning my curriculum?**

A guiding question (sometimes called an “essential question”) is an overarching question that provides focus to a unit of work. 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 guiding 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.

Although guiding questions are very helpful in planning the MYP curriculum, as they naturally incorporate multiple subject groups and areas of interaction, it is not a requirement of the MYP that teachers use them.

### **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 web site 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 IBO policy on academic honesty, please see the publication *Academic honesty: guidance for schools*.

**Does the IBO 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 suits 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 all of them, but it is expected that they will be working towards achieving them.

For years 1–4 of the programme, teachers are welcome to modify the assessment criteria to better suit the needs of their students. Teachers may modify the descriptors for years 1–4 (to lower the expectations, make them task specific, or both), or adjust the number of bands to give more or less weight to a certain criterion.

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

As mentioned in the previous answer, teachers may modify the assessment criteria descriptors—in this case, it is quite acceptable to simplify the language so that students can understand it.

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

When assessing tasks in the final year of the programme (year 5), teachers must always use the assessment criteria as published.

Modifying the criteria to be task specific is of great help to the students in defining what is expected of them in given tasks, and can also be of help to the moderators in determining the expectations of the students for certain tasks. It is therefore quite acceptable to have an **additional** task-specific rubric that clarifies the published criteria. For example, in criterion B teachers may want to clarify what “sophisticated” looks like for that particular task. However, teachers must still use the assessment criteria as published when assigning levels in the final year.

**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 adapt the assessment criteria for my students who are designated as having special educational needs?

The assessment criteria may be adapted 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 need makes assessment of some physical education objectives impossible, the MYP coordinator should follow the guidelines in the “Special educational needs” 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 IBO 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.) 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 marking 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 be naturally 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.

If teachers 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 web sites, 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.

### **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 grades 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	
<p>Both monitoring of assessment and moderation:</p> <ul style="list-style-type: none"> <li>• use the services of trained moderators/assessors and MYP subject specialists selected by the IBO</li> <li>• are offered only in the four service languages of the MYP—English, French, Spanish, Chinese (apart from languages A and B). Moderation/monitoring of assessment in a particular subject will take place in only one language</li> <li>• are conducted on a per-subject basis</li> <li>• consider samples of student work representing achievement in the MYP subjects and personal project</li> <li>• are based on the application of MYP objectives and assessment criteria</li> <li>• involve schools mailing to moderators/assessors sets of selected student work assessed according to the MYP assessment criteria</li> <li>• involve IBCA sending a report to the school providing constructive feedback to teachers.</li> </ul>	
Differences	
Monitoring of assessment:	Moderation:
<ul style="list-style-type: none"> <li>• aims to provide advice and guidance regarding general assessment principles within a subject</li> </ul>	<ul style="list-style-type: none"> <li>• is linked to validation of schools' results in a specific subject</li> </ul>
<ul style="list-style-type: none"> <li>• is <b>optional</b> for all IB World Schools offering the MYP, but is <b>required</b> as part of the programme evaluation process for schools that do not submit to moderation</li> </ul>	<ul style="list-style-type: none"> <li>• is <b>required</b> only for schools requesting IBO-validated results</li> </ul>
<ul style="list-style-type: none"> <li>• requires the school to pay a fixed fee per subject</li> </ul>	<ul style="list-style-type: none"> <li>• requires the school to pay variable fees depending on the number of registered students</li> </ul>
<ul style="list-style-type: none"> <li>• allows schools to send translated samples (except for languages A and B)</li> </ul>	<ul style="list-style-type: none"> <li>• does <b>not</b> allow schools to send translated samples</li> </ul>
<ul style="list-style-type: none"> <li>• leads to the production by the IBO of a school-specific report providing feedback and guidance on assessment within the subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>• leads to the production by the IBO of MYP documentation (records of achievement and certificates) as well as a report providing feedback and guidance</li> </ul>
<ul style="list-style-type: none"> <li>• is based on samples of student work completed in the final three years of the MYP</li> </ul>	<ul style="list-style-type: none"> <li>• is based on samples of work representing final achievement in the subject</li> </ul>
<ul style="list-style-type: none"> <li>• involves no change to the school's grades</li> </ul>	<ul style="list-style-type: none"> <li>• may lead to changes to the school's final grades on MYP records of achievement</li> </ul>
<ul style="list-style-type: none"> <li>• takes place at any time between <b>September</b> and <b>March</b>, with two months' advance notice (for samples submitted as a requirement for a programme evaluation visit, registration should occur ten months before the scheduled visit in order to submit the samples to IBCA eight months before the visit)</li> </ul>	<ul style="list-style-type: none"> <li>• takes place according to a fixed schedule (see "Assessment" section of the <i>MYP coordinator's handbook</i>)</li> </ul>

Differences	
Monitoring of assessment:	Moderation:
<ul style="list-style-type: none"> <li>may involve school-specific descriptors of achievement levels within the MYP criteria for the subject (except for the personal project where only additional criteria (for example, an oral component) may be added).</li> </ul>	<ul style="list-style-type: none"> <li>considers only the application of IBO descriptors of achievement levels, as stated in the subject's assessment details.</li> </ul>

### **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 IBO-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 ten months before the scheduled visit in order to submit the samples to IBCA eight months before the visit. Alternatively, these schools could also apply for moderation.

Schools that are being evaluated and wish to have IBO-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 IBCA.

## MYP and physical education terms

<b>achievement folder</b>	A folder provided by the IBO for each of a school's graduating students, whether or not they have registered for IBO-validated grades. The school and the student include IBO documents as well as school-produced records and statements in this folder.
<b>achievement level</b>	The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
<b>aesthetic</b>	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.
<b>aims</b>	Aims state, in a general way, what the teacher may expect to teach or do, what the student may expect to experience or learn and how the student may be changed by the learning experience.
<b>approaches to learning (ATL)</b>	One of the areas of interaction; it is concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
<b>area leaders</b>	Schools may designate leaders for each of the areas of interaction; they are entrusted with liaison between the teachers involved, parents, students and, if necessary, the community.
<b>areas of interaction</b>	The five central elements of the MYP, embedded within and across the subject groups of the programme. They are: <ul style="list-style-type: none"> <li>• approaches to learning (ATL)</li> <li>• community and service</li> <li>• <i>homo faber</i></li> <li>• environment</li> <li>• health and social education.</li> </ul>
<b>assessment criteria</b>	Criteria against which a student's performance is measured as evidenced by work produced. Subject guides provide assessment criteria to be used for final assessment for each subject group, and for the personal project.
<b>assessment grid (rubric)</b>	A matrix used to assess a student's performance according to specific criteria. Rubrics consist of a fixed number of levels and specific descriptors of performance for each level.
<b>assessment task</b>	A teacher-designed assignment used to measure student success with meeting objectives. The task will generate work that can be assessed using previously agreed assessment criteria.
<b>community and service</b>	One of the areas of interaction; it is concerned with developing community awareness and a sense of responsibility through service activities.



<b>competence</b>	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.
<b>criterion levels total</b>	The sum of the levels awarded in each criterion for final assessment in each MYP subject. The levels total is then converted to a grade from 1 to 7 by applying the grade boundaries. Teachers enter the final criterion levels total per subject on IBIS for final-year students who are registered for certification.
<b>criterion-referenced assessment</b>	An assessment process based on awarding grades against previously agreed criteria. MYP assessment is criterion referenced.
<b>descriptors</b>	These describe the achievement levels that are assessed within each criterion.
<b>document</b>	To “document” work is to credit fully all sources of information used through bibliography and referencing according to one recognized academic convention.
<b>environment</b>	One of the areas of interaction; it is concerned with the interdependence of human beings and their environments, and with sustainable development.
<b>external moderation</b>	See <b>moderation</b> .
<b>final assessment</b>	The summative assessment of student work at the end of the final year of the MYP.
<b>flow</b>	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.
<b>force</b>	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.
<b>formative assessment</b>	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
<b>fundamental concepts</b>	The basic educational principles of the MYP. They include holistic learning, intercultural awareness and communication.
<b>grade boundaries</b>	The lowest and highest criterion levels totals corresponding to a particular grade in final assessment. These are determined for each subject group and published in the <i>MYP coordinator’s handbook</i> .
<b>grades</b>	This refers to the number reached by converting the criterion levels total using the grade boundaries table, and can only be arrived at when all subject-specific criteria have been used for assessment. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). Schools may also use this scale for assessment other than final assessment.
<b>health and social education</b>	One of the areas of interaction; it is concerned with mental and physical health, and the interactions between the student and community.
<b>holistic learning</b>	One of the fundamental concepts of the MYP; it stresses the interrelatedness of various disciplines and issues.
<b>homo faber</b>	One of the areas of interaction; it is concerned with the evolution, processes and products of human creativity, and their impact on society and on the mind.
<b>IBCA</b>	International Baccalaureate Curriculum and Assessment Centre.

<b>IBIS (formerly IBNET)</b>	A service that allows MYP coordinators to complete administrative procedures and obtain news and information from the IBO via a password-protected web server.
<b>ICT</b>	Information and communication technology. This could include PE-specific technologies (pedometers, heart rate monitors, performance analysis tools), video production, Internet, CD-Roms, IT software, etc.
<b>integrated subjects</b>	School-specific subjects that integrate elements of several disciplines within or across MYP subject groups.
<b>internal assessment</b>	The assessment of a student's work that is carried out by the student's teacher.
<b>internal standardization</b>	The process by which teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.
<b>interscholastic sports</b>	Sporting competitions or friendly meets held between schools.
<b>intramural activities</b>	Intra-school, house competitions, lunch hour activities, etc.
<b>issue of results</b>	The issue of MYP records of achievement and certificates by the IBO, following the moderation of the schools' internal assessment. The documents are sent directly to schools following their submission of internal assessment results (this applies only to schools that request IBO-validated grades).
<b>judgment</b>	The consideration of a student's work against an individual assessment criterion.
<b>level</b>	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.
<b>markscheme</b>	This is an indication of how a teacher has assigned levels to a particular task. In some cases, the markscheme may be the MYP criteria as published. In other cases, the teacher may need to provide an answer key, indicate question levels on a reading comprehension, or provide criteria that have been modified to be task-specific, depending on the task and the purpose.
<b>Middle Years Programme (MYP)</b>	The IBO's programme designed for students between the ages of 11 and 16 years. It is organized according to the fundamental concepts of holistic learning, intercultural awareness and communication.
<b>moderation</b>	The procedure by which sample assessed work from teachers is reviewed and adjusted externally to ensure assessment has been carried out according to MYP criteria and standards (this applies only to schools that request IBO-validated grades).
<b>moderation factor</b>	A moderation factor is applied to the internal assessment results sent in by the school, where samples of students' work submitted by the school show that the standards applied by the teachers vary significantly from MYP standards.
<b>moderation registration</b>	All schools requesting IBO-validated final grades for their students are required to register subjects for moderation using the IBIS online moderation registration form.
<b>monitoring of assessment</b>	A service that provides support and guidance to MYP schools with regard to internal assessment procedures. It is offered to all schools, and required as part of the programme evaluation procedure for schools not submitting to moderation.
<b>movement concepts</b>	The five concepts to be aware of when composing a sequence of movements. These are space, time, level, force and flow.

<b>MYP certificate</b>	The official IBO document stating that the student has fulfilled a number of requirements, as stated in the <i>MYP coordinator's handbook</i> .
<b>MYP coordinator</b>	The pedagogical leader of the MYP in the school who oversees the effective development of the programme. The MYP coordinator ensures effective communication about the programme within the school, and between the school and the IBO.
<b>non-performance/non-playing situation</b>	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.)
<b>norm-referenced assessment</b>	Norm-referenced assessment distributes students' scores above and below a pre-set pass or fail line, and students are measured against each other. MYP assessment is not norm-referenced.
<b>objective</b>	One of a set of statements for a subject or the personal project, describing the skills, knowledge and understanding that will be assessed in the course/project. The assessment criteria correspond to the objectives.
<b>online curriculum centre (OCC)</b>	A web-based service to schools that aims to support the Primary Years Programme, Middle Years Programme and Diploma Programme. Teachers can take part in online discussions, access selected IBO publications, exchange ideas and resources, read news and information from the IBO, and participate in special events.
<b>peer-conferencing</b>	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.
<b>performance/playing situation</b>	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.
<b>personal project</b>	The manifestation of a student's experience of the areas of interaction. It is completed during the last year of the MYP.
<b>personal project supervisor</b>	The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.
<b>programme evaluation</b>	A mandatory process for all IB World Schools offering the MYP, whereby the IBO assists schools in their own self-evaluation procedures as well as ensuring the quality of programmes.
<b>record of achievement</b>	The official IBO document issued to all students registered for IBO-validated grades. It lists final grades in each subject and the personal project and, where relevant, the satisfactory completion of community and service.
<b>reference</b>	To acknowledge sources within text. This includes in-text documentation and footnoting. See also <b>document</b> .
<b>rubric</b>	See <b>assessment grid</b> .
<b>samples of work</b>	Samples of students' work are submitted by schools for moderation or monitoring of assessment, on the instructions of IBCA. They are then reviewed by IBO-appointed moderators/assessors.
<b>SEN (special educational needs)</b>	Special educational needs students, as defined by the IBO, may display difficulties or conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.

<b>skill</b>	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 <b>technique</b> .
<b>space</b>	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.
<b>student registration</b>	All schools requesting IBO-validated final grades are required to register each student with the IBO using the IBIS student registration form.
<b>subject group</b>	The MYP programme model includes eight subject groups: language A, language B, humanities, sciences, mathematics, arts, physical education and technology.
<b>subject group guide</b>	A guide, published by the IBO for each of the subject groups, stating the mandated objectives and assessment details.
<b>summative assessment</b>	The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives.
<b>task-specific rubric</b>	An assessment grid adapted by the teacher, which better identifies how the general achievement level descriptors can be addressed by the students, for a given task.
<b>teacher-conferencing</b>	Student discussions with the teacher to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
<b>teacher support material</b>	Teacher support material published by the IBO includes examples of assessed student work for the subject groups and the personal project. This material may appear as paper documents or online publications. It is intended to give practical help to aid understanding and implementation of the theory in the subject guides.
<b>teaching hour</b>	The length of teaching periods varies from school to school. For practical reasons, the IBO refers to one teaching hour as the equivalent of 60 minutes.
<b>technique</b>	The form used to show a skill. The particular way a skill is performed. See also <b>skill</b> .
<b>time</b>	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.
<b>unit of work</b>	A series of lessons, often linked by a topic or theme, designed to enable students to achieve some of the objectives of MYP physical education.
<b>weighting</b>	A measure of the relative importance of each assessment criterion. In MYP physical education, the final weighting is: <ul style="list-style-type: none"> <li>• use of knowledge 25%</li> <li>• movement composition 19%</li> <li>• performance 31%</li> <li>• social skills and personal engagement 25%</li> </ul>







