

## Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Physical and Health Education these are **Change, Communication and Relationships**

Aesthetics	<b>Change</b>	<b>Communication</b>	Communities
Connections	Creativity	Culture	<b>Development</b>
Form	Global interactions	Identity	Logic
Perspective	<b>Relationships</b>	Systems	Time, place and space

## Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

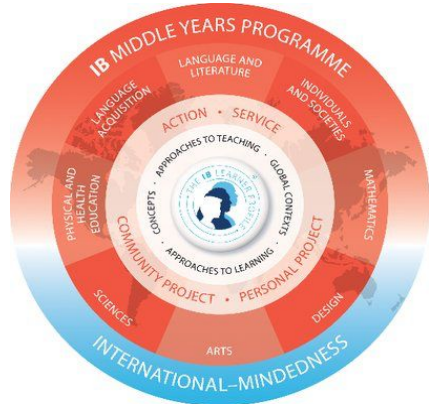
MYP Physical and Health Education can develop meaningful explorations of:

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

## Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for Physical and Health Education.

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



*Together we inspire, learn and achieve*

## Physical and Health Education: Curriculum and Assessment overview

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

### Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement	Topic: Performing in aesthetic activities	Topic: Developing skills and techniques in winter sports	Topic: Participating in problem solving activities	Topic: Range of tactics and strategies	Topic: Developing skills and techniques in summer sports
Assessment: A	Assessment: B & D	Assessment: C	Assessment: B & C	Assessment: C & D	Assessment: A & C

### Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement	Topic: Performing in aesthetic activities	Topic: Developing skills and techniques in winter sports	Topic: Participating in problem solving activities	Topic: Range of tactics and strategies	Topic: Developing skills and techniques in summer sports
Assessment: B & C	Assessment: C	Assessment: A & C	Assessment: B & D	Assessment: A	Assessment: C

### Year 9

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement	Topic: Performing in aesthetic activities	Topic: Developing skills and techniques in winter sports	Topic: Participating in problem solving activities	Topic: Range of tactics and strategies	Topic: Developing skills and techniques in summer sports
Assessment: C	Assessment: A & C	Assessment: B & D	Assessment: A & C	Assessment: B & C	Assessment: B & D

# Physical and Health Education Subject Guide

## Year 7 & 8 Assessment Criteria

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**Year 7 & 8 Grading**

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and Understanding	Criterion B: Planning for Performance	Criterion C: Applying and Performing	Criterion D: Reflecting and Improving Performance
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recalls some physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.	The student: i. states a goal to enhance performance ii. states a plan for improving physical activity and health.	The student: i. recalls limited skills and techniques ii. recalls limited strategies and movement concepts iii. recalls limited information to perform.	The student: i. identifies a strategy to enhance interpersonal skills ii. identifies the effectiveness of a plan iii. outlines performance.
3–4	The student: i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.	The student: i. defines a goal to enhance performance ii. outlines a basic plan for improving physical activity and health.	The student: i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. recalls some information to perform.	The student: i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. describes performance.
5–6	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.	The student: i. lists goals to enhance performance ii. outlines a plan for improving physical activity and health.	The student: i. recalls and applies some skills and techniques ii. recalls and applies some strategies and movement concepts iii. recalls and applies some information to perform effectively.	The student: i. identifies and sometimes demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan iii. outlines and summarizes performance.
7–8	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	The student: i. identifies goals to enhance performance ii. constructs a plan for improving physical activity and health.	The student: i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. describes and summarizes performance

# Physical and Health Education Subject Guide

## Year 9 Assessment Criteria

Together we inspire, learn and achieve  
Year 9 Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and Understanding	Criterion B: Planning for Performance	Criterion C: Applying and Performing	Criterion D: Reflecting and Improving Performance
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.	The student: i. states a goal to enhance performance ii. outlines a limited plan for improving physical performance and health.	The student: i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform	The student: i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. outlines performance.
3–4	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.	The student: i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform.	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. states the effectiveness of a plan based on the outcome iii. outlines and summarizes performance.
5–6	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	The student: i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health.	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively.	The student: i. outlines and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. outlines and evaluates performance
7–8	The student: i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.	The student: i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health.	The student: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively.	The student: i. describes and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. explains and evaluates performance.