



PHYSICAL & HEALTH EDUCATION OVERVIEW GRADES 6, 7 AND 8

Delhi Board of School Education (DBSE)

Directorate of Education, Government of National Capital Territory of Delhi

TABLE OF CONTENTS

1. Introduction	4
1.1. What is Physical & Health Education?	4
1.2. Why is the subject taught?	4
1.3. Aims of MYP Physical & Health Education	4
1.4. Objectives of MYP Physical & Health Education	5
A. Knowing and understanding	5
B. Planning for performance	5
C. Applying and performing	5
D. Reflecting and improving performance	5
2. Physical & Health Education as a subject	6
2.1. Domains in Physical & Health Education	6
2.1.1 Fundamentals of fitness	6
2.1.2 Individual games	7
2.1.3 Team games	7
2.1.4 Athletics	7
2.1.5 Traditional games	7
2.1.6 active life and well being	8
3. Key Concepts in Physical & Health Education	9
3.1. Change	9
3.2. Communication	9
3.3. Development	9
3.4. Relationships	9
4. Curriculum overview for grades VI, VII and VIII	10
4.1. Grade VI curriculum overview	10
4.2. Grade VII curriculum overview	11
4.3. Grade VIII curriculum overview	12
5. Assessment Overview	14
5.1. Assessment structure	15
5.2. Assessment calendar	16
5.3. Assessment levels and grades	17

LIST OF TABLES

Table 1: Unit names, content, duration and the learning resources in grade VI units.....	10
Table 2: Unit names, content, duration and the learning resources in grade VII units.....	11
Table 3: Unit names, content, duration and the learning resources in grade VIII units.....	11
Table 4: Grade VI, VII & VIII assessment calendar	16
Table 5: Criterion A: Knowing and Understanding.....	Error! Bookmark not defined.
Table 6: Criterion B: Planning for Performance	Error! Bookmark not defined.
Table 7: Criterion C: Applying and performing.....	Error! Bookmark not defined.
Table 8: Criterion D: Reflecting and improving performance.....	Error! Bookmark not defined.
Table 9: Description of Grade points	Error! Bookmark not defined.

LIST OF FIGURES

Figure 1: Assessments in DBSE.....	15
------------------------------------	----

DRAFT

ABBREVIATIONS AND ACRONYMS

ASoSE	Ambedkar School of Specialised Education
DBSE	Delhi Board of School Education
TA	Term-end Assessment
IA	Internal Assessment
IB	International Baccalaureate
IGCSE	International General Certificate of Secondary Education
KP	Knowledge Partners
MYP	Middle Years Programme

DRAFT

1. Introduction

1.1. What is Physical & Health Education?

Physical and Health Education is an essential and integral part of a good education and facilitates the achievement of desirable educational and health outcomes through the medium of physical activity.

Physical and Health Education fosters the development of knowledge, skills and attitudes that contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, this subject group embodies and promotes the holistic nature of well-being. Through Physical and Health Education, students can learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students develop a sense of social responsibility.

The curriculum consists of age-appropriate activities that will support growing minds and bodies. Regular exercise will help them to reduce stress and anxiety, contributing to healthy sleep patterns, which in turn will lead to improved mental health, better functioning immune systems, and overall well-being. Physical and Health Education in early childhood inculcates the values of cooperation and being part of a team gives students a sense of identity. Physical and Health Education in a structured setting reinforces leadership and good sportsmanship. Playing various roles on a team and gaining new skills encourages students to respect themselves and their peers. It also teaches them to be understanding of each other and supports them through their difficulties.

Children who take part in Physical and Health Education are better able to regulate their behaviour and stay focused in school. Often, sport gives children the opportunity to take their minds off their academics, offering the chance for them to relax, to release pent up emotions and to spend time having fun with their friends.

1.2. Why is the subject taught?

Quality Physical and Health Education promotes the physical growth and development of children and youth while contributing to their general health and wellbeing. It is based on a planned sequence of experiences in a wide variety of activities beginning with basic movement skills and progressing towards other forms of movement. Ultimately, it will help young people keep themselves physically fit and enjoy many forms of physical activity during their school years and encourage them to continue these activities through their lives. Students can experience success in different ways in Physical and Health Education. For some, the pursuit of excellence and the achievement of sporting goals will be the focus. For some, organizing, leading and facilitating others to be physically active will be the measure of success. For others, including regular physical activity as part of a healthy lifestyle will represent a successful outcome.

1.3. Aims of MYP Physical & Health Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation and confidence to make healthy life choices.

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

- Use inquiry to explore Physical and Health Education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity

- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences.

1.4. Objectives of MYP Physical & Health Education

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP Physical and Health Education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

A. KNOWING AND UNDERSTANDING

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. In order to reach the aims of Physical and Health Education, students should be able to:

- Explain physical health education factual, procedural and conceptual knowledge
- Apply Physical and Health Education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding.

B. PLANNING FOR PERFORMANCE

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in Physical and Health Education. In order to reach the aims of Physical and Health Education, students should be able to:

- Design, explain and justify plans to improve physical performance and health
- Analyse and evaluate the effectiveness of a plan based on the outcome.

C. APPLYING AND PERFORMING

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. In order to reach the aims of Physical and Health Education, students should be able to:

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyse and apply information to perform effectively

D. REFLECTING AND IMPROVING PERFORMANCE

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others. In order to reach the aims of Physical and Health Education, students should be able to:

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyse and evaluate performance.

2. Physical & Health Education as a subject

Physical and Health Education as a subject will develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students' lifelong and life-wide learning. Physical activity and health are of central importance to human identity and global communities. It will act as a meaningful connection among people, nations, cultures and the natural world, offering a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

2.1. Domains in Physical & Health Education

The entire MYP Physical and Health Education program will work on the following domains:

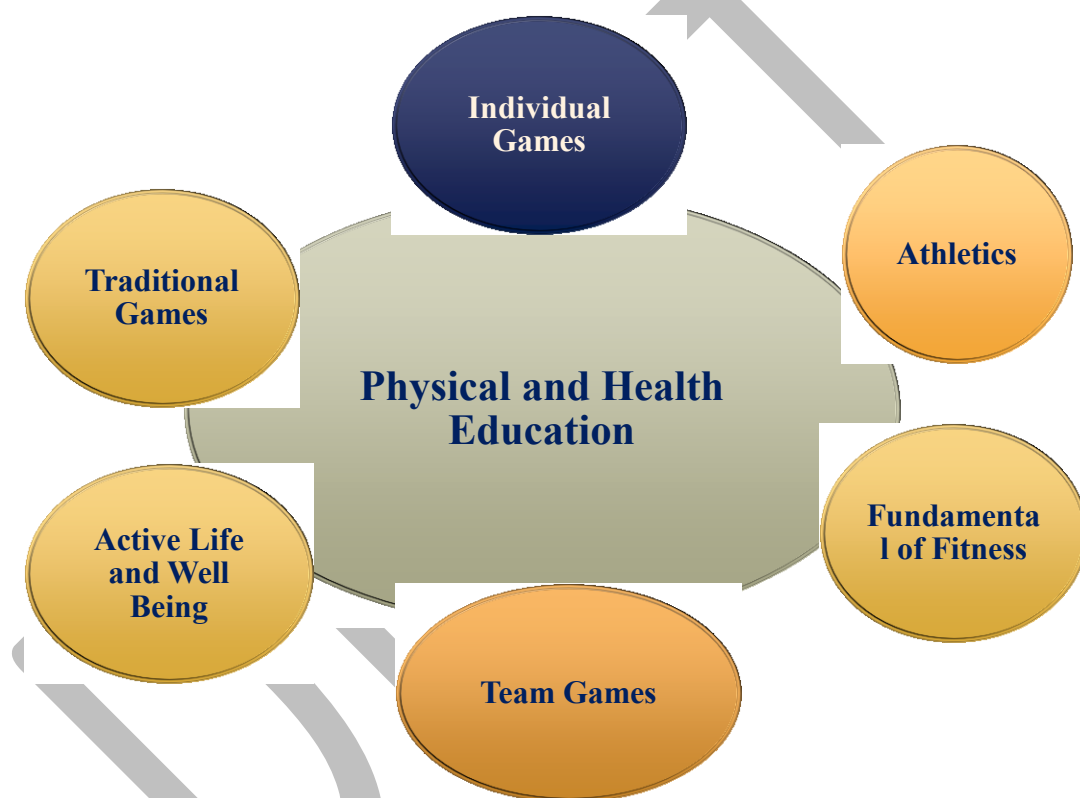


Fig No. 1: Domains of MYP Physical and Health Education

2.1.1 FUNDAMENTALS OF FITNESS

Physical fitness is a general state of health and well-being and, more specifically, is demonstrated by one's ability to perform aspects of sports, occupations and daily activities. Physical fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise, physical activity, and sufficient rest.

In order to enjoy the beauty of life and to experience it to the fullest you must start getting involved in physical activities or sports. Being young, students have the potential to develop a hobby that keeps their fitness regulated for the lifetime; being physically fit overhauls the personality. It lets one perform physical activities without being tired or restless. Being physically fit also ensures one is mentally fit and stress free. Physical fitness is just as important for children as learning letters and numbers. This

domain of Physical and Health Education will discuss the concept of fitness, its types and its importance to every child throughout their lives.

2.1.2 INDIVIDUAL GAMES

Individual games and sports promote a desire for physical fitness, lifetime physical activity, and healthy leisure-time habits through individual activities, sports, and games. Good sportsmanship, respect and responsibility are incorporated within individual sports. Success in individual sports requires a high amount of self-reliance, discipline, focus and passion. An individual sport gives students an opportunity and responsibility to rely solely on themselves and not on teammates when competing. When practicing their sports, students in individual sports gauge their own output and limitations.

Apart from encouraging the development of fine and gross motor skills, agility, endurance, and hand-eye coordination, as almost all sports do, individual sports combine physical fitness with mental development. Individual success is one's own, as is one's disappointment; a combination that can quickly build confidence and self-esteem along with coping skills and resilience. And because players are often alone on the court, without teammates and sometimes even without a coach, they are forced to develop independent thinking, moreover a child learns how to solve problems on their own, and ultimately will develop their own character.

2.1.3 TEAM GAMES

When an individual participates in a team game, they are really preparing for important, real-world situations that demand cohesion. Team games help students improve skills across different aspects of teamwork, such as communication, delegation, trust, accountability, and collaboration. The biggest motive of team games involves learning to work with others to achieve a common goal. Everyone learns their role and the abilities of those around them and becomes more focussed on what a team can achieve. They celebrate their wins together and share the burden of their losses together. This will help students develop into more supportive, understanding, patient and kind citizens.

2.1.4 ATHLETICS

Athletics is a collection of sports that include events centred on physical activities like running, throwing, jumping, and walking. The value of athletics in schools is significant and cannot be overlooked. It has a profound impact on individuals, schools, and communities. Athletics is powerful because it can bridge gaps, bring people together, and provide opportunities not available elsewhere.

Students put their individual differences aside to yell and cheer loudly together in support of their teams, a feat that otherwise might not be possible. For athletes, there is perhaps nothing more encouraging than seeing a sea of face-painted and chanting classmates rooting for you; for those in the student section, there is nothing more rewarding than lifting others up, deep and meaningful connections are made possible by athletics and so much bigger than a school itself. Regular participation in such kinds of activities allows your children to develop potential skills that will enhance and reward their future life and they can become a healthy member of the society. The main goal of such activities is to appreciate their creative and expressive talent in the field of sports, with teaching them the essential skills of effort, determination, self-discipline, teamwork and time management.

2.1.5 TRADITIONAL GAMES

Traditional Games constitute a cultural heritage, since they are manifestations that are expressed through body language, that is, motor actions. Traditional Games were not just games; they were designed in such a way that one can develop lot of skills like logical thinking, building strategy, concentration, basic Physical and Health Education, etc. These games are environment friendly, give children a chance to learn about their culture and history, and are often suitable for all ages, so they

increase the interaction between generations. Through these games, core social values can be promoted, such as learning to live together, social inclusivity, gender equality, socio-emotional well-being, and imbibing sustainable actions in relation to other people as well as to one's physical environment.

2.1.6 ACTIVE LIFE AND WELL BEING

Being active, or engaging in physical activity, has consistently been linked to reduced mental ill-health and improved well-being. Physical activity reduces symptoms of depression and anxiety across all age groups, and prevents new ones from emerging. This domain includes yoga as a medium of living an active life and maintaining physical and mental wellbeing. Yoga is the link which connects the mind and the body of an individual and helps one stay connected with a greater sense of community and universality. It is considered highly relevant and beneficial in today's life, since the practice comprehensively addresses a diverse range of physical, psychological, emotional and spiritual health issues.

DRAFT

3. Key Concepts in Physical & Health Education

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among. IB recommends using key concepts as a linkage between different sub-domains of Physical and Health Education; these key concepts also help in linking PHE skills with skills of other academic subjects.

3.1. Change

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

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

3.2. Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal). Physical and Health Education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

3.3. Development

Development is the act or process of growth, progress or evolution, sometimes occurring through iterative improvements. Ongoing development is an essential aspect of health literacy. Students develop conceptual knowledge, skills and a positive disposition that enhances their well-being. Through practice, students develop confidence, acquire/improve competencies, and develop a more sophisticated understanding of what it means for individuals and groups to be healthy. Health and physical education are central to the development of motor skills, life skills, personal fulfillment, and empowering effective participation in healthy global communities.

3.4. Relationships

Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationships bring consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem. By teaching and learning through inquiry, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through Physical and Health Education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

4. Curriculum overview for grades VI, VII and VIII

An academic year at DBSE consists of two terms. Grade VI to VIII curriculum is clustered into 6 units. These units are delivered in two terms of an academic year. Unit names, content, duration and the learning resources are provided in the subsequent sections.

4.1. Grade VI curriculum overview

Table 1: Unit names, content, duration and the learning resources in grade VI units

Grade VI			
Term 1			
Unit	Content	Duration	Resources
Fundamental of Fitness	Introduction of fitness and its types i.e., Health Related Fitness and Skill Related Fitness <ul style="list-style-type: none"> Basic developmental activities of Cardiovascular Endurance, Body Composition, Flexibility, Muscular Strength, and Muscular Endurance Basic developmental activities of Speed, Agility, Reaction time, Balance, Power, and Coordination 	5 Weeks	<ul style="list-style-type: none"> Pedagogic companion Student companion Activity cards Worksheets
Individual Games (Badminton)	Introduction of court and equipment, back hand grip, fore hand grip, stance, attacking, defensive & net stance, foot work-backward, sideward, & front, serve-high & low serve, strokes.	4 Weeks	
Traditional Games	Enjoy Your Tradition through Games Pitthu OR Satolia, Marampitti, Pakkadampakdai, BarafPani	3 Weeks	

Grade VI - Term 2			
Athletics	<ul style="list-style-type: none"> Running Sprint events 100m, 200m, 400m Jump long jump Throws Shot-put 	3 Weeks	<ul style="list-style-type: none"> Pedagogic companion Student companion Activity cards Worksheets
Active Living and Wellbeing	Asana Standing: <ul style="list-style-type: none"> Tadasana, Trikonasana, Padhasthasana Prone: <ul style="list-style-type: none"> Bhujangasana, Dhanurasana, Salabhasana. Supine Position: <ul style="list-style-type: none"> UttAnpadasanaHastpadotanasana Pavanmuktasana, Sahavasana Breathing Technique: <ul style="list-style-type: none"> Awareness, Breathing Mindfulness 	3 Weeks	
Team Games (Kho-Kho)	<ul style="list-style-type: none"> Introduction of Kho-kho and its fundamental skills Offensive skills: Giving Kho, covering. Defensive skills: Single Chain Run, 3-3-2 Run 	4 Weeks	

4.2. Grade VII curriculum overview

Table 2: Unit names, content, duration and the learning resources in grade VII units

Grade VII			
Term 1			
Unit	Content	Duration	Resources
Fundamental of Fitness	<ul style="list-style-type: none"> • Introduction about the relationship between selected Health and Skill related Fitness Components: • Interrelated Components (HRF+SRF) • Muscular Strength and Power • Balance and Flexibility • Intra Related Components (HRF+HRF or SRF+SRF) • Speed and Agility • Muscular Endurance and • Cardiovascular Endurance • Reaction time and Coordination 	5 weeks	<ul style="list-style-type: none"> • Pedagogic companion • Student companion • Activity cards • Worksheets
Individual Games (Chess)	<ul style="list-style-type: none"> • Introduction to Chess • Board Position • Name of the Pieces • Moves and Capture of pieces • Key or Important Game Situations 	4 weeks	
Traditional Games	<ul style="list-style-type: none"> • Enjoy Your Tradition through Games Nondi, Gitte, Goda Badam (Kokla-Chhipaki), Snakes and Ladders on ground 	3 weeks	
Term 2			
Athletics	<ul style="list-style-type: none"> • Running • Middle distance running events 800m, 1500m, and 3000m • Jump • Triple Jump • Throws • Discus Throw 	3 weeks	<ul style="list-style-type: none"> • Pedagogic companion • Student companion • Activity cards • Worksheets
Active Living and Wellbeing	<ul style="list-style-type: none"> • Surya Namaskar: Static & Dynamic. Asanas: <ul style="list-style-type: none"> • Standing: TriyakTadasana • Virbhadrasana (2 Pose) Supine Position: <ul style="list-style-type: none"> • Boat Position, Halasana, • Prone Position: Mavarasana, • Adhamukhswanasana 	3 weeks	

	<ul style="list-style-type: none"> • Sitting: Shasankasana, Mandukesana • Pranayam: AnulomVilome • Bhastrika • Meditation: Breath Awareness • Body Awareness: Shavasana 		
Team Games (Basketball)	Introduction of basketball and its fundamental skills, Offensive skills: passing, dribbling, shooting, Defensive skills: Blocking.	4 weeks	

4.3. Grade VIII curriculum overview

Table 3: Unit names, content, duration and the learning resources in grade VIII units

Grade VIII			
Term 1			
Unit	Content	Duration	Resources
Fundamental of Fitness	<ul style="list-style-type: none"> • Introduction about the relationship between some selected health and skill related fitness components with different sports. Basic developmental activities following combined health and skill related fitness components: • Muscular Strength and Power in smashing skill of Table Tennis, Badminton, and Volleyball • Balance and Flexibility in Badminton (Picking shuttle with extended leg) and Kho-Kho (Giving Kho in single step) • Speed and Agility in Kho-Kho (Running, Chasing, and dodging), and Basketball (Dribbling and Dodging) • Muscular Endurance and Cardiovascular Endurance in Athletics (Long Distance Running events) and in maximum game (for completing the game) • Reaction time and Coordination in defending skill of Table Tennis, Badminton, and Volleyball 	4 weeks	<ul style="list-style-type: none"> • Pedagogic companion • Student companion • Activity cards • Worksheets
Individual Games (Table Tennis)	<ul style="list-style-type: none"> • Introduction Of Game & Their Equipment, The Grip, The Stance, Footwork Pattern, Back Hand Stroke, Fore Hand Stroke, Serve. 	4 weeks	
Traditional Games	<ul style="list-style-type: none"> • Enjoy Your Tradition through Games Gallari, Dog and Bone, Tyre Race, Chain Chain 	3 weeks	

Term 2			
Athletics	<ul style="list-style-type: none"> • Long distance running events 5000m,10000m • Jump • High Jump • Throws • Javelin Throw 	3 weeks	<ul style="list-style-type: none"> • Pedagogic companion • Student companion • Activity cards • Worksheets
Active Living and Wellbeing	<ul style="list-style-type: none"> • Yogic SakshamKrijas(Vyam) • SuryanamaskarDyanamic • Asana For Concentration • Gurudasan, Gomukhasana, Uttanpadand, Setubandhasana, • Yogic SakshmaVyayam for Memory • BudhiTathaDhiriti Shakti Vikasak, Medha Shakti BhramariDranyam, • Meditaion • Meditaion On Breathing • Trataka, Mindfulness, Yogvindr/ Shavasana 	3 weeks	
Team Games (Volleyball)	<ul style="list-style-type: none"> • Introduction of volleyball and its fundamental skills, Offensive skills: Underarm serve, underhand pass, and overhead pass, Defensive skills: receiving. 	4 weeks	

5. Assessment Overview

DBSE approach to assessment and reporting is based on the IB specified assessment criteria and grades. Criterion based assessments enable students to self-monitor and build self-belief as they can see the evidence of the progress they are making over time. Students can track their progress using level descriptors, they can clearly understand how their work can be improved over time.

The four core criteria assessed in Physical & Health Education are:

- Criterion A – Knowing and understanding
- Criterion B – Planning for Performance
- Criterion C – Applying and Performing
- Criterion D – Reflecting and improving performance

DBSE promotes multiple ways of assessing students. There are three types of assessments conducted at DBSE schools throughout a learning period.

Assessment for learning: It is the process of gathering and interpreting evidence for use by students and teachers to know where the students are on their learning pathway, decide where they need to go and how best to get there. The teacher plays a supportive role wherein the student responses in the assessment tasks are analysed to help students progress on their learning pathway. Consequently, it is important that these assessments must always be accompanied by feedback and feed-forward mechanisms to enable deep learning and help improve teaching. Example tasks include homework, classwork, class tests, assignments, projects, etc. The assessments should provide the right amount of challenge to students based on learning levels so that appropriate feedback can be provided.

Assessment of learning: It takes place at key points in the learning cycle, such as at the end of a learning period, e.g., a term, to measure if students have achieved the learning objectives. Example tasks include exams, final projects, essays, etc. The primary purpose is to assess what students can do at a point in time to understand their readiness to move to the next stage of education.

Assessment as learning: Students are provided with opportunities to monitor their own progress, self-assess and reflect on their learning. Example tasks include self-assessment, peer assessment, student portfolio, etc.

The assessment tasks and methods used in internal assessment are criterion related, student-centric and provide feedback for further enhancement of learning. There are two types of assessments used for reporting student performance.

- Internal assessments (IA) (20%)
- Term-end assessments (TA) (80%)

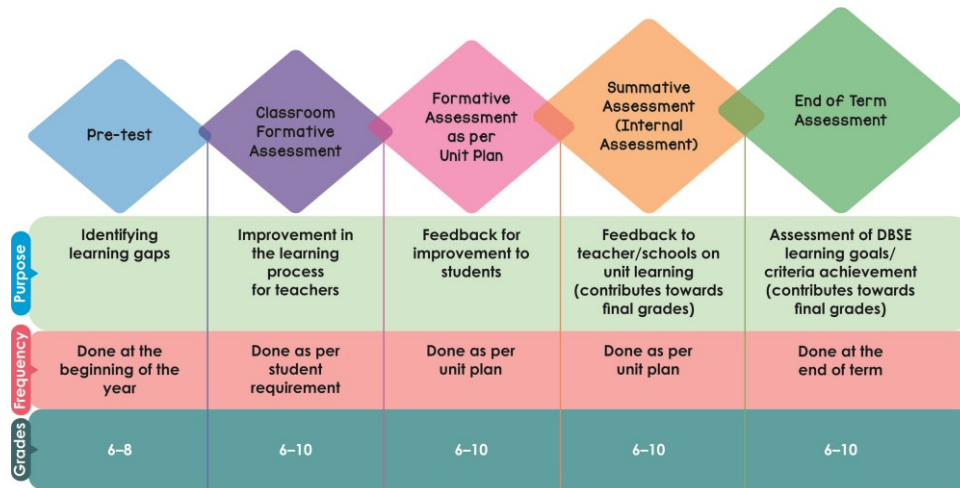
The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. External assessment tasks are based on curriculum objectives defined for Physical and Health Education.

DBSE assessments used for reporting for grades 9 & 10 can be school-led and/or board-led. School-led assessments are based on an item pool provided by DBSE and Board-led assessments are developed and administered by DBSE. In grade 10, DBSE monitor internal assessments and readiness assessments. Term-end assessments are conducted by DBSE.

5.1. Assessment structure

Global best practices suggest a multifaceted assessment structure. That is, students should be assessed in multiple ways and at multiple times without increasing the workload of teachers or students, to the extent possible. A schematic representation of the DBSE assessment structure is presented below:

Figure 1: Assessments in DBSE



DRAFT

5.2. Assessment calendar

The assessment calendar for internal and external assessments for academic year 2022- 23 grade 9 assessments is given below.

Table 4: Grade VI, VII & VIII assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Jul	8-Jul	Pre-test	NA	<ul style="list-style-type: none"> • Case Studies • MCQs • Problem solving • Project • Performance based Tasks
2	11-Jul	12-Aug	IA - Unit 1 Summative	A – Knowing and understanding B – Planning for Performance	
3	16-Aug	9-Sep	IA - Unit 2 Summative	A–Knowing and understanding B – Planning for Performance C – Applying and Performing D – Reflecting and improving performance	
4	12-Sep	30-Sep	IA - Unit 3 Summative	A – Knowing and understanding B – Planning for Performance C – Applying and Performing	
5	Till 9 th October		Revision or Readiness Assessment		
10 – 24 October 2022			Term-end 1	All 4 Criteria	Competency based assessment
6	31-Oct	25-Nov	IA - Unit 4 Summative	NA	<ul style="list-style-type: none"> • Case Studies • MCQs • Problem solving • Project • Performance based Tasks
7	28-Nov	2-Dec	IA - Unit 5 Summative	A – Knowing and understanding B – Planning for Performance C – Applying and Performing	
8	12-Dec	27-Jan	IA - Unit 6 Summative	A – Knowing and understanding B – Planning for Performance C – Applying and Performing D – Reflecting and improving performance	
9	30-Jan	3-Feb	Post-test	A – Knowing and understanding B – Planning for Performance C – Applying and Performing D – Reflecting and improving performance	
10	Till 28 February		Revision or Readiness Assessment		
1 - 20 March 2023			Term-end 2	All 4 Criteria	Competency based assessment

5.3. Assessment levels and grades

The Assessment Criteria directly relate to the Objectives of the curriculum and carry equal weightage. The student achievement levels will be reported as a number grade as done in IB with an associated description.

The grade descriptions are based on assessment criteria levels. The level descriptors of an assessment criterion depict a clear progression of improvement of skills and competencies for a learning period.

All the assessment tasks used to report students' achievements are based on task specific, hierarchical, and qualitatively defined rubrics. The categories used in rubrics represent increasing quality or sophistication of response to a task. They provide a basis for evaluating and recording students' responses to an assessment task. A rubric makes assessment expectations transparent.

In order to show the degree of competence in each criterion, fine grained descriptions of various levels are used. These descriptions indicate the progression of achievement in each criterion. IB Physical and Health Education criteria levels and grade descriptions are given in the following tables

Table 5: Criterion A: Knowing and understanding

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> 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.
3-4	The student: <ol style="list-style-type: none"> 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. iii. Applies physical and health terminology to communicate understanding.
5-6	The student: <ol style="list-style-type: none"> i. Outlines Physical and Health Education factual, procedural and conceptual knowledge ii. Applies Physical and Health Education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. iii. Applies physical and health terminology consistently to communicate understanding.
7-8	The student: <ol style="list-style-type: none"> i. Describes physical 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. iii. Applies physical and health terminology consistently and effectively to communicate understanding.

Table 6: Criterion B: Planning for performance

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. Outlines a plan for improving physical performance and health ii. States the effectiveness of a plan based on the outcome.
3-4	The student: <ol style="list-style-type: none"> i. Constructs and outlines a plan for improving physical performance and health ii. Outlines the effectiveness of a plan based on the outcome.
5-6	The student: <ol style="list-style-type: none"> i. Constructs and explains a plan for improving physical performance and health ii. Describes the effectiveness of a plan based on the outcome.
7-8	The student: <ol style="list-style-type: none"> i. Designs and explains a plan for improving physical performance and health ii. Explains the effectiveness of a plan based on the outcome.

Table 7: Criterion C: Applying and performing

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> 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.
3-4	The student: <ol style="list-style-type: none"> 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.
5-6	The student: <ol style="list-style-type: none"> i. Demonstrates and applies skills and techniques ii. Demonstrates and applies strategies and movement concepts iii. Identifies and applies information to perform effectively.
7-8	The student: <ol style="list-style-type: none"> 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.

Table 8: Criterion D: Reflecting and improving performance

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. Identifies strategies that enhance interpersonal skills ii. Lists goals to enhance performance iii. Summarizes performance.
3–4	The student: <ol style="list-style-type: none"> i. Identifies and demonstrates strategies that enhance interpersonal skills ii. Identifies goals to enhance performance iii. Outlines and summarizes performance.
5–6	The student: <ol style="list-style-type: none"> i. Outlines and demonstrates strategies that enhance interpersonal skills ii. Identifies goals and applies strategies to enhance performance iii. Outlines and evaluates performance.
7–8	The student: <ol style="list-style-type: none"> i. Describes and demonstrates strategies that enhance interpersonal skills ii. Outlines goals and applies strategies to enhance performance iii. Explains and evaluates performance.

Table 9: Description of Grade points

Grade	Grade Description
7	Produces high-quality work that frequently uses Physical and Health Education insightfully. Communicates comprehensive, nuanced understanding of concepts and contexts demonstrating proficient application of Physical and Health Education techniques and terminology. Consistently demonstrates sophisticated analytical thinking and logical processes when problem-solving and investigating. Frequently transfers Physical and Health Education knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally insightful Physical and Health Education work. Communicates extensive understanding of concepts and contexts demonstrating proficient application of Physical and Health Education techniques and terminology. Demonstrates analytical thinking and logical processes, frequently with sophistication when problem-solving and investigating. Transfers Physical and Health Education and applies skills, often with independence, in a variety of familiar and unfamiliar classroom and real-world situations
5	Produces generally high-quality Physical and Health Education work. Communicates good understanding of concepts and contexts demonstrating proficient application of Physical and Health Education techniques and terminology. Demonstrates analytical thinking and logical processes, sometimes with sophistication, when problem-solving and investigating. Usually transfers Physical and Health Education knowledge and applies skills, with some independence, in familiar classroom and real-world situations.
4	Produces good-quality Physical and Health Education work. Communicates basic understanding of most concepts and contexts with evidence of appropriate application of Physical and Health Education techniques and terminology, with few misunderstandings and minor gaps. Often demonstrates analytical thinking when problem-solving and investigating. Transfers some Physical and Health Education knowledge and applies skills in familiar classroom situations but requires support in unfamiliar situations.
3	Produces Physical and Health Education work of an acceptable quality. Communicates basic understanding of many concepts and contexts with occasional evidence of appropriate application of Physical and Health Education techniques and terminology, with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking when problem-solving and investigating. Begins to transfer Physical and Health Education knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces Physical and Health Education work of limited quality. Communicates limited understanding of some concepts and contexts. Demonstrates limited evidence of Physical and Health Education thinking. Limited evidence of transfer of Physical and Health Education knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates evidence of Physical and Health Education thinking. Very inflexible, rarely shows evidence of knowledge or skills.