



**XV. GIMNAZIJA**  
**International Baccalaureate Department**  
**Middle Years Programme**  
**Physical and health education**



**Course description 2024/2025**

**COURSE DESCRIPTION**

The Physical and Health Education (PHE) course is designed to empower students with a comprehensive understanding of health and use of physical activities in everyday life. Through theoretical and practical learning students will develop physical abilities, critical thinking skills, and a deeper knowledge and appreciation for a healthy lifestyle.

**Course Structure:**

- **Grade Level:** MYP 4 and MYP 5
- **Duration:** One academic year
- **Frequency:** Two 45-minute sessions per week

Selection of units primarily depends on the schedule, available space, material resources.

**MYP 4**

**Fitness**

- Understanding the importance of fitness
- Motor and functional skills development and its significance
- Creating own workouts (sequence, intensity, volume, safety)
- *Other fitness related topics – sleep, nutrition*

**SPORTS**

- **Volleyball**-basic elements (fingers bounce, hammer pass, serve) and mini volleyball
- **Basketball**-basic elements (dribbling, passing, shooting, double step shot/lay up) and mini basketball
- **Track and field** – abc running drills, 3pt start.
- **Badminton** – basic elements (forehand, backhand, serve, clear or lob)

## MYP 5

### Fitness

- Applying fitness knowledge to everyday life
- Motor and functional skills development
- *Other fitness related topics – sleep, nutrition*

### SPORTS

- **Volleyball**- rules,court., 6v6 volleyball.
- **Basketball** – combination of elements, game 5v5, rules.
- **Track and field** – plyometrics, running mechanics
- **Badminton** – high and low serve, drop shot, doubles game

### ASSESSMENT

#### Criterion A-knowing and understanding

- 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. Apply it, to analyze situations and solve problems.
- Written projects and oral exams related with fitness and health and sports.
- Must be assessed in non -performance or/non playing situations.

#### Criterion B-Planning for performance

- Students are expected to be able to compose sequences of aesthetic movement, to create a workout, or develop a tactic/strategy for victory.
- Students must write a journal, or list of methodological exercises.

#### Criterion C - Applying and Performing

- Proficiency in a range of physical activities, from basic to complex.
- Application of tactics, strategies, and rules in both individual and group contexts, particularly in team sports.
- Assessment of movement composition and sequence precision

#### Criterion D - Reflecting and Improving Performance

- Explanation of strategies for enhancing interpersonal skills.
- Goal development and the application of strategies to improve performance.
- Analysis and evaluation of personal performance.

At the end of the school year points are given in each criteria taking into account achievements in all individual tasks (formative and summative assessment).

Final grades are derived according to grade boundaries provided by the IB (MYP 4,5):

PHYSICAL EDUCATION	
GRADE	BOUNDARIES
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

## Important: E-gradebook notes

After the completion of each unit, students receive an additional grade for C, B, and D criteria.

B – Planning for performance

Grade: Equipment

At the beginning of the unit, the student has the highest grade for *equipment*. If the student does not bring adequate equipment to class, they receive a note in the e-gradebook titled "No equipment", and their grade is reduced by 1 grade (it goes down from 8 to 7).

C – Applying and performing

Grade: Activity

At the beginning of the unit, the student has the highest grade for *activity*. If the student is not active during class, they receive a note in the e-gradebook titled "Low activity," and their grade is reduced by 1 grade.

D – Reflecting and improving performance

Grade: Behaviour

At the beginning of the unit, the student has the highest grade for *behaviour*. If the student does not behave appropriately in class, they receive a note in the e-gradebook titled "Bad behaviour," and their grade is reduced by 1 grade.

Final grade is not average score of grades but teachers evaluation.

Mr. Zvonimir Stupac