



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task PASS – Year 9

Course:	Physical Activity and Sports Studies (PASS)	Year:	9
Topic:	Nutrition and Physical Activity		
Assessment Name:	Energy Requirements		
DATE DUE:	Term 3, Week 7 (Submitted in class)	Total Mark	
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i>		
	<input type="checkbox"/> Access the KJ calculator <input type="checkbox"/> Complete and present one (1) example to class teacher <input type="checkbox"/> Graph the result based on the data provided by the KJ calculator <input type="checkbox"/> Graph has title and correctly labelled X and Y axis <input type="checkbox"/> Locate and acknowledge relevant information from a variety of sources		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

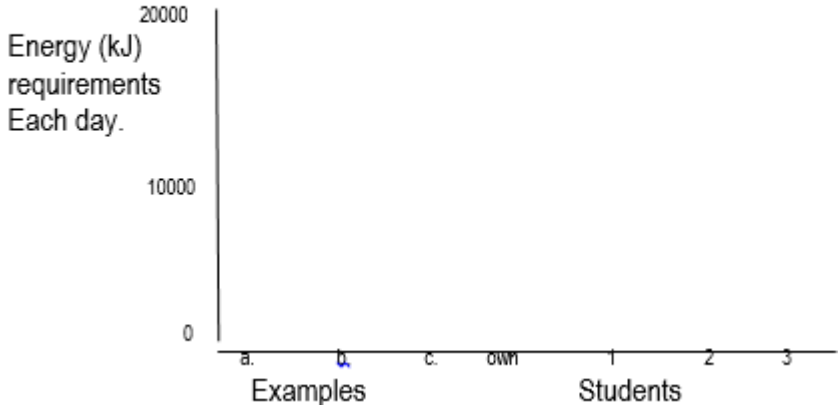


Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER: Kramer / Krlevska / Wuergatsch	CLASS:
DATE DUE: Term 3, Week 7	DATE SUBMITTED:
TITLE OF TASK: Energy Requirements	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Awareness of energy requirements of individuals. Compare energy requirements for those completing light, moderate or heavy physical activity.										
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> - Develop a foundation for efficient and enjoyable participation and performance in physical activity and sport - Develop the personal skills to participate in physical activity and sport with confidence and enjoyment - Understand the concepts of nutrients, energy, and the daily intake guide. - Discuss and identify the different variables that contribute to required daily KJ intake - Compare the differences between individuals RDI of KJ and describes the factors that contribute to improve an athlete's performance 										
Task Requirements:	<p>SECTION 1</p> <p>1. Use the website https://www.eatforhealth.gov.au/node/add/calculator-energy</p> <ul style="list-style-type: none"> ➤ Click on <i>Nutrition</i>, healthy eating and then KJ Calculator on the left side of the screen ➤ Enter the following data into the calculator ➤ Graph the results (round off to the nearest 100) <p><u>Examples</u></p> <p>a.) A 40 year old female weighing 65kg, height 165cm, who exercises at low level of physical activity.</p> <p>b.) A 35 year old male weighing 95kg, height 183cm, who exercises at a high level of physical activity.</p> <p>c.) A 16 year old female student weighing 55kg, height 155cm, who exercises at a moderate level of physical activity.</p> <p>d) Your own details (weight, height, age, gender, level of physical activity)</p> <p>e) Collect information from three other students in your class and also graph their results. (Student results will be provided in ICT lesson in class)</p> <p style="text-align: center;">example Title of Graph</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Energy Requirements Data</caption> <thead> <tr> <th>Category</th> <th>Energy Requirements (kJ)</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>~10000</td> </tr> <tr> <td>b.</td> <td>~15000</td> </tr> <tr> <td>c.</td> <td>~12000</td> </tr> <tr> <td>own</td> <td>~18000</td> </tr> </tbody> </table>	Category	Energy Requirements (kJ)	a.	~10000	b.	~15000	c.	~12000	own	~18000
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	<p>SECTION 2</p> <p>2. Answer the following questions in a word document</p> <p>a) <i>Create a table using Microsoft word and list the answers of the examples from section 1.</i></p> <p>b.) <i>Refer to section 1. Who requires the largest amount of energy each day? And Why?</i></p> <p>c.) <i>Refer to section 1. What is the difference between the woman (Example A) and student (Example C) in kilojoules? What might be the reasons for the difference in KJ intake?</i></p> <p>d.) <i>What are your energy requirements? Enter (and then graph) your own personal figures and that of three other students.</i></p> <p>e.) <i>Compare all the results and discuss. Why are there similarities and differences between individuals?</i></p> <p>f.) <i>In reference to the Energy balance model (Total energy intake from food=Energy expenditure from physical activity) we have studied in class, discuss three factors using examples why individuals gain weight.</i></p>
<p>Syllabus Outcomes:</p>	<ul style="list-style-type: none"> - 1.1 Discuss factors that limit and enhance the capacity to move and perform - 4.2 Displays management and planning skills to achieve personal and group goals - 4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in PASS is _____

Learning in PASS could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)	Explore the nature of energy requirements on an individual					
	Discuss similarities and differences that exist in energy requirements between individuals.					
Literacy / Numeracy skills assessed	Critical numeracy skills during the process of graphing the findings.					
	Use correct spelling, terminology and search engines to research the topic and present in the format required.					
Processes	Enter the data using the website					
Demonstrates Skills	Graph the data					
Knowledge						
Understanding	Discuss similarities and differences in data					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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Marking Criteria

A (20 – 18)	B (17 – 14)	C (13 – 10)	D (9 – 6)	E (0 – 5)
<ul style="list-style-type: none"> ▪ Create a graph with a title, X and Y axis labelled correctly and correct information represented in the graph ▪ All the different variables that contribute to daily KJ intake ▪ Identifies and evaluates the differences and similarities between the examples and students ▪ Five factors that an individual can control in their diet to improve performance 	<ul style="list-style-type: none"> ▪ Create a graph with a title, X and Y axis labelled correctly and correct information represented in the graph ▪ Most of the different variables that contribute to an individual's daily KJ intake ▪ Identifies and evaluates the differences and similarities between the examples and students ▪ Four factors that an individual can control in their diet to improve performance 	<ul style="list-style-type: none"> ▪ Create a graph without a title, X and Y axis labelled correctly and correct information represented in the graph ▪ Some of the variables that contribute to an individual's daily KJ intake. ▪ Identifies and evaluates the differences and similarities between the examples and students ▪ Three factors that an individual can control in their diet to improve performance 	<ul style="list-style-type: none"> ▪ Created a graph without a title and incorrect information represented in the graph ▪ One of the different variables that contribute to daily KJ intake. ▪ Identifies and evaluates the differences and similarities between the examples and students ▪ Two factors that an individual can control in their diet to improve performance 	<ul style="list-style-type: none"> ▪ None of the variables that contribute to an individual's daily KJ intake. ▪ Identifies and evaluates the differences and similarities between the examples and students ▪ One factor that an individual can control in their diet to improve performance ▪ Created a graph without a title, X and Y axis not labelled correctly and incorrect information represented in the graph
<p>Wide use of valid and relevant information presented in an appropriate format</p>	<p>Uses a variety of valid and relevant information presented in an appropriate format</p>	<p>Uses some valid and relevant information presented in an appropriate format</p>	<p>Uses basic valid and relevant information presented in an appropriate format</p>	<p>Uses limited valid and relevant information presented in an appropriate format</p>
<p>Extensive understanding and ability to write a report text type. Excellent spelling and grammar throughout the report.</p>	<p>Thorough understanding and ability to write a report text type. 1-3 spelling and grammar mistakes throughout their report.</p>	<p>Sound understanding and ability to write a report text type. 3- 6 spelling and grammar mistakes throughout the report.</p>	<p>Basic understanding and ability to write a report text type. 6-10 spelling and grammar mistakes throughout the report.</p>	<p>Limited understanding and ability to write a report text type. 10+ spelling and grammar mistakes throughout the report.</p>