

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



STAGE 5 – Year 10 PASS 2020

Nutrition and Physical Activity

<b>Due Date: Week 10, Term 2 Tuesday 30th June</b> 10PASS1 Porter Week 10 Tuesday 30th June 10PASS2 Walsh Week 10 Tuesday 30th June 10SETPAS1 Walsh Week 10 Wednesday 1st July 10SETPAS2 Miranda Week 10 Thursday 2nd July	<b>Assessment Name: Nutrition in Sport</b>
<b>Mark: /30</b>	<b>Weighting: 30%</b>
<b>SYLLABUS OUTCOMES TO BE ASSESSED:</b>  <b>S5.1</b> - Discusses factors that limit and enhance the capacity to move and perform <b>S5.8</b> - Displays management and planning skills to achieve personal and group goals <b>S5.10</b> - Analyses and appraises information, opinions and observations to inform physical activity and sport decisions	
<b>DIRECTIVES TO BE ASSESSED:</b> <b>Analyse</b> - Identify components and the relationship between them; draw out and relate implications <b>Discuss</b> - Identify issues and provide points for and/or against	
<b>TASK DESCRIPTION:</b> You are a sports nutritionist and you have been asked to research a legal ergogenic aid for an athlete who is looking to improve their sporting performance. You <b>MUST</b> use the scaffold provided to help guide your response. Students must choose <b>ONE</b> Ergogenic Aid from the list below: <ul style="list-style-type: none"><li>- Carbohydrate loading</li><li>- Caffeine</li><li>- Sports Drinks/Fluid</li><li>- Creatine</li><li>- Bicarbonate Soda</li></ul>	
<b>Part A - Outcome S5.1</b> <span style="float: right;"><b>(15 Marks)</b></span> <b>Analyse</b> the ergogenic aid and <b>discuss</b> how it <b>enhances</b> the capacity to perform. In your answer, include the following: <ul style="list-style-type: none"><li>● the characteristics of the aid, including the ingredients etc.</li><li>● how the aid works within the body.</li><li>● how it improves performance.</li><li>● the positive and negative effects on the body.</li></ul>	
<b>Please turn over for Part B</b>	

**Part B Outcome S5.8, S5.10**

**(15 marks)**

From the list below you are to select **ONE** sport that you will be creating a **3 day nutrition plan**. In your 3 day plan you are to consider the dietary requirements of the athlete with specific reference to the Pre event, Competition and Post event. This plan needs to incorporate nutrition requirements (**specific foods/snacks and the amount to be consumed in grams**) as well as hydration (**mls/litres**) across the 3 days.

1. Triathlon: Long Course
2. Crossfit Games
3. V8 Supercar Driver - Bathurst 1000
4. Road Cycling - Tour De France
5. Ultra-Distance Running

Please use the following website to **ASSIST** you in completing the task. Plagiarism will not be tolerated, you may paraphrase your work (put the information into your own words).

<https://www.sportsdietitians.com.au/section/food-for-your-sport/>

Please use both scaffolds attached to assist you in completing the task. Part B scaffold includes the days that need to be covered in your meal plan. The headings are as follows:

- **Day 1, Pre-event (Saturday)**
- **Day 2 During event (Sunday)**
- **Day 3 Post event (Monday)**

When filling out the meal plan please ensure that the same structure is followed regardless whether you use the template attached or create your own. In your response you **MUST** also analyse the reasons why you chose the foods you did in your dietary plan.

**Submission:**

Please submit the task via google docs, google slides, microsoft word, microsoft powerpoint. We will also upload the task to Google Classroom. You will be able to submit it there also if you wish. Otherwise hand it in as a hard copy to your teacher.

**ASSESSMENT CRITERIA:**

Students will be assessed on their ability

- Choose one ergogenic aid
- Analyses the characteristics and features of their chosen ergogenic aid
- Discuss how the ergogenic aid works within the body and how it improves performance
- Positive and negative effects on the body
- Plan a 3 day meal plan looking at the dietary requirements, hydration and analyse the reasons why you selected the foods you did.
- Submit via google docs, google slides, microsoft word, microsoft powerpoint or hard copy to your teacher

## Marking Guidelines

<b>Marking Criteria – Part A (S5.1)</b>	<b>Mark</b>
<b>Analyse</b> the ergogenic aid and <b>discuss</b> how it <b>enhances</b> the capacity to perform	
<ul style="list-style-type: none"> <li>● Clearly <b>Analyses</b> all <b>4</b> components of an Ergogenic Aid and the relationship between its characteristics. Your analysis <b>must</b> include the following: the ingredients, how the aid works within the body, how it improves performance and the positive and negative effects on the body.</li> <li>● <b>Discusses</b> an extensive range of points for and or against, in a clear and logical manner how it enhances and limits performance.</li> </ul>	13-15
<ul style="list-style-type: none"> <li>● Makes clear links between at least <b>3</b> of the components of an Ergogenic Aid, providing some characteristics and features. You should discuss the following: the ingredients, how the aid works within the body, how it improves performance and the positive and negative effects on the body.</li> <li>● <b>Discusses</b> a wide range of points for and or against, in a clear and logical manner how it enhances performance.</li> </ul>	9-12
<ul style="list-style-type: none"> <li>● Recognises and names at least <b>2</b> of the components of an Ergogenic Aid, providing a few characteristics and features. Your analysis <b>must</b> include the following: the ingredients, how the aid works within the body, how it improves performance and the positive and negative effects on the body.</li> <li>● <b>Discusses</b> some points for and or against how it enhances performance.</li> </ul>	5-8
<ul style="list-style-type: none"> <li>● Provides limited characteristics and features of the components of an Ergogenic Aid with reference to a positive and negative.</li> </ul>	3-5
<ul style="list-style-type: none"> <li>● Lists some components but doesn't make a link between them and how it enhances performance.</li> </ul>	0-3

<p align="center"><b>Marking Criteria – Part B (S5.8, S5.10)</b></p> <p><b>Plan</b> a 3 day nutritional plan to help an athlete in preparation for a endurance event and <b>analyse</b> the reasons why you chose the foods you did in your dietary plan.</p>	<p align="center"><b>Mark</b></p>
<ul style="list-style-type: none"> <li>● Plans <b>all 3</b> days of meals in extensive detail, including: breakfast, lunch, dinner and snacks.</li> <li>● Demonstrates an extensive understanding of the nutritional requirements of the athlete by identifying the relationship between the amount of food consumed, the type of food and why it must be incorporated into the dietary plan.</li> <li>● Covers hydration in extensive detail across all 3 days, pre-event, during the event and post event, including how much is to be consumed and the timing of when to consume it.</li> <li>● Presents ideas in a clear and logical manner.</li> </ul>	<p align="center">13-15</p>
<ul style="list-style-type: none"> <li>● Plans <b>all 3</b> days of meals in high detail, including: breakfast, lunch, dinner and snacks.</li> <li>● Demonstrates an high understanding of the nutritional requirements of the athlete by Making a judgment on the relationship between the amount of food consumed, the type of food and why it must be incorporated into the dietary plan.</li> <li>● Covers hydration in high detail across all 3 days, pre-event, during the event and post event, including how much is to be consumed and the timing of when to consume it.</li> <li>● Presents ideas in a clear and logical manner.</li> </ul>	<p align="center">9-12</p>
<ul style="list-style-type: none"> <li>● Plans <b>all 3</b> days of meals in sound detail, including: breakfast, lunch, dinner and snacks.</li> <li>● Demonstrates a sound understanding of the nutritional requirements of the athlete by Making the relationship evident between the amount of food consumed, the type of food and why it should be incorporated into the dietary plan.</li> <li>● Covers hydration in sound detail across all 3 days, pre-event, during the event and post event, including how much is to be consumed and the timing of when to consume it.</li> <li>● Presents ideas in a clear and logical manner.</li> </ul>	<p align="center">5-8</p>
<ul style="list-style-type: none"> <li>● Plans <b>2 days</b> of meals in basic detail, including: breakfast, lunch, dinner and snacks.</li> <li>● Demonstrates a basic understanding of the nutritional requirements of the athlete by Sketching in general terms the amount of food consumed, the type of food and why it should be incorporated into the dietary plan.</li> <li>● Covers hydration in basic detail across all 3 days, pre-event, during the event and post event.</li> <li>● Presents ideas in a logical manner</li> </ul>	<p align="center">3-5</p>
<ul style="list-style-type: none"> <li>● Limited ability to plan 1 or no days.</li> <li>● Lists the food to be consumed</li> <li>● Lists hydration across 3 days</li> <li>● Information is not clear</li> </ul>	<p align="center">0-3</p>

## Task Scaffold

Students are encouraged to use the following scaffold to plan and organise their assessment.

**Describe** the characteristics of the aid, including the ingredients etc.

**Key Verb (Describe):** Provide characteristics and features

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**Explain** how the aid works within the body.

**Key Verb (Explain):** Relate cause and effect; make the relationships between things evident; provide why and/or how

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**Explain** how it improves performance.

**Key Verb (Explain):** Relate cause and effect; make the relationships between things evident; provide why and/or how

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**Discuss** the positive and negative effects on the body.

**Key Verb (Discuss):** Identify issues and provide points for and/or against

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**Evaluate** the use of the aid to an athlete

**Key Verb (Evaluate):** Make a judgment based on criteria; determine the value of

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# 3 Day Meal Plan:

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	Day 1 Pre-event <b>Saturday</b>	Day 2 During event <b>Sunday</b>	Day 3 Post event <b>Monday</b>
Breakfast			
Lunch			
Dinner			