**Please purchase the course textbook to help you with the tasks.**

**All tasks should be completed to the best of your ability.**

**Please bring a printed copy of your work to your first day at The Henley College.**

**BTEC L3 TRANSITION ACTIVITY:**

**Foundation / Extended Diploma Sport and Exercise Science.**

**Unit 2 - Functional Anatomy** is the study of the body systems and how they produce movement. The focus of this unit is mainly on the skeletal and muscular systems. However, the cardiovascular system, respiratory and energy systems will also be considered.

**Anatomical language.** The terminology used in Anatomy stems from Greek and Latin origins. It is important for you to have an understanding of what some of these key terms mean so you are able to locate and describe different parts of the body in reference to their correct location.

Because this unit is externally assessed by exam, it is very important that you learn and remember a significant number of key terminology. As the course progresses these terms will form a large glossary of terms.

**Task 1:**

Draw a diagram of the Anatomical position, define and describe what it is. (Pg. 55)

**Task 2:**

**Define the following 12/13 terms (from pg. 56), draw diagrams where necessary.**

**Anterior**

**Posterior**

**Lateral**

**Medial**

**Proximal**

**Distal**

**Supine**

**Prone**

**Superior**

**Inferior**

**Peripheral/Superficial**

**Deep**

**Task 3:**

**Label the two following diagrams of the Skeleton, you should know which is an Anterior and a Posterior view hopefully, this will expand your knowledge to the 27 bones on the BTEC syllabus.**





**Task 4:**

**Complete the following questions to check your understanding**

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**Unit 3 – Applied Sport and Exercise Psychology (pages 102 – 103)**

**Motivation for sports and exercise**

**Sport and exercise psychology involves studying how people behave in sport and exercise environments.**

1. Define motivation.
2. What motivates you?
3. Why is motivation so important in sport and exercise?
4. Types of motivation – Describe the terms ‘Intrinsic and Extrinsic’ and provide examples from sport.

|  |  |
| --- | --- |
| Intrinsic | Extrinsic |
|  |  |

1. What does it mean if you are ‘amotivated’?
2. What might motivate someone to start playing tennis? What might ensure the player continued with the sport? Can you link this to any of the theories covered above?