

BTEC Sport Unit 1 Transition Booklet

Anatomy and Physiology Summer Bridging Work

Course: National Extended Diploma in Sport, Unit 1 –
Anatomy and Physiology

SIL - Year 11 into Year 12

Complete all tasks neatly and in full

Student name

Welcome and purpose

This booklet is designed to prepare you for BTEC Sport Unit 1: Anatomy and Physiology.

The external assessment rewards accurate terminology, clear explanation, and the ability to apply knowledge to sporting actions and performance.

Complete all tasks. Write neatly, use full sentences where required, and include sporting examples whenever possible.

Overview of the work pack

Task	Title	Suggested time
Task 1	Baseline knowledge audit	20 mins
Task 2	Skeletal system foundations	55 mins
Task 3	Muscular system applied to sport	55 mins
Task 4	Respiratory and cardiovascular systems	60 mins
Task 5	Energy systems challenge	55 mins
Task 6	Movement analysis in sport	60 mins
Task 7	Extended exam practice	60 mins
Task 8	Revision resource creation	45 mins
Task 9	Reflection and personal action plan	20 mins
Total		6 hrs 10 mins

Success criteria
Use correct anatomical and physiological terminology.
Apply answers to sport and exercise wherever possible.
Use full sentences for explanation questions and paragraphs for extended responses.
Take pride in spelling, presentation, and completing every task.

Task 1 – Baseline Knowledge Audit (20 minutes)

Part A: What do you already know?

Question	Response
What is the difference between the axial and appendicular skeleton?	
Name three major bones in the upper body.	
What is a synovial joint?	
What is the role of an agonist muscle?	
Name the three types of muscle tissue.	
What happens to breathing rate during exercise?	
What is the function of red blood cells?	
What does ATP stand for?	
Which energy system is most important in a 100 m sprint?	
What is lactate and when is it produced?	

Part B: Confidence RAG rating

Rate each topic as Red (I know very little), Amber (I know some of it), or Green (I feel confident).

Topic	R / A / G
Skeletal system	
Muscular system	
Respiratory system	
Cardiovascular system	
Energy systems	
Extended exam writing	

Task 2 – Skeletal System Foundations (55 minutes)

Part A: Bone classification and location

Complete the table below. Add whether each bone belongs to the axial or appendicular skeleton in the final column.

Bone	Location	Type of bone	Function in sport	Axial / appendicular
Cranium				
Clavicle				
Ribs				
Sternum				
Scapula				
Humerus				
Radius				
Ulna				
Carpals				
Metacarpals				
Phalanges				
Pelvis				
Vertebral Column				
Femur				
Patella				
Tibia				
Fibula				
Tarsals				
Metatarsals				

Part B: Bone functions in action

1. Explain how the skeleton provides a supporting framework in sport.
2. Explain how the skeleton provides protection, using two examples.
3. Explain how bones act as levers in movement.
4. Explain why sesamoid bones help performers.
5. Explain why long bones are important in running, jumping or throwing.

[illegible]

Part C: Joints and movement analysis

Joint	Type of synovial joint	Bones forming the joint	Movements possible	Sporting example
Shoulder				
Elbow				
Wrist				
Hip				
Knee				
Ankle				

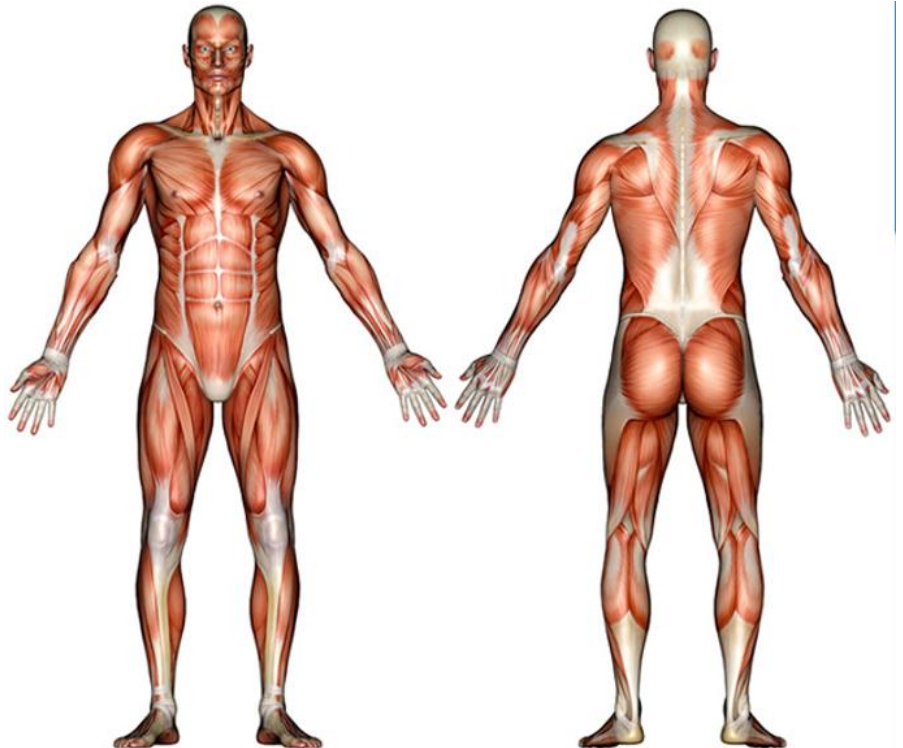
6. Why does the shoulder allow more movement than the knee?
7. State the role of ligament, articular cartilage, synovial fluid and bursa.
8. Describe the difference between flexion/extension, abduction/adduction, dorsiflexion/plantarflexion, and rotation/circumduction.

Task 3 – Muscular System Applied to Sport (55 minutes)

Part A: Muscle identification

Label the following muscles. Then add one sporting movement where each muscle is important.

- Deltoids
- Biceps
- Triceps
- Wrist Flexors
- Wrist Extensors
- Pectorals
- Abdominals
- Obliques
- Quadriceps
- Hip Flexors
- Adductor Longus
- Tibialis Anterior
- Erector Spinae
- Trapezius
- Latissimus Dorsi
- Gluteal's (all 3)
- Hamstrings
- Gastrocnemius
- Soleus



Part B: Types of muscles and contractions

9. Describe the characteristics of cardiac, skeletal and smooth muscle.
10. Explain the differences between concentric, eccentric and isometric contractions.
11. Give one sporting example for each contraction type.

Part C: Antagonistic pairs

Choose three sporting actions from the list below and analyse each one: football kick, bicep curl, squat, sprint start, throwing a javelin, tennis serve.

12. Identify the joint movement.
13. Name the agonist.
14. Name the antagonist.
15. Name a possible synergist.
16. Explain the role of a fixator.

Task 4 – Respiratory and Cardiovascular Systems (60 minutes)

Part A: Respiratory system structure and function

Draw and label the respiratory system, including, nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm and thoracic cavity.

17. What happens during inspiration at rest?
18. What changes during inspiration during exercise?
19. What happens during expiration?
20. Explain gaseous exchange at the alveoli.

Part B: Lung volumes and control of breathing

21. Define tidal volume, vital capacity, residual volume, total lung volume and minute ventilation (VE).

24. How do chemoreceptors affect breathing rate?

[illegible]

Create a glossary for the following terms: atria, ventricles, septum, tricuspid valve, bicuspid valve, semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, coronary arteries, artery, arteriole, vein, venule and capillary.

[illegible]

Part D: Cardiovascular function and exercise response

- 25. What are the functions of the cardiovascular system in sport?
- 26. State the roles of red blood cells, white blood cells, platelets and plasma.
- 27. Explain what happens to heart rate, stroke volume, cardiac output and blood pressure during exercise.
- 28. Challenge: explain anticipatory rise in heart rate before exercise begins.

Task 5 – Energy Systems Challenge (55 minutes)

Part A: ATP basics

- 29. What is ATP?
 - 30. Why is ATP described as the immediately accessible form of energy?
 - 31. What is meant by the breakdown and resynthesis of ATP?
-

Part B: Compare the energy systems

Complete a comparison chart for the ATP-PC system, lactate system and aerobic system.

System	Aerobic or anaerobic?	Fuel / source	Speed of ATP resynthesis	By-products	Dominant duration	Intensity	Recovery time	Sporting example
ATP-PC								
Lactate system								
Aerobic system								

Part C: Sport application

32. 100 m sprint
33. 400 m race
34. 1500 m run
35. A 5-second rugby tackle
36. A long tennis rally
37. A football match overall
38. A high jump attempt
39. A 2 km rowing race

For each activity, identify the main energy system and explain why. Extension: explain how the contribution of the energy systems changes during a football match.

Task 6 – Movement Analysis in Sport (60 minutes)

Choose one sport from the following list and analyse four different actions: football, netball, rugby, athletics, tennis, basketball, swimming.

For each action, include the following:
1. Skeletal system – joints involved, bones involved, movement taking place and type of synovial joint.
2. Muscular system – agonist, antagonist, type of contraction and one synergist or fixator.
3. Respiratory and cardiovascular response – explain what happens to breathing rate, tidal volume, heart rate and cardiac output during repeated performance of the action.
4. Energy systems – identify the main energy system and explain why.
5. Performance link – explain how understanding anatomy and physiology could help improve performance in this action.

Action 1

Action 2

Action 3

Action 4

Task 7 – Extended Exam Practice (60 minutes)

Explain how the skeletal and muscular systems work together to produce movement during a sporting action of your choice.

Question 2 (8 marks)

Discuss the short-term responses of the respiratory and cardiovascular systems to exercise and explain how these help performance.

Explain four long-term adaptations to training from any of the body systems studied in Unit 1 and explain how they improve sports performance.

[illegible]

- Option A: Flashcards – create 20 flashcards (5 skeletal, 5 muscular, 4 respiratory, 4 cardiovascular, 2 energy systems). Front = key term, back = definition plus sporting example.
- Option B: Knowledge organiser – create a one-page Unit 1 summary containing key terms, key diagrams, system summaries, command words and sporting examples.
- Option C: Mind map – create a large mind map linking bones, joints, muscles, movement, breathing, circulation, ATP and energy systems.
- Option D: 15-question quiz – write your own quiz and answer it. Include at least 3 multiple choice, 5 short answer, 2 applied sport questions and 1 extended question.

Task 9 – Reflection and Personal Action Plan (20 minutes)

40. Which topic did you find easiest?

41. Which topic did you find hardest?

42. Which 10 terms do you still need to learn?

43. What will you do before September to prepare further?

44. What grade are you aiming for in Unit 1 and why?

[illegible]

BTEC Sport Unit 2 Transition Booklet

Course: Pearson BTEC National

Extended Diploma in Sport

Unit 2 – Fitness Training and Programming for Health,
Sport and Well-being

SIL - Students moving from Year 11 into Year 12

Student name

Welcome and purpose

This booklet is designed to prepare you for BTEC Sport Unit 2: Fitness Training and Programming for Health, Sport and Well-being.

The total expected time is approximately 5 hours.

Complete all tasks carefully, use correct terminology, and apply ideas to health, fitness training and individual needs.

Overview of the work pack

Task	Title	Suggested time
Task 1	Baseline knowledge audit	15 mins
Task 2	Lifestyle factors and health	50 mins
Task 3	Screening processes and health monitoring	45 mins
Task 4	Nutrition and hydration	50 mins
Task 5	Training methods and programme design	80 mins
Task 6	Extended exam practice, revision and reflection	60 mins
Task 7	Case-study application challenge	60 mins
Total		5 hrs 00 mins

Task 1 – Baseline Knowledge Audit (15 minutes)

Question	Response
Give one positive effect of regular exercise on health and well-being.	
Name one risk associated with smoking.	
What does PAR-Q stand for?	
Name one health monitoring test used before training programming.	
What is BMI used for?	
Name the three macronutrients.	
What is dehydration?	
Give one training method used to improve aerobic endurance.	

Confidence rating and target

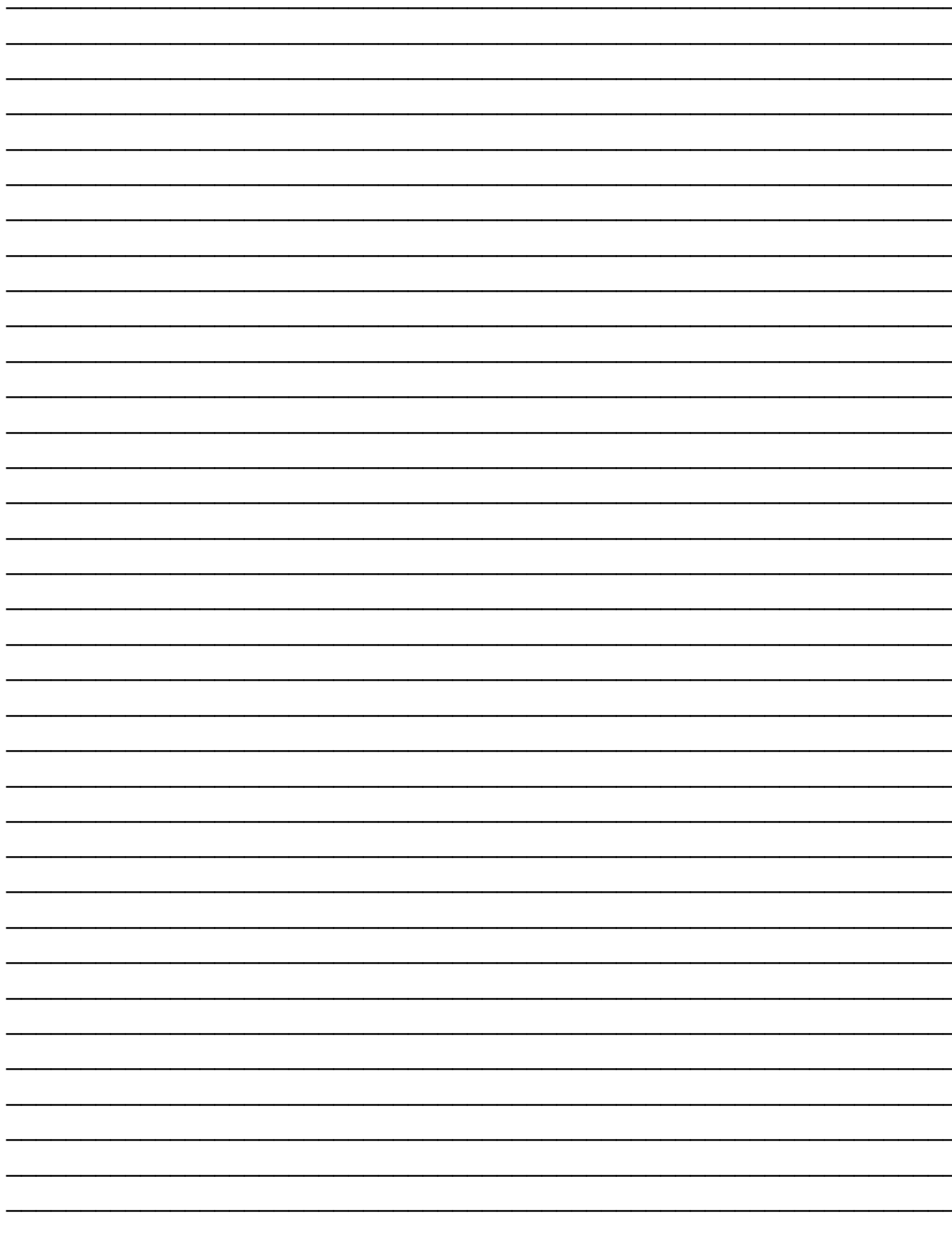
Topic	R / A / G
Lifestyle factors	
Screening	
Nutrition	
Training methods	
Programme design	

Task 2 – Lifestyle Factors and Health (50 minutes)

Part A: Positive and negative lifestyle factors

45. Explain the physical, psychological and social benefits of regular exercise or physical activity.
46. Describe what is meant by a balanced diet. Include healthy food choices, five a day, fluid intake and moderation of caffeine / salt.
47. Explain the health risks associated with smoking, excessive alcohol consumption, stress, lack of sleep and a sedentary lifestyle.

[illegible]



Part B: Lifestyle modification techniques

Complete the table below to suggest realistic changes for unhealthy behaviours.

Area to improve	Common barriers	Possible strategies / support options
Increasing physical activity		
Stopping smoking		
Reducing alcohol intake		
Managing stress		

Part C: Government guidance snapshot

48. Summarise one key UK recommendation for physical activity.

49. Summarise one key UK recommendation for alcohol.

50. Summarise one key UK recommendation for healthy eating.

[illegible]

Task 3 – Screening Processes and Health Monitoring (45 minutes)

Part A: Screening documentation and legal considerations

51. What is a lifestyle questionnaire used for?

52. What is a PAR-Q used for?

53. Explain why informed consent, data protection and client confidentiality matter when screening a client.

54. State two examples of when you would refer a client to a doctor before training begins.

[illegible]

Part B: Health monitoring tests

Test	What it measures	Why it is useful	Possible limitation / factor affecting result
Blood pressure			
Resting heart rate			
BMI			
Waist to hip ratio			

Part C: Interpretation mini case study

Case study – Jordan
17 years old, wants to improve fitness and lose body fat.
Very little daily walking, long periods sitting, often tired.
Resting heart rate: 86 bpm
Blood pressure: 142 / 92 mmHg
BMI: 29.1
Waist to hip ratio: 0.99

55. What do these results suggest about Jordan's current health and lifestyle?

56. Which result is the biggest immediate concern and why?

57. Give three sensible first recommendations for Jordan.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Task 4 – Nutrition and Hydration (50 minutes)

Part A: Key terminology and energy balance

58. Define RDA, calories, kilocalories and energy balance.

59. Explain how age, gender, climate and physical activity affect energy requirements.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part B: Balanced diet and hydration

Nutrient	Type	One or two food sources	Main function
Carbohydrate	Macronutrient		
Fat	Macronutrient		
Protein	Macronutrient		
Vitamin C	Micronutrient		
Vitamin D	Micronutrient		
Calcium	Micronutrient		
Iron	Micronutrient		

60. Describe the signs, symptoms and performance effects of dehydration.

61. Explain when isotonic, hypertonic and hypotonic sports drinks may be most appropriate.

62. Explain one dietary strategy for weight loss and one for weight gain.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task 5 – Training Methods and Programme Design (80 minutes)

Part A: Components of fitness and training methods

Complete the table below.

Component	Definition	Suitable method	Key principle(s)	Sporting example
Aerobic endurance				
Strength				
Muscular endurance				
Flexibility				
Speed				
Agility				
Balance				
Reaction time				
Power				

Part B: Programme design case study

Case study – Mia
18 years old, plays netball recreationally.
Aim: improve pre-season fitness and reduce body fat over 8 weeks.
Can train 3 times per week and has access to a gym, outdoor space and resistance bands.
Enjoys working with a friend and lacks confidence in formal gym settings.
Feels balance and speed are weaknesses and sometimes skips breakfast.

64. Write two SMARTER personal goals.

66. Explain how specificity, overload, progression, variation, rest and recovery, and individual needs should influence the plan.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part C: One-week micro cycle

Session	Focus	Method(s)	Intensity / time	Equipment	Reason for choice
Session 1					
Session 2					
Session 3					

Explain the difference between a macrocycle, mesocycle and microcycle.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task 6 – Extended Exam Practice, Revision and Reflection (60 minutes)

Part A: Extended responses

Question 1

Explain how positive and negative lifestyle factors can affect health and well-being.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Question 2

Discuss the importance of screening and health monitoring before beginning a training programme.

[illegible]

Question 3

Evaluate how training methods and principles should meet the needs of an individual performer.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part B: Quick revision task

Create either: 10 flashcards, a mini knowledge organiser, or a 10-question quiz for Unit 2.

Part C: Reflection

67. Which topic did you find easiest?
68. Which topic did you find hardest?
69. Which 5 key terms do you still need to learn?
70. What will you do before September to prepare further?

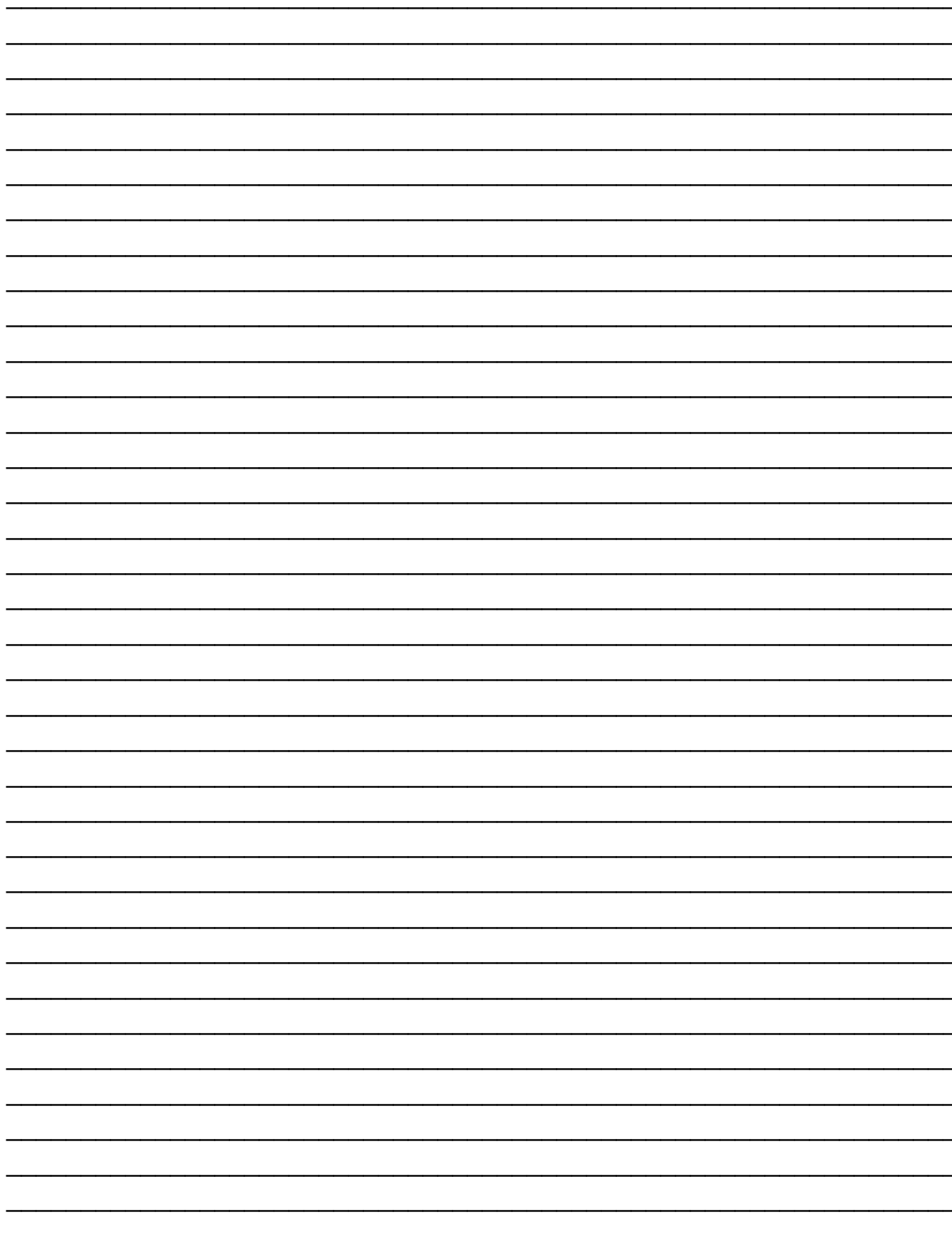


Task 7 – Case-study Application Challenge (60 minutes)

Choose ONE of the two mini tasks below and complete it in detail.

- Option A: Create your own brief client profile and explain the screening, health monitoring, nutritional advice and training methods you would choose.
- Option B: Return to Mia or Jordan and write a one-page action plan explaining the most important first steps, support strategies and realistic progress markers.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Student name	
BTEC SPORT	Summer Independent Learning (SIL)
College	New College Pontefract



Task 1. Leadership skills and behaviours

There are five skills that can be thought of as the key **skills** that you'll need as a sports leader. Each key skill will have certain **behaviours** that make it happen successfully. In the table below you must outline why these key **skills** and **associated behaviours** are important for a sports leader. Then you must describe the effect that two of the identified **associated behaviours** will have on the success of that key skill.

Skill	Describe what this key skill is	Explain why this key skill will be necessary for a sports leader	Associated behaviours	Pick two behaviours and describe the effect they have on the key skill
Communication			- Body language - Demonstration - Understandable - Active listening - Questioning	1)
				2)

Self-belief			- Confidence - Positive attitude - Enthusiasm - Courage - Resilience	1)
				2)
Teamwork			- Reliable - Respect - Encouraging - Trustworthy - Adaptability - Integrity	1)
				2)
Self-management			- Organised - Responsible - Reflective - Accountable - Determination	1)
				2)
Problem solving			- Awareness - Contributor - Decisive - Creative	1)
				2)

Skills: A skill is something that you can do, e.g. communicating with others

Behaviours: What you need to show to make your skills more effective, e.g. being confident

Task 2. Leadership qualities and behaviours

There are five qualities that can be thought of as the key **qualities** that you'll need as a sports leader. Each key skill will have certain **behaviours** that make it happen successfully. In the table below you must outline why these key **qualities** and **associated behaviours** are important for a sports leader. Then you must describe the effect that two of the identified **associated behaviours** will have on the success of that key quality.

Quality	Describe what this key quality is	Explain why this key quality will be necessary for a sports leader	Associated behaviours	Pick two behaviours and describe the effect they have on the key quality
Approachability			- Body language - Understandable - Active listening - Questioning	1)
				2)
Role Model / Professionalism			- Reliable - Dressed correctly - Language used - Reliability - Honesty - Integrity	1)
				2)
Enthusiasm / Passionate			- Communication - Positive body language - Encouraging - Caring	1)
				2)
Confidence			- Organised - Responsible - Communication - Accountable - Determination - Commitment - Self belief	1)
				2)
Reflective			- Reflective - Awareness - Contributor - Decisive - Willingness to improve - Not scared to try new things	1)
				2)

Quality: A quality is something that you have as part of your personality, e.g. honesty

Behaviours: What you need to show to make your skills more effective, e.g. being confident

Task 3. Plan, lead and evaluate sport/physical activity sessions

Session plan and evaluation - to be completed by the learner

You are required to plan, lead and evaluate at least two different types of sport/physical activity sessions (each session must be 20 minutes long).

Session plan		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims and objectives		
Key safety guidance for this session		Actions to meet safety guidance for this session
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Inclusion How are you going to make the activity inclusive for participants?

Introduction and warm up		
Main session (show timings if applicable)		
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Inclusion How are you going to make the activity inclusive for participants?
Cool down and close		
Other things to remember/ be aware of, e.g. safety		