

CARSHALTON BOYS SPORTS COLLEGE

Excellence • Character • Aspiration

SPORT DEPARTMENT

Vocabulary Booklet

YEAR 12

Pearson BTEC Level 3 National Diploma in Sports Coaching and Development

Unit 12

Practical Sports Application

Skill classification, performance demonstration and review

Tier 2 & Tier 3 Vocabulary • Expected & Aspirational

Academic Year 2026 – 2027

For students, parents and carers

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A Note for Students, Parents and Carers

Welcome to your son's Year 12 BTEC Sport vocabulary booklet. BTEC Level 3 is a vocational qualification that rewards students who can use precise professional language fluently in assignments, reports, presentations and practical contexts. This booklet supports you throughout the year.

At BTEC Level 3, accurate use of subject vocabulary is essential. Assignment briefs and mark schemes at Pass, Merit and Distinction all reward "accurate use of subject-specific terminology". A student who deploys terms like periodisation, normative data, safeguarding and proprioception — correctly and unprompted — is producing work that reads as professionally competent. A student who cannot will not access the higher grade descriptors, regardless of how well they understand the underlying concepts.

How this booklet is organised

Vocabulary is grouped by Learning Aim (A, B, C or D) of the unit. Within each Learning Aim you will find:

- Tier 2 (academic) vocabulary — the analytical language used across BTEC and A Level subjects (e.g. analyse, evaluate, justify, implement). These are the command-word terms that recur across assignment briefs.
- Tier 3 (subject-specific) vocabulary — the precise technical language of sports science, coaching and development. These terms have exact meanings required for high-grade responses.

Each word is marked Expected (E) or Aspirational (A): Expected words are the minimum requirement for every student; Aspirational words distinguish Merit/Distinction work.

How vocabulary will be tested

- Weekly knowledge tests at the start of lessons (definition recall and application).
- Vocabulary as homework — the majority of weekly homework in Year 12 will be vocabulary acquisition.
- Embedded in assignment writing — accurate terminology is assessed directly in all BTEC submissions.

How to Learn Vocabulary by Heart — Metacognitive Strategies

‘Learning by heart’ does not mean memorising blindly. It means committing words to long-term memory so that they can be retrieved fluently when you need them — in writing, under timed conditions, when reading a demanding article. The five strategies below, used in order, will get you there.

1. Look, Cover, Write, Check

The classic for a reason. Look at the word and its definition. Cover them up. Write both from memory. Uncover and check — mark every word exactly. Repeat any you got wrong. The act of effortful retrieval is what builds memory. Copying without covering does not work.

2. The Leitner System (Spaced Flashcards)

Make flashcards: word on one side, definition and example on the other (digital tools such as Anki or Quizlet work well). Sort into three boxes: Box 1 (don’t know — review daily), Box 2 (know fairly — review every three days), Box 3 (know well — review weekly). Words you get wrong move back to Box 1. Two weeks of this system will surprise you. Spaced repetition is the most evidence-backed vocabulary strategy available.

3. Dual Coding — Word + Image + Sentence

For every Tier 3 term, draw a small sketch and write a sentence that uses it correctly in a geographical context. The example column in this booklet gives you a starting point. The brain encodes images and narratives more reliably than isolated definitions. A sketched thermohaline circulation diagram next to the term is worth ten readings.

4. Self-Quizzing Out Loud

Close the booklet. Define the word aloud, in full sentences, without looking. Then check. If you can explain it correctly — accurately, fluently and with a geographical example — you know it. Speaking forces retrieval rather than recognition, which is what examination conditions demand.

5. Use the Word in Writing

After learning a set of words, write a short paragraph (80–120 words) using as many as you can in accurate geographical context. Bring your paragraph to your teacher for feedback. A word used correctly in extended writing is a word you own. This strategy is how Aspirational words are unlocked.

A Weekly Routine That Works

- Monday — 20 mins. Look–Cover–Write–Check on this week’s new words.
- Wednesday — 20 mins. Leitner-system review of all current flashcards.
- Friday — 20 mins. Self-quiz out loud, then write one paragraph using five of the words.

Tier Markers — Expected and Aspirational

E — Expected

Every Year 12 student must know, spell and use these terms by the end of the relevant unit. They are the minimum at BTEC Level 3.

A — Aspirational

Stretch vocabulary for students targeting Merit and Distinction grades. Used accurately in assignments, these terms lift work into the top descriptor band.

All BTEC Sport students are expected to learn the Expected vocabulary without exception. Aspirational vocabulary is the language of Distinction-level assignment responses and is used throughout the Pearson mark descriptors for higher grades.

Section — Learning Aim A — Explore skills, techniques and tactics required in selected sports

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
classify	<i>verb</i>	To arrange items into groups according to shared characteristics, using stated criteria.	Classify skills in your sport as continuous, serial or discrete.	E
describe	<i>verb</i>	To set out the characteristics of a feature or process using factual detail.	Describe the skills, techniques and tactics required in your individual sport.	E
explain	<i>verb</i>	To set out causes, processes or reasons clearly and fully.	Explain how skills, techniques and tactics are used in both individual and team sports.	E
evaluate	<i>verb</i>	To make a supported judgement on effectiveness, weighing strengths and weaknesses.	Evaluate how participants use skills, techniques and tactics and justify why these suit the sport.	A
justify	<i>verb</i>	To give evidence-based reasons in support of a decision or judgement.	Justify the selection of specific tactics in a competitive situation.	A

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
continuous skills	<i>noun</i>	Skills with no clear beginning or end that are repeated in a cycle (e.g. running, swimming, rowing).	Running and swimming are examples of continuous skills practised in sport.	E
serial skills	<i>noun</i>	A series of discrete skills linked together in a set order (e.g. high jump, triple jump, 400m hurdles).	Serial skills require the athlete to execute each component in the correct sequence.	E
discrete skills	<i>noun</i>	Skills with a clear, defined beginning and end (e.g. golf swing, free throw, javelin throw).	A tennis serve is a discrete skill with a defined preparation phase, action and follow-through.	E
attacking skills	<i>noun</i>	Actions used to create, maintain or exploit offensive advantage against an opponent.	Effective attacking skills involve accurate technique, timing and decision making under pressure.	E
defensive skills	<i>noun</i>	Actions used to resist, block or neutralise an opponent's attack.	Strong defensive skills reduce the space and time available to an attacking player.	E
tactics	<i>noun</i>	Strategic decisions about how skills and techniques are deployed in response to the opponent, environment or game situation.	Tactical decisions include formations, shot selection, phases of play and use of space.	E
technique	<i>noun</i>	The way in which a skill is executed — the mechanical breakdown of a movement for effective performance.	Good technique ensures efficient, consistent and injury-free execution of each skill.	E

Word	Type	Definition	Use in BTEC Assignment	Tier
National Governing Body (NGB)	<i>noun</i>	The body responsible for governing the rules, standards and development of a specific sport.	Sports in Unit 12 must have an NGB and a defined set of rules.	E
decision making	<i>noun</i>	The cognitive process of selecting the most appropriate skill or tactic in response to the game situation.	Effective decision making distinguishes higher-level players in competitive situations.	E

Section — Learning Aim B — Use skills, techniques and tactics in an individual and a team sport

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
demonstrate	<i>verb</i>	To show a skill or technique in practice.	Demonstrate appropriate skills, techniques and tactics in both your chosen sports.	E
adapt	<i>verb</i>	To modify skills or tactics in response to changing circumstances.	Adapt skills, techniques and tactics effectively when under competitive pressure.	A

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
isolated practice	<i>noun</i>	Performance of a skill independently, without opponent pressure or competitive elements, allowing technical focus.	Isolated practices allow participants to consolidate technique before it is tested under pressure.	E
conditioned practice	<i>noun</i>	A modified game or drill using constraints (e.g. limited touches, small sides) to focus on specific skills.	Conditioned practices such as 3v3 small-sided games develop decision making under realistic pressure.	E
competitive situation	<i>noun</i>	A full-sided game or match played under NGB rules, refereed by an appropriate official.	Competitive situations require the athlete to apply skills and tactics under full match pressure.	E
rules and regulations	<i>noun</i>	The laws governing a sport, as defined by its NGB, that must be followed in competitive situations.	Correct application of rules and regulations is assessed alongside technical and tactical performance.	E
effective decision making	<i>noun</i>	Selecting the correct skill or tactic at the right time in a competitive situation.	Distinction-level performance requires effective decision making when under pressure from opponents.	E
technical competence	<i>noun</i>	The ability to execute skills with accuracy, consistency and efficiency.	Technical competence must be demonstrated in both isolated and competitive situations.	E

Section — Learning Aim C — Review own and others' performance in selected sports

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
review	<i>verb</i>	To examine critically in order to assess effectiveness and identify areas for development.	Review your own use of skills, techniques and tactics in individual and team sport.	E
self-analysis	<i>noun</i>	A personal evaluation of one's own performance using structured assessment methods.	Carry out a self-analysis using different assessment methods to identify strengths and areas for improvement.	E
recommend	<i>verb</i>	To suggest a course of action based on analysis of evidence.	Recommend realistic and achievable actions for improvement following your performance review.	A

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
SWOT analysis	<i>noun</i>	An assessment tool identifying Strengths, Weaknesses, Opportunities and Threats in performance.	A SWOT analysis provides a structured framework for reviewing skills, techniques and tactics.	E
performance analysis software	<i>noun</i>	Digital tools that use video and statistical data to analyse athletic performance objectively.	Performance analysis software enables frame-by-frame review of technical execution.	E
video analysis	<i>noun</i>	The use of video footage to examine performance from multiple angles and with replay capability.	Video analysis is a required assessment method in Unit 12's performance review process.	E
subjective assessment	<i>noun</i>	Evaluation based on personal judgement and opinion rather than measurable data.	Subjective observations of decision making supplement objective performance data.	E
objective performance data	<i>noun</i>	Measurable, numerical data about performance that is not influenced by personal opinion.	Objective performance data such as pass completion rates provide evidence for the review.	E
SMART targets	<i>noun</i>	Goals that are Specific, Measurable, Achievable, Realistic and Time-bound, used to structure development plans.	SMART targets direct the athlete's training to address specific weaknesses identified in the review.	E
action plan for improvement	<i>noun</i>	A structured plan detailing short- and long-term goals, activities and timelines to develop performance.	An action plan for improvement should address weaknesses with realistic timescales and training activities.	A
performance profiling	<i>noun</i>	A tool allowing athletes to self-rate performance attributes and compare with coach ratings to identify development needs.	Performance profiling gives participants ownership of the review and action planning process.	A

This booklet should be kept at home and used as the foundation for weekly homework throughout Year 12. A digital copy is available on Google Classroom. Students who maintain a consistent vocabulary routine through Year 12 enter Year 13 with the subject-specific language needed to target Distinction-level outcomes across all units.