

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 B

Health, Wellbeing and Sport

Physical health, mental health, wellbeing screening and client feedback

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 — Examine the importance of physical activity and sport

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 types of physical activity as sport, recreation, education or fitness.	E
category	<i>noun</i>	A class or group sharing common features.	Identify the category of participant most likely to benefit from this provision.	E
benefit	<i>noun</i>	A positive outcome or advantage gained from participation.	Explain the physical and mental health benefits of participating in cardiovascular training.	E
provision	<i>noun</i>	The supplying of a service or activity to a target group.	Explain why local authorities invest in sport provision for people at risk of social isolation.	E
justify	<i>verb</i>	To give evidence-based reasons in support of a decision or judgement.	Justify the reasons for providing outdoor activities for young people in your local area.	E
analyse	<i>verb</i>	To break a topic down into its component parts and examine relationships between them.	Analyse how different activities benefit different groups of participants.	E
evaluate	<i>verb</i>	To weigh evidence and reach a supported judgement on effectiveness or importance.	Evaluate the reasons for providing sport in your local area and recommend improvements.	A
recommend	<i>verb</i>	To suggest a course of action based on analysis of evidence.	Recommend realistic ways of engaging more participants in sport locally.	A

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
sport	<i>noun</i>	Competitive physical activity involving exertion, skill, technique and tactics, under organised rules.	Team games and individual sports both fall under this category of active pursuit.	E
physical recreation	<i>noun</i>	Activities carried out during leisure time for enjoyment rather than competition (e.g. walking, cycling).	Physical recreation includes non-competitive activities that nonetheless improve health.	E
outdoor activities	<i>noun</i>	Adventurous activities conducted outdoors or in recreation areas (e.g. rock climbing, kayaking, sailing).	Outdoor activities provide physical challenge and mental wellbeing benefits.	E
physical education (PE)	<i>noun</i>	Curriculum-based activities in schools designed to teach participation in sport and physical activity.	PE introduces young people to national curriculum sports and develops fundamental movement skills.	E

Word	Type	Definition	Use in BTEC Assignment	Tier
physical fitness	<i>noun</i>	Activities designed to increase fitness levels so tasks can be performed without injury or illness (e.g. yoga, resistance training, CrossFit).	Physical fitness provision includes classes and programmes targeting cardiovascular and muscular development.	E
community cohesion	<i>noun</i>	The bonds that bring different groups in society together, promoted through shared activities.	Sport is used as a tool to build community cohesion and reduce social isolation.	E
cross-cutting agenda	<i>noun</i>	A policy priority that spans multiple sectors — such as health, education and crime reduction — addressed through sport.	Sport development contributes to cross-cutting agendas including anti-crime and pro-health.	A
metabolic rate	<i>noun</i>	The speed at which the body converts food into energy; regular physical activity increases resting metabolic rate.	Cardiovascular training raises metabolic rate, supporting healthy body fat levels.	A

Section — Learning Aim B — Investigate the importance of physical health

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
define	<i>verb</i>	To state the precise meaning of a term.	Define physical health using the WHO definition.	E
indicator	<i>noun</i>	A measurable factor used to assess the state of something.	Identify the key indicators of good physical health.	E
benchmark	<i>noun</i>	A reference standard against which performance or status is compared.	Use national physical health benchmarks to assess your own health status.	E
normative data	<i>noun</i>	Population-based reference data that represents typical values for a given test, used to interpret individual results.	Compare blood pressure results against normative data to identify areas for improvement.	E
sedentary	<i>adjective</i>	Characterised by much sitting and little physical activity.	A sedentary lifestyle is a key factor affecting physical health.	E

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
physical health	<i>noun</i>	The ability of the body to function effectively, free from disease or infirmity.	Physical health is assessed using tests for blood pressure, BMI and heart rate.	E
blood pressure	<i>noun</i>	The pressure exerted by blood on the walls of arteries; normal reading is 120/80 mmHg.	Blood pressure is a key benchmark of good physical health with a normal range of 120/80.	E
resting heart rate (RHR)	<i>noun</i>	The number of heart beats per minute at rest; healthy range is 60–80 bpm.	A resting heart rate of 60–80 bpm indicates good cardiovascular health.	E
BMI (Body Mass Index)	<i>noun</i>	A measure of body composition calculated from height and weight; used to screen for healthy weight ranges.	BMI is one of the health-monitoring tests used to assess physical health status.	E
body composition	<i>noun</i>	The proportion of fat mass to fat-free (lean) mass in the body.	Body composition is assessed through bioelectrical impedance or skinfold measurements.	E
bioelectrical impedance	<i>noun</i>	A method of estimating body fat percentage by measuring resistance to a small electrical current through body tissue.	Bioelectrical impedance provides an objective measure of body composition.	E
hip-to-waist ratio	<i>noun</i>	The ratio of waist circumference to hip circumference, used to assess abdominal obesity and cardiovascular risk.	A high hip-to-waist ratio is a risk indicator for cardiovascular disease.	E
zone of tolerance	<i>noun</i>	An acceptable range of test values within which a client's health is deemed adequate rather than requiring referral.	Results within the zone of tolerance suggest no immediate intervention is needed.	A

Word	Type	Definition	Use in BTEC Assignment	Tier
medical referral	<i>noun</i>	The process of directing a client to a health professional when a test result falls outside accepted healthy ranges.	Test results outside normal ranges may require medical referral before an exercise programme begins.	A

Section — Learning Aim C — Explore mental health and social wellbeing

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
resilience	<i>noun</i>	The ability to recover from adversity or manage stress effectively.	Mental health is partly defined by emotional resilience to setbacks.	E
stigma	<i>noun</i>	Negative social attitudes or discrimination linked to a particular characteristic or condition.	Experiencing stigma is a factor that can adversely affect mental health and social wellbeing.	E
wellbeing	<i>noun</i>	A positive state encompassing physical, mental and social dimensions of health.	The WEMWBS measures individual wellbeing across several dimensions.	E
intervention	<i>noun</i>	A deliberate action taken to improve a situation or prevent deterioration.	Early intervention strategies for poor mental health can prevent long-term decline.	A

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
mental health	<i>noun</i>	Emotional wellbeing and the capacity to cope with the normal stresses of life.	Good mental health includes the ability to maintain positive relationships and cope with change.	E
social wellbeing	<i>noun</i>	The ability to function effectively in society and form positive relationships.	Social wellbeing is assessed through indicators such as social interactivity and open communication.	E
self-esteem	<i>noun</i>	An individual's subjective evaluation of their own worth and capability.	Regular participation in sport can increase self-esteem and reduce loneliness.	E
self-confidence	<i>noun</i>	Belief in one's own ability to accomplish tasks.	Poor mental health often manifests as a decrease in self-confidence.	E
anxiety	<i>noun</i>	A state of worry, fear or apprehension that can interfere with daily functioning.	Anxiety is a common sign of poor mental health and social wellbeing.	E
depression	<i>noun</i>	A persistent mood disorder characterised by low mood, reduced motivation and loss of interest.	Depression is identified as a sign and symptom of poor mental health in the BTEC content.	E
WEMWBS	<i>noun</i>	Warwick–Edinburgh Mental Wellbeing Scale — a validated 14-item questionnaire measuring positive mental wellbeing.	The WEMWBS is a standardised tool used to measure wellbeing in the health screening process.	E
emotional resilience	<i>noun</i>	The ability to adapt positively to adversity, trauma or significant stress.	Emotional resilience is a lifestyle indicator of good mental health.	A
social isolation	<i>noun</i>	A state of low social contact that can negatively affect mental health.	Social isolation is a key factor affecting mental health and is	A

Word	Type	Definition	Use in BTEC Assignment	Tier
			targeted by sport development programmes.	

Section — Learning Aim D — Undertake health and wellbeing screening and provide feedback

Tier 2 — Academic Vocabulary

Analytical language used across BTEC and A Level subjects.

Word	Type	Definition	Use in BTEC Assignment	Tier
communicate	<i>verb</i>	To convey information effectively to another person using verbal and non-verbal means.	Communicate effectively with a client to put them at ease during health screening.	E
rapport	<i>noun</i>	A harmonious relationship of trust and understanding built between two people.	Building rapport with a client before screening improves the quality of data collected.	E
confidentiality	<i>noun</i>	The obligation to keep personal information private and not share it without consent.	Client confidentiality must be maintained throughout the health and wellbeing screening process.	E
consent	<i>noun</i>	Voluntary, informed agreement to undergo a procedure or share personal data.	Informed consent must be obtained before any health-monitoring test is conducted.	E
protocol	<i>noun</i>	A standardised, step-by-step procedure that ensures tests are conducted consistently.	Following correct test protocols ensures results are reliable and comparable to normative data.	E
interpret	<i>verb</i>	To explain the meaning of data or results in context.	Interpret client results against normative data to identify strengths and areas for improvement.	E

Tier 3 — Subject-Specific Vocabulary

The precise technical language of sports coaching and development.

Word	Type	Definition	Use in BTEC Assignment	Tier
pre-test procedure	<i>noun</i>	Checks and preparations carried out before a fitness or health test to ensure safety and accuracy (e.g. PAR-Q, warm-up).	Pre-test procedures include checking the client has eaten correctly and has no contraindications.	E
health screening questionnaire	<i>noun</i>	A standardised questionnaire used to identify potential health risks before a client undertakes physical testing.	A health screening questionnaire covers alcohol intake, diet, sleep and physical activity levels.	E
formative feedback	<i>noun</i>	Ongoing feedback given during a process to guide improvement rather than as a final judgement.	Providing formative feedback to a client during screening helps them understand each test.	E
client consultation	<i>noun</i>	A structured discussion with a client to gather information about their health, goals and lifestyle.	The client consultation uses open questioning and active listening to inform the screening process.	E
radial/carotid pulse	<i>noun</i>	Measurement of heart rate at the wrist (radial) or neck (carotid) by counting beats per minute.	Heart rate is measured manually using the radial or carotid pulse as part of resting heart rate assessment.	E
positive body language	<i>noun</i>	Non-verbal communication that conveys openness, confidence and attentiveness (e.g. eye contact, open posture).	Using positive body language during feedback sessions puts the client at ease.	E

Word	Type	Definition	Use in BTEC Assignment	Tier
non-judgemental	<i>adjective</i>	Avoiding criticism or moral judgement of a client's lifestyle choices during communication.	Effective health feedback must be non-judgemental to maintain rapport and trust.	A
strategies to improve health status	<i>noun</i>	Evidence-based recommendations given to a client to address identified weaknesses in their physical or mental health.	Strategies should include both short-term changes and long-term lifestyle modifications.	A

End of Unit B: Health, Wellbeing and Sport Vocabulary Booklet

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.