

Sport Studies Vocab list

Accurately	Acting or performing within care and precision; within acceptable limits from a standard
Advanced	Being at a high level; progressive
All	All relevant as described in the unit content for a specified area
Appropriate	Relevant to the purpose/task
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Brief	Accurate and to the point but lacking detail/contextualisation/examples
Clear	Focussed and accurately expressed, without ambiguity
Comment	Present an informed opinion
Communicate	Make known, transfer information
Competent	Does something well; applies skill and knowledge
Complex	Consists of several interwoven parts, all of which relate together
Compositional ideas	The development of a sequence in a performance (e.g. gymnastics routine); the choreography of a dance
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Confident	Exhibiting certainty; having command over one's information/argument etc.
Consider	Review and respond to given information
Considered	Reached after or carried out with careful thought
Consistently	A level of performance which does not vary greatly in quality over time
Create	To originate (e.g. to produce a solution to a problem)
Critical	Incisive – exposing/recognising flaws
Describe	Set out characteristics
Design	Work out creatively/systematically
Detail	To describe something item by item, giving all the facts
Detailed	Point-by-point consideration of (e.g. analysis, argument)
Developed	To elaborate or expand in detail
Discuss	Present, explain and evaluate salient points (e.g. for/against an argument)
Effective	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort

Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience
Explain	Set out the purposes or reasons
Extensive	Large in range or scope
Few	A small number or amount, not many but more than one
Fully	Completely or entirely; to the fullest extent
Hesitant	Slow; uncertain; reluctant
High	Advanced in complexity or development
Independent	Without reliance on others
Insightful	Characterised by displaying insight; perceptive
Justified	Reasoning explained in full; well-grounded
Limited	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding
List	Document a series of outcomes or events or information
Little	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work
Many	A large number of (less than 'most' see below)
Minimal	Relating to or being a minimum/least possible
Most	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included
Occasionally	Occurring, appearing or done infrequently and irregularly
Outline	Set out main characteristics
Plan	Consider, set out and communicate what is to be done
Precise	Exact in every detail, strict in observing rules or regulations
Present	<ol style="list-style-type: none"> 1. Produce an exposition/résumé for an audience (e.g. at the conclusion of the project to demonstrate what has been done and the outcome) 2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/ benefit of others
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
Reasoned	Justified, to understand and to make judgements based on practical facts
Relevant	Correctly focused on the activity
Simple	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner
Skill	An individual ability that requires training to improve and perfect
Some	About 50% of the content which would have been expected is included
Strategy	An overall plan, method or set of tactics to obtain a specific result; a broad approach to a task
Suggestion	Putting forward an idea without any solid reasoning; giving a hint of something

Summary	Covering the main points succinctly
Superficial	Work completed lacks depth and detail
Support	Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment
Tactic	A short term plan to obtain a specific result, feeding into an overall strategy; a specific approach to a task
Technique	A method used for a specific task, a way of performing a skill
Thorough	Extremely attentive to accuracy and detail
Wide	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given