

# Draft National Unit Specification



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**Unit title:** Applications of Algebra and Calculus (Advanced Higher)

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Learners who complete this Unit will be able to:

- 1 Use mathematical operational skills linked to applications of algebra and calculus
- 2 Use mathematical reasoning skills linked to applications of algebra and calculus

This Unit is a mandatory Unit of the Advanced Higher Mathematics Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Course Assessment Specification* for the Advanced Higher Mathematics Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Mathematics Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Mathematics Course or relevant component Units

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Use mathematical operational skills linked to applications of algebra and calculus by:**
  - 1.1 Applying algebraic skills to the binomial theorem and to complex numbers
  - 1.2 Applying algebraic skills to sequences and series
  - 1.3 Applying algebraic skills to summation and mathematical proof
  - 1.4 Applying algebraic and calculus skills to properties of functions
  - 1.5 Applying algebraic and calculus skills to motion and optimisation

### Outcome 2

The learner will:

- 2 Use mathematical reasoning skills linked to applications of algebra and calculus by:**
  - 2.1 Interpreting situations where mathematics can be used and applying a range of valid strategies
  - 2.2 Explaining solutions and/or relating them to context

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. They should ensure there is sufficient evidence of competence in algebraic, calculus and reasoning skills from the Outcomes and Assessment Standards to allow a judgement to be made that the learner has achieved the Unit.

Assessors should use their professional judgement when giving learners credit for an appropriate degree of accuracy. This may mean giving credit for incomplete solutions or numerically incorrect solutions which show correct methodology, therefore demonstrating required knowledge and understanding of the algebraic and calculus processes involved.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment in a single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

A calculator or equivalent technologies may be used.

For this Unit, learners will be required to produce evidence as follows.

For **Outcome 1**, learners will be required to provide evidence for each of the Assessment Standards by drawing on the following:

**Algebraic Skills (1.1)**

- ◆ Expanding expressions of the form  $(x + y)^n$
- ◆ Performing operations on complex numbers

**Algebraic Skills (1.2)**

- ◆ Evaluating the modulus and argument of complex numbers.
- ◆ Finding the general term and summing arithmetic and geometric sequences.
- ◆ Using the Maclaurin series expansion to find a stated number of terms of the power series for a simple function.

**Algebraic Skills (1.3)**

- ◆ Applying summation formulae.
- ◆ Using proof by mathematical induction.

**Algebraic and Calculus Skills (1.4)**

- ◆ Finding the vertical asymptote of a rational function.
- ◆ Finding the non-vertical asymptote of a rational function.
- ◆ Sketching the graph of a rational function including appropriate analysis of stationary points.

**Algebraic and Calculus Skills (1.5)**

- ◆ Applying differentiation to rectilinear motion
- ◆ Applying differentiation to optimisation

For **Outcome 2**, evidence of reasoning skills can be collected separately or combined with evidence for Outcome 1.

Exemplification of assessment is provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### 2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

### 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** October 2012 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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