

## SYLLABUS DETAILS

OPT-SL

### A.S. Obj **A.2 Biochemistry of nutrition (6h)**

Notes: Limit the amount of detail. The assessment statements are explicit.

- A.2.1 1 List two sources for each of monosaccharide, disaccharide and polysaccharides in the diet (cross reference 2.2.8 and 2.2.9).
- A.2.2 2 Outline the fate of the products of ingested carbohydrates including storage (as glycogen or lipid) and cell respiration.
- A.2.3 1 List three sources of lipids in the diet.
- A.2.4 2 Describe the fate of the products of ingested lipids including storage, growth of membranes and cell respiration.
- A.2.5 3 Discuss the variation in energy requirements (in kJ or MJ) depending on age, gender, activity and condition.
- A.2.6 1 List four sources of protein in the diet.
- A.2.7 2 Outline the fate of the products of ingested proteins including protein synthesis and deamination.
- A.2.8 1 State that essential amino acids are those which must be ingested and cannot be synthesised.
- A.2.9 2 Describe the functions of calcium, iron, iodine and potassium.  
Obviously the functions could be expressed in terms of "X is needed for ...." or "in the absence of Y .... results", similarly for A.1.4.
- A.2.10 2 Outline the functions of the following vitamins: retinol, cyanocobalamin, ascorbic acid, calciferol and tocopherol.  
The move is to name vitamins but mark schemes will take letters into account.
- A.2.11 3 Discuss the importance of fibre in the diet.

### **A.3 Diet and health (3h)**

Note: Social issues and world health and nutrition problems can be discussed. In some sections there is also the opportunity to teach good practice (A.3.6, A.3.10 and A.3.13)

- A.3.1 3 Discuss the significance of diets which are rich in lipids, in relation to obesity and coronary heart disease (CHD).

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### Definitions of action verbs

#### Objective 1

<i>Define</i>	give the precise meaning of a word or phrase as concisely as possible.
<i>State</i>	give a specific name or other brief answer. No supporting argument or calculation is necessary.
<i>List</i>	give a sequence of names or other brief answers with no elaboration. Each one clearly distinguished from the others. The number required may be specified.
<i>Draw</i>	represent by means of pencil lines. Add labels unless told not to do so.
<i>Measure</i>	find a quantity and state it using a number and SI unit.
<i>Estimate</i>	find the most likely value for an unknown quantity, based on the information provided and scientific knowledge.

#### Objective 2

<i>Outline</i>	give a brief account or summary, including essential information only.
<i>Describe</i>	give a detailed account, including all the relevant information.
<i>Calculate</i>	find an answer using mathematical methods. Show the working unless instructed not to do so.
<i>Identify</i>	find an answer from a number of possibilities.
<i>Apply</i>	use an idea, equation, principle, theory, or law in a new situation.
<i>Compare</i>	give an account of similarities and differences between two (or more) items, referring to both (all) of them throughout. Comparisons can be given using a table.
<i>Annotate</i>	add brief notes to a diagram, drawing or graph.

#### Objective 3

<i>Suggest</i>	propose a hypothesis or other possible answer.
<i>Discuss</i>	give an account including, where possible, a range of arguments, assessments of the relative importance of various factors or comparison of alternative hypotheses.
<i>Explain</i>	give a clear account including causes, reasons or mechanisms.
<i>Deduce</i>	reach a conclusion from the information given.
<i>Predict</i>	give an expected result.
<i>Evaluate</i>	assess the implications and limitations.
<i>Design</i>	produce a plan, object, simulation or model.
<i>Determine</i>	find the only possible answer.
<i>Analyse</i>	interpret data to reach conclusions.

# Scottish Higher Certificate English

## 1 HIGHER GRADE: THE COURSE

### 1 1 Activities of the Course

The activities which characterise a Higher Grade English course arise naturally from the above rationale. They follow on from, and extend, those listed in the Standard Grade Revised Arrangements document.

In order to develop language-handling skills, to broaden and refine linguistic, literary and media awareness, to expand experience and knowledge, and to obtain aesthetic satisfaction, students should engage in a programme of activities of the kinds listed below. These will involve all modes of language and could be undertaken at individual, group or class levels.

Exploring, in talk and writing, experiences (both real and imagined), feelings, emotions and ideas.

Expressing these in a variety of prose/dramatic/poetic forms.

Experimenting with different models and styles.

Discussing personal programmes of reading and writing with a teacher.

Discussing ideas/themes/texts/approaches with peers/teacher.

Taking part in debates.

Undertaking personal reading, independent study and research.

Skimming, scanning, close reading.

Consulting and comparing a number of texts.

Contrasting and collating information from different texts.

Identifying the main concerns, structures and styles of texts and, where appropriate, interrelationships between texts.

Acquiring techniques for analysing key passages in relation to whole texts.

Acquiring awareness of the contexts (literary, historical, ideological) of a text.

Applying a knowledge of literary concepts and critical approaches both to texts and to any ensuing writing tasks.

Reviewing, summarising, making notes.

Forming opinions and taking a stance.

Planning, drafting, editing, redrafting: presenting collated and revised material in appropriate form and style.

### 1 2 Literature

The study of literature should pervade the course. The system of assessment is designed to allow teachers and students the freedom to choose the literary texts that will in their view best encourage development and enrichment. The range of prose, poetry and drama open to

candidates in the Review of Personal Reading, the Critical Essay and the unseen and specified texts is intentionally wide. It is desirable that over the course as a whole students should come into contact with the main genres of literature, contemporary and earlier works, writings from other cultures in the English-speaking world and, where appropriate, works in translation. Within the Higher Grade course students should be encouraged to give consideration to texts by Scottish writers. There is a more detailed reference to the place of Scottish literature and language in the course in Appendix I.

1 3

### Mass Media

The mass media have a major influence on our lives. Increasingly they offer our students some of their most profound communicative and aesthetic experiences. It is therefore important to consider the nature of the mass media and to respond critically to them through a heightened perception of their content, structures and functions within culture. Such matters have been on-going concerns within the syllabus of English for some fifty years and two approaches have now evolved.

In one, teachers of English use the media to explore social issues, to support the study of literature, to examine particular language features and to promote talking and listening. These might be called indirect forms of media study. Such concerns will continue to be appropriate in the Higher Grade English course. In addition, opportunities for specific comparison of literary texts and their media adaptations, or analysis of media texts in conventional literary terms will be offered through, for example, the Review of Personal Reading.

In the other, the mass media are approached directly through the consideration of such matters as their codes; specific texts and critical responses to them; readership and audience; and those features of production affecting form and content. The external examination will therefore recognise this direct approach and give candidates the option to write about the mass media within specified areas of study appropriate to English. (See below in 2 3 3.) Guidance will be found in Appendix II.

1 4

### Linguistic and Literary Awareness

In order to engage adequately in the activities listed above, students should refine and extend their understanding of, and capacity to use, some of the more important features of language, structure and style. Students should be familiar with:

the more important ways in which language varies according to user and use (eg register, Scots language forms, regional and other dialects, standard and non-standard forms and multi-cultural varieties);

the distinction between connotative and denotative uses of language;

the way in which, over time, language changes in vocabulary, pronunciation and structure;

the names and uses of the main word classes - noun, pronoun, adjective, article, verb, adverb, preposition and conjunction;