

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Subject: HSC		Open Faculty			
End points	Year 9	Year 10	Year 11	Year 12	Year 13
Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing	<p>the changes associated with the transition from young people to adulthood</p> <p>physical, i.e.: - development of the body - gross/fine motor skills - physical appearance</p> <p>intellectual, i.e.: - building up of concepts, especially mathematical ones - self-esteem - development of ability to understand, reason and learn - learning to read and write and later on taking exams - memory</p> <p>language, i.e.: - communication skills - developing language - being able to hold a conversation</p> <p>emotional, i.e.: - family influences - positive and negative</p>	<p>an overview of the ageing process to include:</p> <p>the effect on physical development (e.g. osteoporosis, mobility, health)</p> <p>the effect on intellectual development (e.g. memory loss, employment/retirement)</p> <p>the effect on emotional and social development (e.g. change in relationships within the family, bereavement)</p> <p>the change of role in life (e.g. parent to grandparent, carer to cared for)</p>	Vocational context means that end points are after year 10	<p>Physical development across the life stages</p> <p>Intellectual development across the life stages</p> <p>Emotional development across the life stages</p> <p>Social development across the life stages</p> <p>Factors affecting human growth and development</p> <p>The nature/nurture debate related to factors</p> <p>Genetic factors that affect development</p> <p>Environmental factors that affect development</p> <p>Social factors that affect development</p> <p>Major life events that affect development</p>	

	<p>emotions - self-concept - stress - the environment</p> <p>social, i.e.: - development of relationships - social interaction - environment, i.e.: urban/rural location cultural status</p>			<p>The physical changes of ageing</p> <p>The psychological changes of ageing</p> <p>The societal effects of an ageing population</p>	
	NC/Spec coverage Component 1	NC/Spec coverage Component 1	NC/Spec coverage	NC/Spec coverage Unit 1	NC/Spec coverage Unit1
Analyse and evaluate information related human values and rights and how peoples care needs can be met	<p>the rights of individuals to: choice, i.e.: - joining in activities food options selection of GP - where/how to receive treatment</p> <p>confidentiality, i.e.: - having personal notes stored securely - not being spoken about so others can hear</p> <p>protection from abuse and harm</p> <p>equal and fair treatment, being treated for the needs the individual has</p>	<p>the key aspects of legislation which are relevant to each of the following groups:</p> <ul style="list-style-type: none"> o children and young people o vulnerable adults o ethnic minority groups o people with disabilities o men and women o older adults <p>an overview of the key aspects of legislation, i.e.:</p> <p>how the Equality Act 2010, Children Act 2004, Data Protection Act 2018, Health and Safety at Work Act 1974 and Mental Health Act 2007 - support an individual's rights.</p>		<p>Promoting equality, diversity and preventing discrimination</p> <p>Skills and personal attributes required for developing relationships with individuals</p> <p>Empathy and establishing trust with individuals</p> <p>Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>Legislation and guidance on conflicts of interest, balancing</p>	<p>The roles of people who work in health and social care settings</p> <p>The responsibilities of people who work in health and social care settings</p> <p>Specific responsibilities of people who work in health and social care settings</p> <p>Multidisciplinary working in the health and social care sector</p> <p>Monitoring the work of people in health</p>

	<p>consultation, i.e.: - what type of care the individual would like if it were possible - opinions and views being sought</p> <p>why it is important to maintain individuals rights, i.e.: to make people feel valued/raise self-esteem</p> <p>to empower and instil confidence and trust</p> <p>how care workers can support individuals to maintain their rights, i.e.:</p> <p>by using effective communication, i.e.: - using vocabulary that can be understood - not being patronising - adapting their communication to meet the needs of the individual or the situation</p> <p>listening to individuals' needs o by providing up-to-date information, i.e.:</p>	<p>provide a framework to maintain and improve quality of practice - provide guidance for those who work in the sectors - set out the standard of practice and conduct those who work in the sectors should meet (Learners must be taught any changes to legislation which supersedes those listed)</p>		<p>resources and minimising risk</p> <p>Enabling individuals to overcome challenges</p> <p>Promoting personalisation</p> <p>Communication techniques</p> <p>How agencies work together to meet individual care and support needs</p> <p>Roles and responsibilities of key professionals on multidisciplinary teams</p> <p>Confidentiality and maintaining records</p>	<p>and social care settings</p> <p>The roles of organisations in providing health and social care services</p> <p>Issues that affect access to services</p> <p>The roles of organisations that regulate and inspect health and social care services</p> <p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>People with specific needs</p> <p>Working practices</p>
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	<p>- on time services open - type of care provided - location - alternatives available</p> <p>by challenging discriminatory behaviour, i.e.: - challenge at the time - afterwards through procedures - long-term proactive campaigning</p> <p>by providing information about complaints procedures, i.e.: - the options they have - the steps to take when making a complaint - procedures to follow</p> <p>by providing advocacy, someone to speak on behalf of someone who is unable to speak for themselves.</p>				
	<p>NC/Spec coverage Component 1/2</p>	<p>NC/Spec coverage component1/2</p>	<p>NC/Spec coverage</p>	<p>NC/Spec coverage Unit 1/5</p>	<p>NC/Spec coverage Unit 1/5</p>
<p>Understand the body systems and how they can be effected by</p>		<p>the cardiovascular system</p> <p>o the structure of the cardiovascular system,</p>	<p>how to measure pulse rate before and after activity (e.g. beats per minute, average pulse</p>		<p>Types of physiological disorders and effects on body systems and functions</p>

<p>age or other disorders</p>		<p>i.e.: - heart - ventricles, left and right atrium, aorta - veins - size, diameter - arteries - size, diameter, pressure</p> <p>o the function of the cardiovascular system, i.e.: - circulation of blood around the body, oxygenation and deoxygenation (e.g. arteries are the blood vessels carry</p> <p>the structure of the respiratory system, i.e.: - trachea, i.e.: cartilage and ligaments, connects nose and mouth to lungs</p> <p>the function of the respiratory system</p> <p>the digestive system o the structure of the digestive system</p> <p>the function of the digestive system, i.e.: - digestion</p> <p>the cardiovascular system disorders, i.e.: - heart attack angina heart failure</p>	<p>rates, raising pulse rate during activity)</p> <p>compare results against normal/maximum pulse rates for age</p> <p>how to measure peak flow of an individual before and after activity (e.g. using a peak flow meter, highest of 3 blows, higher when well, lower when breathing is restricted)</p> <p>compare results against normal values for age, height and weight</p> <p>how to calculate BMI (e.g. average BMI's, measure height and weight input onto BMI chart)</p> <p>compare the results against healthy weights for height.</p> <p>ways of measuring function in the:</p>		<p>Causes of physiological disorders</p> <p>Signs and symptoms of physiological disorders</p> <p>Investigative procedures for physiological disorders</p> <p>Diagnostic procedures for physiological disorders</p> <p>Provision of treatment and support</p> <p>Types of carers and care settings</p> <p>Care methods and strategies</p> <p>Treatment planning processes</p>
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		taste in mouth, vomiting, weight loss) diagnosis (medical history, physical exam, endoscopy, x-ray, ultrasound, blood test, Body Mass Index (BMI) tests).			
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