

**AS GCE Health and Social Care  
 Revision Schedule**

**[F910] Unit 1: Promoting Quality Care**

Topic	Details	Completed
<b>Attitudes and Prejudices</b>	<p>Definition of attitude, stereotype, prejudice, social exclusion and discrimination.</p> <p>Define socialisation:            Primary = family;            Secondary = education, media, work, peers.</p> <p>How do these agencies influence attitudes? Look at both positive and negative attitudes that could be learnt.</p> <p>Define and give examples of unfair treatment: direct, indirect and institutional discrimination.</p> <p>What are the effects of discrimination on individuals? Think about the short and long term effects on health and well being, self esteem and sense of empowerment and the implications on wider society.</p>	
<b>Rights and responsibilities of people who use services and providers</b>	<p>Candidates will not be asked about any specific named legislation. They need to know a piece of relevant legislation for each group identified in the specification. We would encourage candidates to look at the most recent legislation.</p> <ul style="list-style-type: none"> <li>- Children and young people (Children Act)</li> <li>- Vulnerable adults (Mental Health Act, Mental Capacity Act, <i>Disclosure and Barring Scheme - Nov 2012 onwards</i>)</li> <li>- Men and women</li> <li>- Minority ethnic groups</li> <li>- Older people</li> <li>- People with disabilities</li> </ul> <p>The Equality Act covers many of these groups and is will be accepted if used more than once as long as it is applied to the appropriate group. You may wish to give a brief overview of previous legislation, for example the Sex Discrimination Act but these should no longer be learnt in detail as they have been superseded by the Equality Act.</p> <p>For all legislation a basic understanding of content is required but then candidates will need to be able to evaluate its effectiveness for pwus, service providers and wider society.</p>	

Topic	Details	Completed
<b>Confidentiality</b>	<p>When should information be kept confidential?</p> <p>When should information not be kept confidential?</p> <p>What is a 'need to know' basis'?</p>	
<b>Facilitation of Access to Services</b>	<p>Definition of social exclusion.</p> <p>Barriers that affect access:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Psychological</li> <li>• Financial</li> <li>• Geographical/location</li> <li>• Cultural</li> <li>• Language</li> </ul> <p>Candidate must be able to apply these barriers to different groups of individuals and give appropriate examples.</p> <p>How can service providers try to improve access for pwus?</p>	
<b>Values of Care</b>	<p>What are the three main values of care?</p> <p>How are the 'early years' values of care different? Be able to identify at least five early years' values of care.</p> <p>Think of practical examples of how care workers could apply the care values in their everyday work in a variety of health, social care and early years settings.</p>	
<b>How organisations promote quality care</b>	<p>What are the components of an Equal Opportunities Policy? Candidates should know each component in detail. <i>NB: the components of other policies mentioned in the specification will be the same.</i></p> <p>What is the purpose/benefit of policies (you will also need to look at harassment, bullying and confidentiality policies) for the service providers and the pwus?</p> <p>What is a Code of Practice? Give an example.</p> <p>How can policies, etc be communicated to care workers?</p> <p>What support systems could be put in place for staff by organisations e.g. training, meetings, mentoring and policies?</p> <p>How could advertising and interviewing procedures for staff reflect equal opportunities?</p>	

GCE Health and Social Care                      Revision Schedule  
 Unit 12: Anatomy and Physiology in Practice [F921]

Topic	Details	Completed
<b>Respiratory System</b>	<p>Understand the overall structure of the respiratory system and be able to sketch and accurately label the gross structures of the respiratory system including the alveoli.</p> <p>Understand the functions of the respiratory system and the homeostatic links with other systems.</p> <p>Understand <b>at least one</b> respiratory dysfunction in detail that is listed in the specification and the causes of the respiratory dysfunction(s).</p> <p>Understand the general principles and values of <b>at least one</b> respiratory diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail, from those listed in the specification.</p>	
<b>Cardio-vascular System</b>	<p>Understand the overall structure of the cardio-vascular system and be able to sketch and accurately label the gross structures.</p> <p>Understand the general functions of blood, blood cell types and their functions;</p> <p>Understand the functions of the cardio-vascular system, the cardiac cycle, its control and the homeostatic links with other systems.</p> <p>Understand <b>at least one</b> cardio-vascular dysfunction in detail and the causes of the cardio-vascular dysfunction(s).</p> <p>Understand the general principles and values of <b>at least one</b> cardio-vascular diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail.</p>	
<b>Digestive System</b>	<p>Understand the overall structure of the digestive system and its associated organs and be able to sketch and accurately label the gross structures.</p> <p>Understand the functions of the digestive system and the homeostatic links with other systems.</p> <p>Understand <b>at least one</b> digestive dysfunction in detail from those listed in the specification. Understand the causes of the digestive dysfunction(s) and its effects on the individual and their digestive system.</p> <p>Understand the general principles and values of <b>at least one</b> digestive diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail.</p>	

Topic	Details	Completed
Reproductive System	<p>Understand the overall structure of the male and female reproductive systems and be able to sketch and accurately label the gross structures.</p> <p>Understand the functions of the male and female reproductive systems to include the menstrual cycle, fertilisation, pregnancy and birth and the homeostatic links with other systems.</p> <p>Understand the possible causes of infertility in both genders and the problems and issues it may cause in the respective reproductive systems</p> <p>Understand the general principles and values of <b>at least one</b> reproductive diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail.</p>	
Renal System	<p>Understand the overall structure of the renal system and be able to sketch and accurately label the gross structures.</p> <p>Understand the functions of the renal system to include urine production, osmoregulation and the homeostatic links with other systems.</p> <p>Understand <b>at least one</b> renal dysfunction in detail and the causes of the renal dysfunction(s), which are listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> renal diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail.</p>	
Musculo-skeletal system and neural system	<p>Understand the overall structure of the musculo-skeletal and neural system and be able to sketch and accurately label the structures listed in the specification.</p> <p>Understand the functions of the musculo-skeletal and neural system from those listed in the specification and the homeostatic links with other systems.</p> <p>Understand <b>at least one</b> musculo-skeletal or neural system dysfunction in detail and the causes of the dysfunction(s), from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> musculo-skeletal and neural system diagnostic technique for the dysfunction(s) in detail, from those listed in the specification.</p> <p>Understand the general principles and values of <b>at least one</b> form of treatment for the dysfunction(s) in detail.</p>	
Lifestyle	<p>Understand the effects (not only physiological and but also those related to PIES) of dysfunctions caused by lifestyle choices on each of the body systems studied to include:</p> <ul style="list-style-type: none"> <li>• smoking</li> <li>• alcohol ( the abuse of and its known benefits)</li> <li>• exercise (overindulgence and the lack of it)</li> <li>• poor diet</li> <li>• environmental factors (including living conditions, pollution, etc)</li> </ul>	

**Revision Schedule**  
**Unit 15: Social Trends [F924]**

Topic	Details	Completed
<b>Patterns of family life; Structural</b>	<p>Understand how analysis of data can be used to explain social trends, (both economic and societal) in:</p> <ul style="list-style-type: none"> <li>• nuclear, extended, one-parent, reconstituted, and dual worker families</li> <li>• childless and same sex couples</li> <li>• homelessness, unemployment, migration and immigration</li> <li>• single person households</li> <li>• number of children.</li> </ul> <p>Learn key definitions of the family types.</p>	
<b>Patterns of family life; Relationships</b>	<p>Understand how to link social trends and demographic changes in population explaining how patterns of behaviour in society over the last 50 years have contributed to relationship changes.</p> <p>Awareness of how one change impacts on others.</p> <ul style="list-style-type: none"> <li>• births outside marriage</li> <li>• cohabitation</li> <li>• conjugal roles in the family.</li> </ul>	
<b>Reasons for change in structure and roles over the last 50 years</b>	<p>Understand and explain these changes:</p> <ul style="list-style-type: none"> <li>• divorce and remarriage</li> <li>• contraception, abortion, decreasing birth rates</li> <li>• life expectancy and increasing population of older people</li> <li>• changing role of men and women and the changing concept of childhood</li> <li>• cultural and racial diversity, migration and immigration</li> <li>• smaller workforce</li> <li>• economic factors</li> <li>• changes in educational provision and educational attainment.</li> </ul>	
<b>Changes to service provision</b>	<p>Understand that the service provision, (statutory, private and third sector) has changed and will need to change to meet the needs of the ever changing family. Know what is available and the main roles/responsibilities of those practitioners/individuals working with the family in:</p> <ul style="list-style-type: none"> <li>• services to reduce family breakdown and provide assistance at this time</li> <li>• child protection services</li> <li>• protection services for adults</li> <li>• assistance with care for family members</li> <li>• financial support for children and families.</li> </ul>	

Topic	Details	Completed
Using Data	<ul style="list-style-type: none"> <li>• interpretation of data to explore and draw conclusions</li> <li>• describe trends accurately</li> <li>• understand projections</li> <li>• interpretation of tables, graphs, charts and text, etc</li> <li>• use of and suitability of secondary sources of data</li> </ul>	
Research Methodologies	<ul style="list-style-type: none"> <li>• ensure you are confident dealing with concepts related to research methodologies</li> <li>• quantitative/qualitative data</li> <li>• sampling methods</li> <li>• suitability of primary data collection methods: experiments, questionnaires, structured and in-depth interviews, overt/covert, participant/non-participant observation for different purposes</li> <li>• strengths and weaknesses of the different methods</li> <li>• problems with each method</li> <li>• ways to overcome problems</li> <li>• reliability/validity/bias of methods</li> <li>• ethical issues</li> </ul>	
Pre-release material	<ul style="list-style-type: none"> <li>• study material provided carefully - this is an obvious indicator of the focus of questions and final revision. There is no need to refer to originals of sources, the material provided is sufficient to stimulate revision</li> <li>• make sure you are aware that the structure of society is constantly changing with the emphasis now on choice and tolerance towards diversity both in family structure and relationships</li> <li>• avoid making stereotypical judgements on controversial issues e.g. teenage pregnancy, immigration, asylum seekers etc. look at the evidence available and put your answer into context</li> <li>• be aware of the relationship between government policy and the family. For example how policy on health, education and welfare has influenced family structures and relationships.</li> <li>• be aware of cultural diversity on structures such as the family and support services</li> <li>• it may be useful to study the pre-release items in 4 steps: <ol style="list-style-type: none"> <li>1 what trend does the information show?</li> <li>2 what are the possible reasons/explanations for this?</li> <li>3 what is the impact of these trends on services?</li> <li>4 what may be the positive or negative effects on society and/or the people in it</li> </ol> </li> <li>• always answer research methodology questions in the context of the question NOT generically for the method indicated in the question or chosen as part of your response</li> <li>• know the process required to complete a piece of research - it may be helpful to find a way to remember the parts of the process, e.g. ASPQPERAC, aim, sample, population, questions, pilot, ethics, responses, analysis and conclusions. However, read the question carefully before simply regurgitating this!!</li> </ul>	