

Surname	Centre Number	Candidate Number
First name(s)		2



GCE A LEVEL – NEW

1570U30-1



TUESDAY, 24 MAY 2022 – AFTERNOON

**HEALTH AND SOCIAL CARE, AND CHILDCARE
A2 Unit 3 – Theoretical perspectives of children
and young people’s development**

2 hours 30 minutes

For Examiner’s use only		
Question	Maximum Mark	Mark Awarded
Section A	1.	20
	2.	20
Section B	3.	20
	4.	22
	5.	18
Total		100

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.
Write your name, centre number and candidate number in the spaces at the top of this page.
Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

Section A questions relate to the pre-released material.
The number of marks is given in brackets at the end of each question or part-question. You are advised to divide your time accordingly.
The total number of marks available is 100.
You are reminded of the need for good English and orderly, clear presentation in your answers. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question 5.



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Case study for use with questions 1 and 2 in Section A

Elen is 14 years old. Her parents divorced when she was aged 4. Elen remained in the care of her father, Tom, and has had no contact with her mother. Elen has lived with her father and stepmother, Sian, for the last 9 years. Three years ago, Rhodri, Elen's half-brother was born. In recent years, the family have moved several times and now live on a housing estate on the outskirts of a large town.

Over the last 18 months, Elen has become disruptive in class and is causing concern at school. She has also started to get a reputation in her community as a 'troublemaker' which is also causing difficulties at home.

Elen's behaviour includes:

- being late for school and sometimes missing school to socialise with a group of older teenagers in the town centre
- being rude to teachers and not engaging in school life
- not completing homework and staying in her bedroom when at home
- staying out late at night without agreement from her parents
- arguing with her parents if they try to impose rules and boundaries
- ignoring her brother, with whom she used to have a close relationship.

Tom and Sian are also concerned about their son Rhodri, who at three years old speaks mostly in single words rather than sentences and his speech is difficult to understand. He often uses gestures and points to communicate his needs rather than using verbal communication. He attends a local Cylch Meithrin, a Welsh Language pre-school unit. Rhodri is struggling to settle in at the Cylch Meithrin and his behaviour has become challenging since his mother returned to work. He is also becoming increasingly distressed by the negative atmosphere at home due to the frequent arguments and upset over Elen's behaviour.

Rhodri's behaviour includes:

- extreme distress when he is left at Cylch Meithrin
- temper tantrums, including shouting, crying and throwing himself on the floor whilst at Cylch Meithrin
- refusing to engage with practitioners
- preferring to be alone and refusing to engage with group activities like circle time
- showing behaviour that challenges and anger at home if not given his own way
- frustration and upset both at home and at Cylch Meithrin when his needs are not understood.

Tom and Sian are becoming increasingly concerned about both children and how their behaviour is affecting family life. They have arranged a meeting with both Elen's school and Rhodri's keyworker at the Cylch Meithrin to discuss strategies and support to enable improvement in the children's development and their behaviour that challenges.



SECTION A

Answer **all** questions.

1. Read the case study on Elen and Rhodri and answer the questions below.

(a) Describe **two** factors that may be influencing Elen's behaviour. [6]

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(b) Using Bandura's social learning theory, explain the possible effects of Elen's behaviour on her brother Rhodri. [6]

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2. To support children and young people’s behaviour, it is important to understand the causes of behaviour that challenges and the factors that impact on behaviour.

(a) Consider how Bowlby’s theory of attachment can provide an explanation for some of Elen’s behaviour that challenges. [6]

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SECTION B

Answer **all** questions.

3. (a) Describe the social benefits of emotional intelligence for the development of children and young people. [6]

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(b) Describe how learning disabilities may affect the development of children and young people. [6]

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4. Play underpins the Foundation Phase Framework.

- (a) Explain the importance of environmental play for the development of children within the Foundation Phase. [6]

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