

Surname	Centre Number	Candidate Number
First name(s)		2



**GCE A LEVEL**

1570U30-1



S24-1570U30-1

**TUESDAY, 21 MAY 2024 – MORNING**

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

2 hours 30 minutes

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

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**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

Aisha is a twelve-year-old girl who has been attending a large inner-city school for eight months. Aisha and her family are Afghan citizens who have resettled in Wales due to the dangerous circumstances that exist in their home country. Aisha speaks some English, but little Welsh. She has found it difficult to adjust to her new school, is struggling with her schoolwork and making friends. Aisha's form teacher is concerned about:

- a lack of concentration in lessons
- non-completion of homework
- the adjustment to school
- Aisha's low and sad mood
- a lack of interest in school activities
- an unfriendly attitude with peers which has resulted in arguments and disagreements during lessons
- interaction with her peers.

Her form teacher has referred Aisha to the school counsellor. Aisha has told the counsellor about some of her problems with settling at the school. She said she is finding it difficult to adjust to the new environment and interacting with peers.

In her school in Afghanistan, Aisha had a close bond with both her teachers and peers. She had a lot of friends to socialise with, and they helped each other with homework. Aisha believes she has tried to make friends, but feels she does not fit in with the other pupils. Aisha wants to create positive relationships with teachers, but is often in trouble for not completing homework and feels teachers have a negative opinion of her.

Aisha told the counsellor that her mother is ill, and that her father works long hours in a local supermarket. Aisha is responsible for the laundry, cooking and other household chores, as well as ensuring her four younger siblings attend school. Aisha is often up late at night completing these chores and caring for her mother, leaving little time for her schoolwork, or socialising with peers.

The family are struggling financially as her mother is unable to work due to illness and her father has a low-paid job. The family live in a two-bedroom flat which is overcrowded, but they cannot afford to move to more suitable accommodation.

Aisha told the counsellor she is worried about her schoolwork. In Afghanistan she did well in her studies. In Wales, however, she feels her work is behind that of her peers, especially as many of the subjects she studies are different.

The school is keen to support Aisha with her studies, help her develop her social and emotional skills and form friendships with her peers. The school counsellor will continue to work with Aisha to help her adjust to the culture of the school and allow her to talk through her problems, thoughts, and feelings.



**SECTION A**

Answer **all** questions.

1. Read the case study on Aisha and answer the questions below.

- (a) One key area of Aisha's physical development is puberty. Outline **three** physical changes experienced by girls during puberty.

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- (b) Describe the main features of emotional and social development for a twelve-year-old child, such as Aisha. [6]

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2. To support children's development and behaviour, it is important for practitioners to understand the causes of children's challenging behaviours and the factors that impact on a child's behaviour.

- (a) Assess how Erikson's theory of the stages of psychosocial development may account for some of the behaviour demonstrated by Aisha. [8]

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**SECTION B**

Answer **all** questions.

3. Practitioners support children's holistic development, which includes their physical, cognitive and language development.

- (a) Outline how regular active play can help children develop life skills and a lifelong habit of daily exercise. [6]

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(b) Assess how unstructured play promotes a child's intellectual development.

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- (c) Explain the importance of attachment for the development of children from birth to three-years-old.

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**4. Play underpins the Foundation Phase Framework.**

- (a) Explain how Piaget's theory helps practitioners understand how children learn through play. [6]

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(b) Describe the stages of children's play from birth to five-years-old.

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- (c) With reference to Maslow's theory, consider how practitioners meet the holistic needs of young children. [8]

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- Describe the strategies used in the behaviour modification approach that aim to develop positive behaviour patterns in children, and evaluate the potential impact of these strategies on Jac. [18]



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