

Surname	Centre Number	Candidate Number
First name(s)		2



**GCE A LEVEL**

1570U50-1



S24-1570U50-1

**TUESDAY, 21 MAY 2024 – MORNING**

**HEALTH AND SOCIAL CARE, AND CHILDCARE**  
**Unit 5 – Theoretical perspectives of adult behaviour**

2 hours 30 minutes

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

Until recently, Nico, aged 65, had been running a successful hairdressing business which had been handed down through his family for three generations. Nico worked alongside his only child, Sofia, who joined him in the business after training at college.

When Sofia was 21, she moved out of the family home to live rent-free in the flat above the salon. As an only child, she enjoyed a close relationship with her parents. They often enjoyed shopping together during their free time. Nico and Aria (Sofia's mother) loved to spoil Sofia and often bought her presents. Nico was very proud of his daughter and often commented on her hairstyling ability, good fashion sense and her flair in furnishing her flat.

A year ago, Aria died suddenly following a short illness and it was an upsetting, stressful time for the family. Sofia was left to manage the day-to-day business as Nico wasn't coping and did not feel up to returning to work. She worked long hours in the salon and had little time left for herself.

Six months later, Nico received a phone call from the bank to say that the business account was overdrawn. He was very confused and asked Sofia how this could have happened.

Sofia broke down in tears saying it was all her fault. She had been transferring money from the business account into her personal account because she was struggling to control her shopping addiction. She explained that shopping online had helped her to cope with the loss of her mother, the stress of running the business alone and worrying about Nico. Sofia had used up all her savings and available credit options. She had taken out several credit cards to be able to purchase items, even though she was aware that this could cause long-term debt.

Nico's immediate reaction was anger and disbelief as he had trusted Sofia, but he also had a sense of guilt. He agreed to help his daughter to get support and also to seek help for himself, as he realised he wasn't coping with the death of his wife. Nico visited his GP who suggested bereavement counselling which would involve talking therapy.

After searching online, Nico and Sofia joined a support group that signposted Sofia to a counsellor who offered cognitive behavioural therapy (CBT).

Nico and Sofia discussed the future of the salon. They decided to employ a temporary manager to run the business whilst Sofia returned to college to study a business management course. This additional training would give Sofia the skills and confidence to cope with running the family business on her own in the future.



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

- [6]

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[6]



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[6]



[6]



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[8]



[8]





Answer **all** questions.

- (a) Describe how a learning disability may affect Yousef's behaviour. [8]



Yousef lives with his parents who support and care for him. They are anxious about Yousef as they realise that they may not be able to cope in the future, and he will need formal care.

(b) Explain how developing resilience will benefit Yousef in the future. [6]

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(c) Consider how the Traffic light system of behaviour management is an example of a positive and pro-active approach.



- (a) Describe the key areas of development that may be affecting Mair. [6]



(b) Explain how practising mindfulness could help Mair.

[6]

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(c) Evaluate the strengths and limitations of using the Humanistic approach to support Mair. [8]



- Describe the key features of the Butterfly scheme and analyse the benefits of the Butterfly scheme for those who live with dementia.

[18]



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