

Examiners' Report/ Lead Examiner Feedback

January 2015

NQF BTEC Level 1/Level 2 Firsts in
Children's Play, Learning and
Development

Unit 4: Promoting Children's Positive
Behaviour (20123F)

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Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	14	23	32	41

General Comments on Exam

This is the second time that this unit has been assessed. It is pleasing to report that many of the learners who sat the paper showed knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories. The learners generally understood the use of rewards within an early year's environment.

It was evident that some learners were not consistently identifying approaches or able to identify ways in which adults support or promote positive behaviour through boundaries and expectations. Some learners were not able to give examples of appropriate strategies which related to the age or stage of development of children; this is essential to demonstrate the understanding required.

Centres are to be highly commended for full coverage of the specification which enabled their learners to access all aspects of the paper.

Questions 1 - 4

These questions were generally answered well. The questions are generic, rather than specific to the stages of development. Learners demonstrated sound understanding of behaviour.

Question 5 - Targeted specification area: C1

Learners generally answered the first part of the question well, providing examples which related to the identification of considering children's opinions but they did not develop the question to gain the second mark for a description of how this would promote positive behaviour.

1 mark example

5 Describe how considering children's opinions promotes their positive behaviour.

The children will feel wanted because they will be listened to. If the EYE listen's to the child's opinion they will feel that they are cared about.

Question 6 Targeted specification area B2

Some learners were not always aware of the meaning of a sanction that could be used to respond to unwanted behaviour.

Question 7 Targeted specification area B1

Many learners did not identify ways in which adults can support positive behaviour through boundaries and expectations. Learners identified sharing toys and being polite however few learners related their answers to boundaries and expectations.

0 mark example

7 Give **two** ways adults can support children's positive behaviour through boundaries and expectations.

The adults will show what do to do and what not to do in the class.

2 mark example

7 Give **two** ways adults can support children's positive behaviour through boundaries and expectations.

- 1 Keeping the same boundaries and expectations the same will stop any confusion to the child.
- 2 If the child is aware of what they are expected of them then they will want to show positivity.

(Total for Question 7 = 2 marks)

Question 8 Targeted specification area C1

This question was generally answered well with learners able to identify specific practice which encouraged independence which promoted positive behaviour.

2 mark example

8 Describe how adults can encourage children's independence in an early years setting to promote their positive behaviour.

- Adults can encourage children to be independent by letting children make their own choices and ~~let them make their own decisions~~ this encourages children that they have a bit of power with what they are choosing.

(Total for Question 8 = 2 marks)

Question 9 Targeted specification area A1

Many learners only gave one example with some learners identifying role models but not specifying what behaviour the role model/key worker should portray.

1 mark example

9 Give **two** ways desired behaviour can be modelled to support children's positive behaviour.

- 1 By the adults / key person setting by a good example.
- 2 By helping and being polite to staff and children. Children always copy things of adults or other children.

(Total for Question 9 = 2 marks)

Question 10 Targeted specification area A1

Most learners were able to identify 'share toys' and 'take turns' but were unable to gain the second mark for how it would encourage children to value others, by respecting or understanding the needs of other children.

2 mark example

10 Describe **one** way adults can encourage children to value others when playing.

Children can be encouraged to value others by making sure they know that they have to share when playing and if another child has a toy they want then they have to wait patiently.

(Total for Question 10 = 2 marks)

Question 11 Targeted specification area A.1

Most learners were able to identify Bandura and describe the social learning theory. This could be further developed if the learners related the theory to practice, giving examples of imitating the behaviour of adults or the influences of role models.

Question 12 Targeted specification area C2

Some learners were able to identify the type of unwanted behaviour; verbal aggression, destructive behaviour or attention seeking behaviour. However some learners did not identify the **type** but gave examples of unwanted behaviour eg swearing, throwing toys and hitting.

Many learners were able to give examples of strategies that could be used to dealing with unwanted behaviour but this needed to be appropriate for dealing with a two year old. Few learners explained why the strategy should be used.

Question 13 Targeted specification area A.1

Learners were required to give reasons to involve the children when developing behaviour policies. The responses given by many learners did not relate to developing policies but gave more general examples of involving children.

2 mark example

13 Explain **two** reasons why it is important to involve children when developing behaviour policies in an after-school club.

1 To make them feel involved and allow them to have there own say.

2 to help them ~~to~~ understand what the role is and why it is ~~and~~ used for.

Question 14 Targeted specification area A.1, B2, C1

Many learners did not give a discussion of why the partnership is important in promoting positive behaviour. Examples were given on the importance of partnerships but these did not always relate to the promotion of positive behaviour.

2 mark example

14 Early years settings should provide partnership working between practitioners and parents/carers.

Discuss the importance of this partnership in promoting a child's positive behaviour.

They need to acknowledge their age range and discuss how they can help to promote required behaviour, they also need to know and understand the child's needs like how long they sleep for and if they are getting the right amount of food to eat during the day.

8 mark example

14 Early years settings should provide partnership working between practitioners and parents/carers.

Discuss the importance of this partnership in promoting a child's positive behaviour.

This is important so that the boundaries at home are same as at the nursery. Otherwise the child becomes confused and this can cause unwanted behaviour. Another reason why it is important is because the nursery need to know if the child is ill or tired so that they're aware of everything. This is why we have a key person for each child so that the practitioner can create a bond with the child and the parent. Bandura's theory of social learning is all about being a good role model and the practitioner and the parent both need to work together to be a good role model. If the parent is having problems at home with the child the nursery needs to be aware so that the child feels safe and secure. A child is more likely to behave if the consequences are consistent and the rewards are also consistent to promote positive behaviour.

Question 15 (a) Targeted specification area C1

Many learners were able to relate this question to rewards and praise being given by Mr Rispoli but few learners developed this into how the desired behaviour will be supported in the classroom.

2 mark example

15

Mr Rispoli, the reception class teacher, responds positively to the children's desired behaviour.

(a) Explain how Mr Rispoli supports this behaviour in his classroom.

Mr Rispoli, the reception class teacher, ⁽⁴⁾ rewards ~~forward~~ positive behaviour by praising them with a sticker where they children can show mum and dad and say why they got a sticker, by doing this the children will want to behave positively all the time because they will want to get a sticker again.

4 mark example

(a) Explain how Mr Rispoli supports this behaviour in his classroom.

Mr Rispoli knows that children need attention ⁽⁴⁾ therefore if he only gives attention to positive behaviour the other children might learn from it. He also encourages children to continue the desired behaviour which makes children feel good about themselves. Mr Rispoli also supports the behaviour by consistently making the same approach reinforcing to children the positive behaviour.

Question 15 (b) Targeted specification area C1, C2

Learners were able to give one advantage and one disadvantage of using rewards but this needed to be further developed to gain the full marks to include the explanation of why this supports children's behaviour.

4 mark example

(b) Explain **one** advantage and **one** disadvantage of using rewards to support children's behaviour.

(4)

Rewarding children's behaviour has an advantage because they will want to carry on and get more, and it encourages other children. ~~However~~ However, the disadvantage is that the children may get bored with the same reward over and over again therefore they will start to act up again and show negative behaviour.

Question 16 targeted specification area A1,B1, B2, C1,C2,

I was clear that the learners knew Maslow's theory, however this needed to relate to an 18month old and therefore not all stages were needed. The learners should have related the theory to the promotion of Imran's positive behaviour and this was only covered by a few learners.

3 mark example

16

Imran is 18 months old and goes to a childminder.

Discuss how the childminder can promote Imran's positive behaviour using Maslow's Hierarchy of Needs theory.

The childminder need to make sure Imran's needs are met for example, physical; Imran need to eat his food in order to not feeling hungry and also water should be available all the time because children get thirsty, shelter Imran lives in and also he need to feel warmth. Secondly, safety and security, Imran need to feel safe around his childminder. Thirdly, social needs he need feel loved by the childminder and the affection. The childminder need to make Imran's self-esteem to develop positively by giving him small task he can do so, this will make him feel good about himself. Lastly, self-actualisation could be added in activity that Imran is interested in. It is important that children's interest is included in the activity which will they find enjoyable so if Imran's interest is accounted in the activity he will engage easily in it.

6 mark example

16

Imran is 18 months old and goes to a childminder.

- ✓ basic needs
- ✓ safety + security - comfort
- ✓ Love + belonging
- ✓ self-esteem
- ✓ self-actualisation.

Discuss how the childminder can promote Imran's positive behaviour using Maslow's Hierarchy of Needs theory.

To promote positive behaviour using Maslow's the childminder needs to firstly think has to Imran had his basic needs, other wise he will ~~be~~ not be able to progress. The child minder needs to think has he had food, water, enough sleep and if he has he will be able to progress on the day he will have energy so he can play. Imran should feel safe and secure ^{the child minder could give} this will ^{him his comforter.} promote positive behaviour because he will feel ^{and secure} comfortable with asking this child minder questions and will ask play and playing around the childminder, or with the childminder. The childminder will know what Imran likes to play with so he will play nicely. Imran will feel loved and wanted so he will show positive emotions towards his childminder. Imran will start to get self-esteem and will start to work out what he enjoys and doesn't enjoy then fore he will positively play and do what he enjoys. The last one the childminder can play games that makes him realize who he is and he could build his self-image up and that's self-actualisation.

(Total for Question 16 = 8 marks)

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