

# Examiners' Report/ Lead Examiner Feedback

January 2016

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

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

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Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	40

## **General Comments on Exam**

This is the fourth time that this Unit has been assessed. It is pleasing to report that many of the students who sat the paper showed knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories. The students generally understood the use of rewards within an early year's environment and gave various examples of Skinner's and Maslow's theory. It was evident that some students were not able to develop their answers to show understanding, application and explanation. Further support with students understanding a description would enhance the quality of the responses, although improvements have been made since the previous series. The students did have some difficulty relating theories where the theorist had not been indicated within the question.

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

## Questions 1 - 4

These questions were answered well. The questions are generic, rather than specific to the stages of development. Students demonstrated sound understanding of factors that can affect behaviour.

## Question 5 a,b,c Targeted specification area C.1

The students answered these questions well, providing examples which related to the operant conditioning theory. Most of the students were able to identify Skinner and were able to show an understanding of the theory.

## Question 6 Targeted specification area B.2

Some students did not focus on the ways adults can encourage children to value and respect others and related their answers to what value and respect meant.

2 marks example

6 Give two ways adults can encourage children to value and respect others.

1. Share ~~at~~ with them so they understand.

Sharing is right.

2. Don't shout when around them because the child will think it is okay to

shout at others.

(Total for Question 6 = 2 marks)

## Question 7 Targeted specification area B.2

Most students answered this question well with 'discussing the reasons for rules' and 'reminding them of the boundaries' being the responses.

## Question 8 Targeted specification area B.1

Most students answered this question well and generally responded with choosing activities.

**Question 9 Targeted specification area A.1**

Most students answered this well and the main responses were reduced concentration and irritability.

**Question 10 Targeted specification area A.1**

The initial part of the question was answered well with examples given which related to Maslow's hierarchy of needs theory but there was a lack of development for the additional mark.

2 marks example

**10** Describe **one** way Maslow's hierarchy of needs theory can be applied to children's behaviour.

If a child does not get enough sleep, they may begin to get irritated easily

(Total for Question 10 = 2 marks)

**Question 11 Targeted specification area A.1**

The students found it difficult to describe two biological factors and there was a lack of development for the additional mark.

4 marks example

**11** Describe how **two** biological factors may affect children's behaviour.

1 A Biological factor such as illness will affect a child's behaviour because they may not be able to play with their friends, causing them to become frustrated or have lack of tolerance.

2 A communication and language development, will affect a child's behaviour negatively because, they will become frustrated as they cannot communicate ~~what~~ what they want to do to anyone.

(Total for Question 11 = 4 marks)

### Question 12 Targeted specification area C.2

The initial part of the question was answered well by some students with examples given which related to how adults could deal with unwanted behaviour that related to a two year old. However there were responses which were not appropriate for dealing with two year olds and these included giving time out or using a naughty chair. These were not accepted as they are inappropriate practice for a child of this age.

2 mark example

**12** Explain **one** way adults could deal with unwanted behaviour shown by a frustrated two-year-old child in an early years setting.

Two year olds can have tantrums. When they're having a tantrum, the adult must stay calm. If the adult stays calm, this will help the child to calm down, as they will see that they're not getting a reaction, or what they want.

(Total for Question 12 = 2 marks)

### Question 13 Targeted specification area B.1

The students were able to show understanding of the key person approach but there was a lack of development that related to supporting positive behaviour.

### Question 14 Targeted specification area A.1 B.2 C.1

The students that did not answer as expected, related the question to being "social" and "how to make friends". Some of the students knew Bandura's social learning theory and the experiments with the 'bobo doll' and many students gave examples of children imitating adults.

The question also expected the learners to relate theory to practice and the good responses could have compared Bandura to Skinner and covered the responses from different viewpoints.

7 mark example

14 Rachel is five years old and attends an after school club.

Discuss how adults at the after school club can use social learning theory to promote Rachel's positive behaviour.

Bandura's social learning theory suggests that children will copy and repeat the behaviour of others / their role models. This was shown during his 'Bobo doll' experiment. Rachel's positive behaviour can be promoted by using this theory, by ensuring that she has good role models around her. If the people around her are displaying positive behaviour then she will copy their positive behaviour. It is important that the adults are showing positive behaviour, because children will copy the behaviours of their role models. The adults could help promote her positive behaviour by putting Rachel with a small group of children who often show positive behaviour. It's very important that positive behaviour is shown and praised when possible. Albert Bandura's social learning theory shows that children learn behaviours best through copying others actions and behaviour. If unwanted behaviour is shown, then she may show negative behaviour too.

(Total for Question 14 = 8 marks)

### Question 15 Targeted specification area C.1

The students found this difficult with students able to give examples of the advantages of using sanctions to respond to unwanted behaviour but found it difficult to describe the disadvantages.

2 mark example

**15** Describe **one** disadvantage of using sanctions to respond to unwanted behaviour in an early years setting.

The sanctions might be different in an early years setting to the sanctions the children have at home which will create ~~incons~~ inconsistency and confusion for the children.

(Total for Question 15 = 2 marks)

### Question 16 Targeted specification area C.1

The students needed to respond to this question by looking at how adults could support the children to resolve the conflict. On many occasions the responses did not include supporting the children but related to the adult buying more scooters or removing the children.

4 mark example

**16** Two children aged four are arguing over whose turn it is to go on the scooter.

Explain **two** ways in which adults in the setting could support the children to resolve this conflict.

1 They could talk to ~~the~~ both children and ask them questions like 'why is it important to take turns' etc. This way they are learning to resolve things by themselves, by listening and talking to each other.

2 Another option would be to ~~to~~ remind them of the expectations and boundaries, and this way, they might be able to figure out what has gone wrong, and what they should do to make it right. This way, they're learning for themselves, with a little guidance.

(Total for Question 16 = 4 marks)

### Question 17 Targeted specification area A.1

The students answered this question well with many responses being bored and seeking challenges in other ways as a development.

2 mark example

17 A group of three-year-old children in an early years setting are under-stimulated.

Explain one possible effect on their behaviour.

They would become bored and restless and so they would start to show attention-seeking behaviour just to stimulate themselves and they would lose concentration and go and do something else.

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(Total for Question 17 = 2 marks)

### Question 18 Targeted specification area A.1, B.1, B.2, C.1

The students responded to this question by focusing on one area rather than looking at a range of points and the responses did not always relate to a two year old. The better responses also included an understanding of the theories integrated into their responses.

6 mark example

18 Whiteside Nursery is expanding its provision to include two-year-old children.

Discuss approaches the adults in the setting could use to support the positive behaviour of the two-year-old children.

By doing activities which consistently engage the child and are rewarded if they do the work well or complete a job such as tidying up which will help the children to feel valued and respected, helping them to have positive behaviour. ~~enough~~ They could also use Maslow's hierarchy of needs making the child feel safe in the setting, ~~making a post~~ making sure the child has a positive self-esteem by always on keeping them happy. Bandura's social theory by having the adults be role models so they will be following a positive behaviour policy.

(Total for Question 18 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

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