

Examiners' Report/ Lead Examiner Feedback

January 2017

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	19	26	33	40

General Comments on Exam

This is the sixth 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 some learners could make links to relevant theories. The learners understood the use of rewards within an early year's environment and gave various examples of Skinners theory. The centres should encourage the learners to know the correct terminology of the theorists as indicated in the specification.

Many learners could give examples of the effects of food and drink on the behaviour of children and how the changes in home circumstances could affect the child's feeling of security.

It was evident that some learners were not able to develop their answers to show understanding, application and explanation. Further support with learners understanding a description would enhance the quality of the responses.

The learners also found the eight mark questions difficult and further practise of these within the centres would help with the quality of these responses. The learners should also be encouraged to apply the theorists within these eight mark questions.

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 - 5

The learners answered these questions well. The questions are generic, and learners demonstrated sound understanding of factors that can affect behaviour.

Question 6 targeted specification area C.2

The learners that answered this question well mainly included examples of distracting the child with another activity. However, many of the responses included "ignoring the child" putting the child in "time out" and "punishing" the child. These are not considered good practice for dealing with unwanted behaviour.

State **one** way in which adults can diffuse a situation where unwanted behaviour is being shown.

Give a child a different activity to do

This response was given 1 mark.

Question 7a Targeted specification area A.1

Most learners could give the identification of Bandura's social learning theory.

Question 7b Targeted specification area C.2

Most learners answered this question well with examples given that included "imitate", "copy", or "role model" as the main responses.

(b) Give **two** advantages of adults using Bandura's theory in an early years setting to encourage positive behaviour.

(2)

1 When they would be good role models therefore children would copy good behaviour e.g. would prevent children from swearing.

2 When being a good role model, adults would eat healthy and nutritious meals. If children see adults eating unhealthy food and they aren't able to, could throw a temper tantrum.

(Total for Question 7 = 3 marks)

2 marks were awarded for this response as it includes role modelling and copy.

Question 8 Targeted specification area C.1

Many learners were able to answer this question well and were clear about the ways in which positive reinforcement can be used in an early years setting.

8 Give **two** ways positive reinforcement can be used in an early years setting to support children's positive behaviour.

- 1 giving the children praise, so telling them what they've done is good.
- 2 giving the children rewards such as stickers.

2 marks example because the learner included praise and rewards within the responses. The "stickers" would have also been accepted.

Question 9 Targeted specification area C.1

The learners were able to give examples of when children were bored and the better responses gave examples of what the behaviours would be.

9 Give **two** warning signs that indicate to adults that children are becoming bored when playing in the 'home corner'.

- 1 If children are showing attention seeking behaviours such as temper tantrums.
- 2 If children are taking their anger out on themselves or other children by hitting, kicking etc.

Question 10 Targeted specification area A.1

The learners were able to give good examples of the how the children's behaviour can be affected by food and drink.

10 Give **two** ways children's behaviour can be affected by food and drink.

- 1 Children can become irritable if they have not enough food and drink.
- 2 Children ~~is~~ ~~concent~~ or have lower concentration if they are hungry.

This response gained the two marks available.

Question 11 Targeted specification area A1

This question was responded to well by most learners. The learners were able to describe the changes in home circumstances with many also including how this affects the child's feeling of security.

11 Describe **two** changes in home circumstances that may affect a child's feeling of security.

- 1 a new baby because the child may feel very left out, and insecure and may feel a loss of attention which may make them feel insecure.
- 2 moving house - so the child may be unaware of the new surroundings so the child may feel very unsafe.

Many learners gained the full 4 marks available for this question as the learner had identified "new baby" and "moving house" but also included "insecure" and "unsafe" as examples of how this would affect a child.

Question 12 Targeted specification area C.2

This question was not answered well as the learners gave inappropriate ways to deal with unwanted behaviour and this is an area that centres need to reinforce. There were responses that included "punish", "time out" and "naughty step". The responses that gained marks came from the strategies within the specification which included "use facial expressions and body language" and "say no with eye contact" and "explain that he is showing unwanted behaviour" with a further development that would let Michael know his behaviour is "inappropriate" or "should not continue" This is an area that the learners find difficult and respond with inappropriate practice and centres should ensure that the learners know how to deal with inappropriate behaviour." Ignoring the child was not accepted" but "ignoring attention seeking behaviour" was accepted if Michael was not at risk. The learner responses should not include ignoring the child.

Explain **two** strategies that could be used by adults in the early years setting to deal with his unwanted behaviour.

1 Explain why his behaviour is not suitable because he is old enough to understand.

2 Say 'no' with eye contact when Michael shows this behaviour. This will show him that his behaviour is not suitable and he should not do it.

This response was awarded 3 marks

Question 13 Targeted specification area B.2

This question was answered well and there has been an improvement in this area since the previous series. The centres have spent time on this area to ensure that the learners understand the importance of the early years setting's working at home for the benefit of the children. Most of the responses included "consistency between the home and setting", "to keep children feeling safe" and to "prevent confusion".

3 State **two** reasons why parents should be told about the early years setting's behaviour policy.

So parents can continue with the behaviour policy at home
So children ~~don't~~ be able to show consistent ^{good} behaviour.
So parents feel as though their children are in a safe
environment ^{because} ~~the~~ bad behaviour isn't encouraged.

2 marks example

Question 14 Targeted specification area A.1, B1, B2, C1, C2

The learners did not answer this as well with many learners not referencing any of the theorists that are included within the specification. For the eight mark questions the centres should encourage the learner to include theory and apply this to the scenario that has been included. For this question the learners could have included Maslow, as Kim's basic needs would need to be met, Bandura; as role models need to show positive behaviour for Kim to follow, and Skinner as Kim would need positive reinforcement with small goals and give praise and rewards for wanted behaviour. Whilst some learners gave examples these were not linked to the relevant theorists. This would have given them additional marks as they would have shown understanding and application.

Some learners did not give a balanced view and concentrated on Kim being tired rather than other aspects that would need to be considered. As the learners focussed on the one area they were then awarded marks within the Level 1 band. This question requires responses from the whole of the specification. By focusing on one aspect this restricted the marks that could have been awarded.

Firstly, because Kim has had a long illness and hasn't been at nursery, she probably won't have made friendships with other children. This could affect Kim's behaviour because she may show refusal in getting involved in activities. Secondly, because Kim has missed out at nursery, activities that the children are doing could be too hard for her, therefore she's over-stimulated. This could affect Kim's behaviour because it could make Kim give up on the activity and due to her not being able to do it, she could throw a temper tantrum. Thirdly, because Kim gets tired easily, this could mean she struggles with physical activities, which means her physical development would be low. This could affect her behaviour because she may get jealous and feel left out of activities, this could lead to her being fearful or having a temper tantrum. Furthermore, because Kim has come back ^{to} nursery from a long time off, Kim won't have a ^{familiar} routine, ~~and the routine~~. This could affect Kim's behaviour because if she doesn't have consistency in her life, she could become ~~insecure~~ and unsettled. This may lead to her refusing to get involved in activities and not wanting to make friends.

This response was awarded 5 marks as there were some developed responses and key points were explained.

Question 15a Targeted specification area C1

Some learners did not give the correct terminology for this question and found difficulty in "operant". The responses that were accepted needed to include "operant conditioning". Centres need to ensure that the learners learn the correct terminology that is identified within the specification.

Skinner's operational conditioning theory

0 marks awarded

Question 15b Targeted specification area C.1

The learners were able to identify Skinner's theory and gave examples of "praise" and "rewards" with the development. The learners mainly gave responses that included "to repeat the behaviour".

1 Give ^{the} child a sticker. This would encourage positive behaviour because it will make the child want to continue the behaviour that got them the sticker.

2 Give the child verbal praise such as "Well done". This would encourage positive behaviour because if the child feels good about themselves, ^{it's more likely} they'll be nicer to other children and therefore they'll have friendships with others.

4 marks example.

Question 16 targeted specification area C.2

The learners gave an example of attention seeking behaviour. Where marks were not awarded the learners were giving responses of destructive behaviour and verbal aggression. One word answers were acceptable for this question as the command verb is "Identify".

Question 17 targeted specification area B.2 C.1

This question required learners to give two ways adults could support children to meet expectations for their behaviour. Some of the responses did not always relate to boundaries and expectations.

17 Give **two** ways adults could support children to meet expectations for their behaviour in the early years setting.

1 Follow the behaviour policy of the setting

2 Remind children about expectations

2 marks example

Question 18 targeted specification area A.1, B.1, B.2, C.1, C.2

This question was not answered well. Learners did not focus on how the adults can support Ria's behaviour and help her have a more enjoyable experience. This question related to the application of responses and the learners found it difficult to identify specific practice that could be carried out and was appropriate. Few learners included any theorists and could have included Bandura for role models and valuing and respecting other children and adults, Maslow; meeting physical needs and Skinner for positive reinforcement. Very few learners included the knowledge and application. This is an area that centres could practise with the learners. The learners should also be encouraged to complete the eight mark questions after the multi choice questions while they are still fresh and have the time to complete the questions. Some learners only gave few examples within the responses.

Ria is three years old. She attends a local day nursery. She does not join in activities with other children and is withdrawn.

Discuss how adults could support Ria's behaviour and help her have a more enjoyable experience at nursery.

having a positive role model
so that Ria can copy desired
behaviour. - modelling desired
behaviour.

having a positive key person
approach, so it helps Ria to
feel safe and secure which
will also help with her confidence.
encourage Ria to bond and
make friendships with other
children, so that she can
play and socialise, so the key
person could sit and join
in when Ria plays.

making sure that they meet
all of Ria's needs, so by meeting
her physical needs of food,
drink, sleep, exercise, make
sure that her cognitive needs
are met and that she is
stimulated. Allow Ria to express
how she's feeling to help

to support her emotional Development.

Encouraging to support her confidence and self-esteem because if she feels good about herself and is confident then this will support her through nursery because she will feel happy about herself.

• Join in play to stop her feeling withdrawn.
Talk to her, to support her language and communication through maybe reading a book with her or singing Nursery Rhymes.

The nursery could also apply positive reinforcement so that she is praised and made to feel good about herself because this will support her confidence and self-esteem and if they don't support this then she may feel withdrawn.

This was awarded 7 marks as a range of points were discussed or explained and there were clear links to the scenario. Additional inclusion of the relevant theorists would have given the maximum 8 marks.

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