



Examiners' Report/ Lead Examiner Feedback

Summer 2017

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	18	25	32	40

Introduction

The unit is well established as it has been assessed seven times. 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 paper had 18 questions. Each question was based on different areas of the specification to enable full coverage. Learners were required to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the specific questions. The intention was to offer as broad a coverage as possible for all areas of the unit content. Questions had varying weightings attached to them, with 1 and 2 mark questions for the lower demand questions, 4 marks where an explanation or justification was required, and 8 marks for questions where an extended response was required, such as a discussion.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered with the explanations and links to theories being the focus. The use of vocational language and appropriate terminology within each response was also considered.

Introduction to the Overall Performance of the Unit

Learner performance was generally consistent across the paper, with some questions proving more challenging than others. Overall, there was evidence of learners having been taught well, across the coverage of the specification.

It is extremely important that learners are given the opportunity to practice responding to shorter and/or lower demand questions as well as extended question writing. There were several occasions where learners had written extremely lengthy and detailed responses to a 2-mark question and the marks were within the first sentence. It is possible to give a comprehensive and correct answer in only one line as it is in an entire paragraph. It would be beneficial for the centre to spend time on the command verbs so that the learners can respond to each question in the depth that is required. Learners need to utilise their time efficiently and save their extended responses for the questions with a higher eight -mark weighting. For these responses, it is also important to link the theories to the practice.

Although it may seem like an obvious comment, it is extremely important that learners read the questions carefully and identify what is being asked of them. Some learners, for example, did not focus on the role of the adults when this was being asked for in the question.

The learners understood the use of rewards within an early year's environment and gave various examples of Skinners theory. Many learners gave good examples of how the changes in home circumstances could affect the child's emotions.

It was evident that some learners were not able to develop their answers to show understanding, application and explanation.

The paper is focused on developing positive behaviour and learners focused on sanctions and negatives where this was not asked for. The learners should be encouraged to use the correct terminology throughout the paper which is suitable for a person that may progress onto working with children.

Individual Questions

The following section considers most questions on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the question paper and corresponding mark scheme.

MCQ questions 1-5

These questions are taken directly from the specification and therefore it is important that the learners know the whole of the specification in order to give the correct response.

Most of the questions were answered well apart from Question 3 since the correct answer was (D) as this was the only response which is "attention seeking behaviour" from the specification.

Question 6

This question was answered well with most responses including “frustrated”. The response needed to be identified with a behaviour, as this was directed in the question.

This response gained the 1 mark

6 State **one** way children with delayed physical development may behave if they are unable to join in activities.

children will become frustrated as they can't join in activities

Question 7

Many of the learners knew Maslow's theory. The Five Stage theory, Hierarchy of needs and Hierarchy were accepted. Other responses were not awarded, since in the specification these are the ones that are identified.

Question 7b

The responses for this question included examples of having exercise or there was a lack of exercise, and therefore both types of responses were accepted. Some of the learners gave a response that included one example of each.

The example has given one example of having exercise – “make them tired” and one example of not having exercise “lack of concentration” and therefore 2 marks were awarded.

(b) Give **two** ways children's behaviour may be affected by exercise.

(2)

1 Children's behaviour can be affected by exercise as doing too much can make them tired

2 Lack of concentration

Question 8

The question focused on emotional factors that may affect children's behaviour, and many learners did focus on the emotional factors, and gave examples of “moving home” “changing schools” or the “break up of a family unit” and also focused on the changes in circumstances that can affect the child emotionally.

The example shows two clear indicators given of emotional factors that may affect children's behaviour, and the response was awarded 2 marks.

8 Give **two** emotional factors that may affect children's behaviour.

1 family member dying

2 moving to a new school and having to make new friends.

Question 9

This question was not answered well. The learners could have given the advantages of having a positive behaviour policy, but the link to an explanation was omitted and this reduced the marks that were awarded. The question demanded an “explanation” and the learners gave responses which were more in line with a command verb of “Give.”

This example was a good example as the learner was able to

extend their answers and gave examples of why the behaviour policy is important. The response gained 4 marks.

9 Explain **two** advantages of having a positive behaviour policy in an early years setting.

1. If the child sees the boundaries and the consequences then they may not act upon the negative behaviour by them.

2. Rewarding would promote positive behaviour as it would encourage them to carry on the positiveness but also feel secure and happy with themselves.

The following example gave a response that linked to role modelling rather than the advantages of the policy and therefore 0 marks were awarded.

9 Explain **two** advantages of having a positive behaviour policy in an early years setting.

1. The children can copy what the adult is doing if the adult is positive then the children will be happy by facial expressions

2. Children see ^{the adult} you as a role model so having a positive policy can help children be positive as well.

Question 10

Some of the learners did not understand the terminology of “unrealistic expectations” in this question, to enable them to give appropriate responses.

Two marks were awarded in this example for the first response. One mark was given for “frustrated” and a further mark awarded for “confused.” There were no further marks awarded as this was a 2 mark question and the learner had gained 2 marks in response 1.

10 Give **two** ways the **unrealistic** expectations of adults can affect children's behaviour.

1. This can lead to frustration, confusion and they can become under-stimulated
2. Age + stage appropriate.

Question 11

The learners answered this well and gave examples of "children being at risk".

The example was given 1 mark for "putting themselves or others at risk" and 1 mark for "If unwanted behaviour continues after being spoken to." These responses clarify why sanctions would be used and be appropriate. Some of the examples given did not always warrant a sanction and the learners need to understand that sanctions are only given, when other methods like "distraction" have not worked.

11 Give **two** situations when the use of sanctions would be appropriate.

1. If a child was putting themselves or other children at risk.
2. If unwanted behaviour continues to happen even after being spoken to.

(Total for Question 11 = 2 marks)

Question 12

It was clear that the learners knew Skinner's theory and many of the learners will have gained at least 2 marks for this question. However, this was a question where the learners knew "praise" and "rewards" but they did not always extend the question to include why these are given within the settings. Some of the learners could give one extension "to repeat wanted behaviour," but found difficulty in finding an alternative response.

In the example 2, marks were awarded for "Praise the children when they show positive behaviour - so they keep doing this" and 2 marks were awarded for "Reward so the children feel good about themselves" which improves self-esteem from the mark scheme.

4 marks were awarded

12 Explain **two** ways Skinner's theory can be used in an early years setting.

- 1 Praising the children when they show positive behaviour so they keep doing this as they know if they are good they will get a praise.
- 2 Positive reinforcement encourages positive behaviour and children get an reward for positive behaviour which makes them feel good about themselves.

(Total for Question 12 = 4 marks)

The following response gave "Rewards" within both responses and therefore marks were only able to be awarded for response 1.

12 Explain **two** ways Skinner's theory can be used in an early years setting.

- 1 When a child does something good reward them so they keep up the good positive behaviour, and that means one child will do it ~~at~~ rest will follow him, so then give giving them golden time ~~program~~.
- 2 Rewarding them with stickers if they get the answer right.

It would be beneficial to the learners if they could be informed that they must give different responses if they are asked for two reasons within the question.

Question 13

This question was well received and the learners listed various ways in which the key worker could promote positive behaviour.

This question was "State" and therefore did not require detail. It is important that the learners know the command verbs so that they understand the detail expected for each answer.

This response was awarded the two marks.

13 State two ways a key person approach can promote positive behaviour in an early years setting.

1. the child will feel more comfortable / Secure.
2. Someone the children can talk to.

Question 14

The eight-mark questions are still not being responded very well. The learners either concentrated on one theme or gave a few examples with explanation. Many did not relate their answers to theories which was expected for the eight-mark questions.

This example gained 6 marks

Discuss how the adults in the school could support the positive behaviour of Pearl and the other children so they have an enjoyable experience.

The adults could encourage learning the positive behaviour policies. This could be done through a subject time (such as literacy) or through the use of a game. The adults could ask children "What are the kind things to do in school?" and show them photos of good and bad behaviour and allow them to choose which is correct.

Even if a child gets it wrong - positive reinforcement is key to make them feel respected and not pushed down from this.

Reward systems may be good to introduce as it will make the children and want to behave positively to reach for the reward. A child receiving a reward (such as stickers) will make them understand that good is appreciated at school and if I do this again then I may get another reward. *

As well as this, teachers and parents do need to be consistent. Meaning that both

at school and at home, they should try to stick to same aspects. Such as what is recognised for a reward and what isn't. This will stop the children from getting confused and maybe giving up trying.

Circle time is another good way to ensure all children know the BOUNDARIES and EXPECTATIONS of the setting. Maybe even involving them in the creation of some rules or maybe even displays around the setting.

* Ensure that you try and use a very similar reward scheme in both such as stickers or jar charts.

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This learner related their responses to the setting and included examples of positive reinforcement as the question related to "having an enjoyable time." Skinner's theory has been used with an explanation. They have included the consistency between home and school and they have expanded on why this was important. Boundaries and Expectations have been given by involving the children to set the rules. If the learners had related and stated additional theories with further application this would have taken this answer into Mark Band 3.

Many of the students included responses with sanctions and negative behaviour which did not relate to the question as it should have related to having "an enjoyable time."

Question 15

The question related to how practitioners can use Bandura's theory to improve behaviour was not responded well. Many of the responses related to unwanted behaviour and giving sanctions, when the question related to improving Jim's behaviour. When the sanctions were given as a response there were still inappropriate sanctions being used with the naughty step or chair. It was noted that there had been a reduction in these responses for this paper, and the centre's should be applauded for the work they have done with learners on this response. Some learners gave responses to praise and rewards but these were not always developed.

The example gained the 4 marks

Explain **two** ways the nursery practitioners can use Bandura's social learning theory to improve Jim's behaviour.

1. The nursery practitioners should role model to ~~children~~ ^{children} desirable behaviour. For example, an adult can model good manners to others, such as saying please and thank you and talking in a polite positive tone of voice.

2. Jim will learn from ~~imitating~~ ^{observing} adults and will start to be able to imitate acceptable behaviour. For example, if he sees adults sharing ^{with others} and not snatching objects from others, he will learn that to do the same as his role models.

(Total for Question 15 = 4 marks)

The learner has included role modelling, observing, imitating and copying and a development has been included with examples to show understanding. The detail is an explanation which was asked in the question.

Question 16

Since this required little expansion as the command verb was "Give" the responses were disappointing. This was mainly due to the learners not focusing on the "way adults in an early years setting can encourage children to follow the behaviour rules." It should have included the adult role leading the children to resolve the conflict. Some of the learners could have given one appropriate response, but few extended this to a correct alternative response.

The example gained 4 marks.

16 Give **two** ways an early years practitioner can support children to resolve conflicts.

- 1 Explain boundaries and sanctions to them so they know what will happen out of the outcome.
- 2 If children are fighting over a toy explain to them to share, play together which will help them to communicate with each other.

(Total for Question 16 = 2 marks)

The learner has explained boundaries and sanctions - through a discussion, in the mark scheme. They have also identified sharing and communicating with each other and either of these would be appropriate.

16 Give **two** ways an early years practitioner can support children to resolve conflicts.

- 1 Sit them away from each other so they can have time out.
- 2 Tell children to say no they want to have it tell them to use they words.

(Total for Question 16 = 2 marks)

This response gave an example of practice that is not appropriate "Time Out" and therefore not acceptable and it does not support children to resolve conflicts, as required by the question.

Question 17

This question went well and most learners gave good examples of how children can be encouraged to follow the behaviour rules. The responses included getting the children involved in making the rules, displaying the rules, and discussing the rules.

17 Identify **two** ways adults in an early years setting can encourage children to follow the behaviour rules.

- 1 adults can encourage children to follow the behaviour rules by modeling them as well.
- 2 By discussing the behaviour rules and encourage them to make the behaviour rules which will encourage them to follow them.

(Total for Question 17 = 2 marks)

2 marks were awarded for the second response as the learner had included discussing the behaviour rules and making behaviour rules which is encouraging/allowing children to develop their own rules in the mark scheme.

Question 18

This question did not go well. The question required learners to "Discuss how the childminder can encourage Jasmine's positive behaviour." Many of the learners focused on the aggressive behaviour and were giving sanctions rather than promoting positive behaviour. This was very similar to Q15 where some of the responses linked to dealing with aggressive behaviour, rather than encouraging positive behaviour. Some responses did not link to the age of two or the setting. There were few learners that gave explanations of why the examples given were appropriate strategies to encourage positive behaviour.

Discuss how the childminder can encourage Jasmine's positive behaviour.

The childminder can encourage Jasmine's positive behaviour by trying to distract her as she may be feeling down about not being with her parents a lot. This could be by allowing her to choose her own activities.

Another way a childminder could encourage Jasmine's positive behaviour is by ensuring all of her needs are met consistently. This includes her physiological needs such as making sure she's getting enough food, sleep and exercise as the lack of physical factors could make her aggressive as she's tired, bored and under-stimulated. It's the childminder's job to ensure she gets enough rest through a consistent routine such as naps, enough food and drink to keep her ~~functioning~~ functioning and hydrated and enough exercise so she isn't aggressive as the

right amount of fresh-air will ensure she's happy and stimulated enough.

Her childminder also needs to ensure that she has trust within her bond with the childminder and that she feels safe and secure enough to feel a sense of belonging which is likely to make her slightly less aggressive as she has someone consistently supporting her and caring for her but, according to Maslow's 'Hierarchy of needs' theory: she can't feel a sense of ~~security~~ security until all of her physiological needs are met such as her sleep, exercise and food. He says you can't reach the top unless you succeed every level upwards.

This response was awarded 6 marks.

They had included distractions, stimulating activities, choosing activities, the child's physical needs being met and they discussed the consequences if these were not met. They also included consistency, a bond, and trust between the childminder and Jasmine, Jasmine feeling safe and secure and some of the responses related to Maslow. Further development of some of the responses and further links to the theories would have taken this into Mark Band 3.

Summary

Based on the performance of this paper learners should:

- Learn the expectations of the command verbs.
- Read the requirements of the question
- Do not go into sanctions unless the question asks for it
- Give responses that are considered “good practice”
- For the 4 and 8-mark question give explanations.
- For the eight-mark questions relate to theories

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