



Mark Scheme

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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Question Number	Answer	Mark
1	B Exercise	1

Question Number	Answer	Mark
2	A Impulsive Behaviour C Boisterous Behaviour	2

Question Number	Answer	Mark
3	D Head-banging	1

Question Number	Answer	Mark
4	A Illness	1

Question Number	Answer	Mark
5	<p>Award one mark for the identification and one mark for how it will promote behaviour.</p> <p>Listen and respond to the children's suggestions (1) which will support development of self-esteem / self-respect / security (1)</p> <p>It involves children in agreeing the expectations for their behaviour (1) so it helps children to understand the expectations/boundaries for their behaviour (1)</p> <p>It helps children to understand the reasons for the rules (1) so children can agree boundaries/expectations for behaviour (1)</p> <p>Reminds them of the rules and boundaries (1) so children can be safe/avoid accidents (1).</p> <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
6	<p>Award one mark for one of the following reasons:</p> <p>Removing toys or resources</p> <p>Removal of treats</p> <p>Restriction of activities</p> <p>Time out / thinking time</p> <p>Do not accept 'Naughty chair' or any other answer.</p>	1

Question Number	Answer	Mark
7	<p>Award one mark for one of the following for a total of two marks:</p> <p>All adults follow the behaviour policy consistently (1)</p> <p>Ensuring the boundaries and expectations are suitable for the age and stage of children (1)</p> <p>Having realistic expectation of children’s behaviour (1)</p> <p>Having consistency of boundaries and expectations between the home and the setting. (1)</p> <p>Supporting children to understand expectations for behaviour (1)</p> <p>Encouraging children to value and respect others through taking turns, sharing toys and equipment, playing safely, and being polite (1)</p> <p>Encouraging children to take responsibility for their behaviour by helping them to understand the consequences of their actions when they are aware of the feelings of others (1).</p> <p>Accept any other appropriate answer relevant to boundaries and expectations.</p>	2

Question Number	Answer	Mark
8	<p>Award one mark for the identification and award one mark for how it will promote their positive behaviour.</p> <p>Choosing activities and selecting resources (1) to give them a sense of control (1)</p> <p>Choosing where they play – indoors or outdoors (1) to give them confidence (1)</p> <p>Choosing what they eat and drink by offering food choices at snacks and meal times, and self-serving (1) to give them control over their lives (1)</p> <p>Being responsible for tasks in the setting – for example, setting the table, pouring drinks, sweeping up sand, tidy-up time (1) to promote self-esteem (1)</p> <p>Involvement in agreement of expectations by discussing boundaries and reasons for rules (1) to take control of their lives / self-respect (1).</p> <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for any two of the following for a total of two marks:</p> <p>Demonstrating good manners (1)</p> <p>Thoughtfulness (1)</p> <p>Showing respect / listening to others (1)</p> <p>Always behaving and speaking appropriately to set a positive example (1).</p> <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark for one way and one mark for how it would encourage children to value others.</p> <p>Adults can encourage children to take turns / share toys and equipment / play safely / be polite (1) to respect / understand needs of / be kind to others (1).</p> <p>Accept any other appropriate answer which relates to the adult's role.</p>	2

Question Number	Answer	Mark
11 a)	<p>Bandura</p> <p>Accept Albert Bandura</p>	1

Question Number	Answer	Mark
11 b)	<p>Award one mark each for any of the following for a total of two marks:</p> <p>Influences of role models (1)</p> <p>Children imitate the behaviour of adults / others from watching / observing how they behave (1)</p> <p>Children may also learn desirable / undesirable behaviour from adults and other children (1).</p> <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
12 (a)	<p>Award one mark for one of the following:</p> <ul style="list-style-type: none"> • Verbal aggression • Destructive behaviour • Attention seeking behaviour <p>Do not accept any other answer.</p>	1

Question Number	Answer	Mark
12 (b)	<p>Award one mark for identification of a strategy and one mark for the development of the strategy.</p> <ul style="list-style-type: none"> • stay calm and do not show anger (1) so that the children will see that the adult remains in control / to diffuse the situation (1) • use facial expressions / body language / eye contact to let children know that their behaviour is inappropriate (1) as young children want adult approval (1) • say 'no' (1) to make sure the child does not carry on with the behaviour (1) • provide a distraction (1) which takes their attention away from what is causing the difficulty (1) • ignore attention-seeking behaviour if children are not at risk (1) in order not to reward children for unwanted behaviour (1) • remove equipment or resources (1) which helps a younger child to change focus (1). <p>Accept any other age-appropriate answer.</p>	2

Question Number	Answer	Mark
13	<p>Award one mark for identifying a reason and one mark for the explanation for a total of four marks.</p> <p>Gives them control over their lives (1) which supports the development of self-esteem / self-respect (1)</p> <p>Encourages them to take responsibility for their behaviour / which helps them understand how to meet expectations of behaviour / understand consequences of their actions (1) so they are more likely to adhere to rules / boundaries / expectations (1)</p> <p>Ensures their expectations are realistic (1) which makes them feel secure (1)</p> <p>Involving children in decision making (1) promotes a consistent approach / safe play (1).</p> <p>Accept any other appropriate answer.</p>	4

Question Number	Indicative Content	Mark
14	<p>Partnership working between practitioners through</p> <ul style="list-style-type: none"> • Agreeing boundaries and expectations, providing Information and understanding of behaviour policy, consistency of application of policy and use of rewards and sanctions – links to Skinner’s theory • Links to Bandura’s social learning theory of modelling positive behaviour <p>Partnership with parents/carers</p> <ul style="list-style-type: none"> • Role of key person linking setting and home for parents to inform practitioners of any factors at home that may affect their child • Provision of behaviour policy for parents/carers • Explanation of policy • Ways of ensuring consistency of boundaries and expectations between home and the setting by keeping parents informed <p>Reason for partnership</p> <ul style="list-style-type: none"> • Children feel secure, to prevent confusion, so they know and respect boundaries and expectations. 	8

	<ul style="list-style-type: none"> Enables practitioners to be aware of factors that may be causing the child's inappropriate behaviour such as lack of sleep or illness. 	
Level	Descriptor	Mark
Level 0	No rewardable material	0
Level 1	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial / generic and not applied / directly linked to the situation in the question.	1-3
Level 2	Some points identified or a few key point discussed. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	4-6
Level 3	Range of points discussed, or a few key points explained in depth. The answer is well-balanced. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8

Question Number	Answer	
15 a)	<p>Award one mark for the identification of a way he supports desired behaviour and one mark for the explanation of how the desired behaviour will be supported for a maximum of four marks.</p> <ul style="list-style-type: none"> Mr Rispoli uses praise or rewards to respond to desired behaviour / applies Skinner's theory (1) this is positive reinforcement / children are more likely to repeat wanted behaviour if there is a reward (1) He gives rewards which are meaningful/appropriate to the children (1) as inappropriate rewards do not support positive behaviour (1) He is consistent with his positive reinforcements (1) as consistency is more likely to encourage positive behaviour / inconsistent reinforcement is less likely to be effective (1). <p>Rewards or praise must be linked to the desired behaviour.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Indicative Content	Mark
15 b)	<p>Award one mark for identification of an advantage and one mark for reason and one mark for a disadvantage and one mark for reason a total of four marks.</p> <p>Advantages of using positive reinforcement to respond to wanted behaviour:</p> <p style="padding-left: 40px;">Changes behaviour of child for longer period of time (1) effective approach to supporting behaviour (1)</p> <p style="padding-left: 40px;">Positive impact on relationship with adults (1) positive approach demonstrates respect (1)</p> <p style="padding-left: 40px;">Wanted behaviour repeated (1) positive impact on child's self-esteem / child feels valued (1)</p> <p style="padding-left: 40px;">Creation of positive environment in the setting(1), use of sanctions is a negative approach (1).</p> <p>Disadvantages of using positive reinforcement:</p> <p style="padding-left: 40px;">Child may choose to behave appropriately only if rewarded (1) praise and rewards need to be appropriate/meaningful to motivate child (1)</p> <p style="padding-left: 40px;">May not be effective if applied inconsistently (1) sanctions may need to be applied (1).</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
16	<p>Maslow's five stage hierarchy of needs (each has to be satisfied before further progress in the hierarchy):</p> <ul style="list-style-type: none"> • Physical / basic needs: Met through exercise / sleep / food / drink. • Safety needs: Feels safe at the childminders / providing supervision / routine of regular attendance / provision of daily routines / provides age-stage appropriate toys and care. • Social: The childminder is the key person. They form a bond / act as a role model / provide security / promote confidence. • Esteem needs: Promotion of independence by childminder providing choice / praising to promote self-esteem. • Self-actualisation: Unlikely to be met at this age. <p>These factors could support positive behaviour. There may be negative effects on behaviour if needs not met and child may not progress up the hierarchy.</p>	8
Level	Descriptor	Mark
Level 0	No rewardable material	0
Level 1	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list / diagram. Points made will be superficial / generic and not applied / directly linked to the situation in the question.	1-3
Level 2	Some points identified from Maslow's hierarchy. The answer is unbalanced. Most points made will be relevant to behaviour, but the link will not always be clear.	4-6
Level 3	Range of points from Maslow's hierarchy discussed, or a few key points from theory explained in depth. The answer is well-balanced. The majority of points made will be relevant and there will be a clear link to behaviour.	7-8

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