



Mark Scheme (Results)

January 2016

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

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

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Children's Play, Learning and Development
Level 1/2, Unit 4

Question Number	Answer	Mark
1	B Answering back	1

Question Number	Answer	Mark
2	D Withdrawal	1

Question Number	Answer	Mark
3	A To ensure children receive support	1

Question Number	Answer	Mark
4	A To help prevent confusion	1

Question Number	Answer	Mark
5 (a)	Skinner/B.F.Skinner	1

Question Number	Answer	Mark
5 (b)	<p>Award up to a maximum of two marks for outlining the theory.</p> <ul style="list-style-type: none"> Skinner's theory suggested that children are more likely to repeat/change behaviour (1) if there is a reward/positive reinforcement/negative reinforcement (1) <p>Accept any other appropriate answer Do not accept examples of rewards, e.g. stickers.</p>	2

Question Number	Answer	Mark
5 (c)	<p>Award one mark for identification and a further one mark for development for a total of two marks.</p> <ul style="list-style-type: none">• Reward wanted behaviour with verbal praise/smile of approval/Stickers/Stars/Points/their choice of activity/their choice of story/ (1) this would encourage child to repeat behaviour (1)• Reward wanted behaviour consistently (1) this is more likely to be effective (1) <p>Accept any other appropriate answer which would show that rewards would be meaningful/appropriate.</p>	2

Question Number	Answer	Mark
6	<p>Award one mark for each correct answer up to a maximum of two marks.</p> <ul style="list-style-type: none"> • through taking turns (1) • sharing toys and equipment (1) • playing safely/discourage aggression (1) • being polite (1) • adult as role model/copy adult showing respect and value (1) • value difference (1) <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
7	<p>Award one mark for each correct answer:</p> <p>A - Discussing the reasons for rules (1) C - Reminding them of the boundaries (1)</p>	2

Question Number	Answer	Mark
8	Award one mark for any of the following answers, up to a maximum of one mark: <ul style="list-style-type: none">• by asking children to select activities/resources/where they play/what they eat/drink (1) Accept any other appropriate answers.	1

Question Number	Answer	Mark
9	<p>One mark for each correct answer up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Irritability/grumpy(1) • Agitation (1) • Increased activity (1) • Reduced concentration/lose interest (1) • Frustrated (1) • Shows negative behaviour (1) • Impulsive (1) 	2

Question Number	Answer	Mark
10	<p>Award one mark for identification of one aspect of Maslow's hierarchy of needs and a further one mark for an appropriate development for a total of two marks.</p> <p>Maslow's hierarchy of needs:</p> <ul style="list-style-type: none"> • Sleep (1) • Food/drink (1) • Exercise (1) • Safety (1) • Security (1) <p>Positive effects on behaviour:</p> <ul style="list-style-type: none"> • Sense of wellbeing (1) • Tolerance (1) • Concentration (1) • Memory (1) • Follow behaviour rules (1) <p>Negatives effects on behaviour:</p> <ul style="list-style-type: none"> • Irritability (1) • Agitation (1) • increased activity (1) • reduced concentration (1) • lack of tolerance (1) • frustration (1) • unwanted behaviour (1) <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
11	<p data-bbox="403 264 1246 324">Award one mark for identification and a further one mark for development for a total of four marks.</p> <ul data-bbox="456 360 1347 779" style="list-style-type: none"><li data-bbox="456 360 1347 427">• Delayed physical development (1) may cause children to be frustrated (1)<li data-bbox="456 456 1347 555">• Cognitive delay (1) may affect how children understand rules/remember instructions for how to behave/they may lack concentration/show impulsive behaviour (1)<li data-bbox="456 584 1347 683">• Communication and language delay affects children's ability to express themselves (1) which may cause frustrated behaviour (1)<li data-bbox="456 712 1347 779">• Illness/children who are unwell (1) may lack concentration/tolerance/behaviour may regress (1) <p data-bbox="403 808 916 842">Accept any other appropriate answer.</p>	4

Question Number	Answer	Mark
12	<p data-bbox="405 264 1246 327">Award one mark for identification and a further one mark for development for a total of two marks.</p> <ul data-bbox="456 371 1347 1151" style="list-style-type: none"> <li data-bbox="456 371 1347 434">• Ignore child (if not at risk) (1) this does not reward child/give child attention for unwanted behaviour (1) <li data-bbox="456 479 1347 573">• Consider specific reasons/circumstances either physical/emotional developmental factors that have led to the behaviour (1) this will influence choice of strategy (1) <li data-bbox="456 618 1347 645">• Distract/offer another activity (1) works if child is bored (1) <li data-bbox="456 689 1347 752">• Stay calm/do not show anger (1) shows child the adult is in control/diffuses situation (1) <li data-bbox="456 797 1347 860">• Use facial expressions/body language (1) to let child know that their behaviour is inappropriate (1) <li data-bbox="456 904 1347 967">• Say 'no' (with eye contact) (1) making sure that the child does not carry on with the behaviour (1) <li data-bbox="456 1012 1347 1075">• Distraction (1) as it takes their attention away from what is causing the difficulty (1) <li data-bbox="456 1120 1347 1151">• Comfort children who have been affected by unwanted behaviour (1) to alleviate their distress (1) <p data-bbox="405 1173 979 1205">Accept any other age-appropriate answer.</p>	2

Question Number	Answer	Mark
13	<p>Award one mark for any of the following up to a maximum of two marks</p> <ul style="list-style-type: none">• Supports development of relationships/friendships with other children (1)• Help them feel secure/safe (1)• Help them to develop confidence/self-esteem (1)• More able to join in/share (1)• More likely to trust/respect/copy/listen to key person (1)• Enables consistency between home/parents and setting (1) <p>Accept any other appropriate answers.</p>	2

Question Number	Indicative content	Mark
14	<p>Ways adults can use social learning theory to promote positive behaviour:</p> <ul style="list-style-type: none"> • Bandura’s social learning theory and experiments with the ‘bobo doll’ • Rachel can learn positive behaviour by imitating/watching others • Imitating adults is a more powerful influence on behaviour than reward • Comparison between Bandura and Skinner with regards to imitation versus rewards • The after school club staff should show good examples of behaviour and speaking appropriately, being a role model, respecting others • Have positive expectations of Rachel’s behaviour • May also learn undesirable behaviour from adults and other children. <p>Accept any other age appropriate answers.</p>	8
Level	Descriptor	
0 0 marks	No rewardable material	
1 1-3 marks	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one viewpoint considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	
2 4-6 marks	Some points identified, or a few key points described. Consideration of more than one viewpoint but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	
3 7-8 marks	Range of points described, or a few key points explained in depth. All sides of the case are considered and the answer is well balanced, giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear link to the situation in the question.	

Question Number	Answer	Mark
15	<p>Any from the following: answers should contain one linked point which in combination provide a logical description of a disadvantage of using sanctions, up to a maximum of two marks.</p> <p>Accept:</p> <ul style="list-style-type: none"> • If sanctions inconsistently applied (1) • Children will feel it is unfair (1) • If sanctions not age appropriate (1) • Will be ineffective in changing behaviour (1) • If sanctions not followed through/actioned (1) • Unwanted behaviour will continue (1) • If reasons for sanction not explained to the child (1) • Child will be confused/frustrated/low self-esteem (1) • If sanctions only method of supporting behaviour change (1) • Is a negative approach/Less positive environment in the setting/Impacts on child's security (1) • Will not teach the child to understand how to behave (1) • Therefore will be ineffective in promoting long-term change in behaviour (1) <p>Accept any other appropriate answers.</p>	2

Question Number	Answer	Mark
16	<p>Award one mark for identification and a further one mark for development up to a maximum of four marks.</p> <p>Accept:</p> <ul style="list-style-type: none">• Discuss ways to share/take turns (1) to value and respect others/ remind children of rules for safe play/reasons for rules (1)• Giving/encouraging children of ways to solve the disagreement (1) include a counting game/use a timer (1) <p>Accept answers appropriate for age 4 years.</p>	4

Question Number	Answer	Mark
17	<p>Any from the following: answers should contain one linked point which in combination provide a logical explanation of an effect of under stimulation on behaviour, up to a maximum of two marks.</p> <p>Accept:</p> <ul style="list-style-type: none">• Bored (1)• Seek challenges in other ways (1) • Show attention-seeking behaviour (1)• Interrupting activities/answering back/challenging instructions (1) <p>Accept answers appropriate for age 3 years.</p>	2

Question Number	Indicative content	Mark
18	<p>Approaches adults in the setting could use to support positive behaviour of two year olds:</p> <ul style="list-style-type: none"> • Creating a suitable environment to encourage children to make choices enabling them to have a sense of control over their lives • Allowing them to take responsibility and develop confidence and independence by choosing activities and selecting resources • Choosing where they play – indoors or outdoors • Choosing what they eat and drink by offering food choices at snacks and mealtimes • Having a 'key person' approach to support the development of strong and consistent relationships with children to help them feel secure and develop confidence • Meeting children's physical needs for rest and sleep, and for food and exercise, to promote a sense of wellbeing • Ensuring that children have enjoyable and varied opportunities and experiences • Offering activities that provide stimulation to reflect their interests and give them the opportunity to express emotions • Ensuring consistency of boundaries and expectations by the staff • Keeping parents informed • Ensuring the boundaries and expectations are suitable for two year olds • Following the behaviour policy • Role modelling desired behaviour • Having positive expectations • Responding consistently to children's behaviour <p>Accept answers appropriate for age 2 years.</p>	8
Level	Descriptor	
0 0 marks	No rewardable material	
1 1-3 marks	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one viewpoint considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	
2 4-6 marks	Some points identified, or a few key points described. Consideration of more than one viewpoint but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	
3 7-8 marks	Range of points described, or a few key points explained in depth. All sides of the case are considered and the answer is well balanced, giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear link to the situation in the question.	

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