



Mark Scheme (Results)

June 2016

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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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

BTEC Next Generation Mark Scheme

Question Number	Answer	Mark
1	A. Throwing objects	1

Question Number	Answer	Mark
2	B. Frustration	1

Question Number	Answer	Mark
3	C. Positive relationships with adults	1

Question Number	Answer	Mark
4	C. By discussing reasons for rules with children E. By helping children understand the consequences of their actions	2

Question Number	Answer	Mark
5a	Award one mark for any one of the following <ul style="list-style-type: none"> • Sleep/food/water/shelter/clothing/warmth/exercise/fresh air/physical needs/basic needs 	1
5b	Award one mark for an identification (1) one mark for a description (1). Identification <ul style="list-style-type: none"> • Provide an area for sleep(1) • Provide naps to relax(1) • Provide food and water(1) • Provide outdoor exercise (1) • Meet or support physical needs/basic needs (1) Description <ul style="list-style-type: none"> • Which gives them energy to play/learn/develop (1) • To aid concentration/tolerance/provide energy (1) • To aid concentration and memory/promote a sense of wellbeing/prevent frustration(1) • So the child is not irritable/agitated (1) Accept any other age appropriate answer. Do not accept emotional responses e.g. Happy or good mood.	4

Question Number	Answer	Mark
6	<p>Award one mark for any one of the following, up to one mark.</p> <ul style="list-style-type: none"> • Appropriate sanction to help behaviour change/consequences of action/know they have done wrong (1) • To stop a child being harmed by the equipment (1) • Effective after a warning (1) • Prevents child from continuing to use the item inappropriately/throwing/destroying (1) • Helps a younger child to change focus (1) <p>Accept any other age appropriate response.</p>	1

Question Number	Answer	Mark
7	<p>Award one mark for any one of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Affect how children understand rules • Affect how children remember instructions for how to behave • They may lack concentration • They may have impulsive behaviour <p>Accept any other appropriate response. Frustrated should only be accepted when linked to cognitive delay. Do not accept emotions that are not expressed as behaviours.</p>	2

Question Number	Answer	Mark
8	<p>Award one mark of any of the following.</p> <ul style="list-style-type: none"> • Children are more likely to meet adults' expectations (1) • Role modelling (1) • More likely to behave positively (1) <p>Do not accept 'to behave' without clarification.</p>	1

Question Number	Answer	Mark
9	<p>Award one mark for any of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Choosing activities/plan activities (1) • Selecting resources (1) • Choosing where to play, indoors or outdoors (1) • Choosing who to play with (1) • Choosing food and snacks (1) • Being responsible for tasks – setting the table/sweeping up sand/ pouring drinks/tidying up (1) • Involved with setting rules (1) <p>Accept any other age appropriate response</p>	2

Question Number	Answer	Mark
10	<p>Award one mark from any of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Adults need to respond consistently to children's behaviour (1) • Help make sure children feel secure (1) • Follow the behaviour policy/rules (1) • Collaborate with parents to provide consistent responses between home and setting (1) • Treating all children fairly (1) • Involve children in making rules (1) <p>Accept any other appropriate answer.</p>	2

Question Number	Indicative content	Mark
11	<p>Award one mark for an appropriate advantage and one further mark for a linked response.</p> <ul style="list-style-type: none"> • Children are more likely to repeat wanted behaviour (1) if there is a reward/sticker (1) • Consistent and continual positive reinforcement by adults and children (1) is more likely to be effective (1) • Children respond to praise (1) they want to please adults/ want attention (1) • Demonstrate good behaviour (1) because they understand what is wanted or unwanted behaviour/rules (1) <p>Accept any other appropriate response.</p>	4

Question Number	Indicative content	Mark
12	<p>Award one mark for an appropriate way and one further mark for a linked response.</p> <ul style="list-style-type: none"> • Agree boundaries and rules with children (1) they are more likely to follow them (1) • Reminding them/understanding rules and boundaries (1) so that they follow them/talk through more consistently (1) • Discuss reasons for rules (1) they will understand the consequences of not following rules (1) • Encourage children to value and respect others (1) through taking turns/sharing toys and equipment/playing safely/being polite (1) • Encourage children to take responsibility for their behaviour (1) because they are beginning to be aware of the feelings of others (1) • Reward/praise the child (1) so the child will repeat behaviour (1) • Role model/key person (1) will want to please them (1) <p>Accept any other age appropriate response</p>	4

Question Number	Indicative content	Mark
13	<p>Award one mark for an appropriate factor and one further mark for a linked response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Consistent/Positive relationships with parents and adults (1) without this positive relationship children may show attention-seeking behaviour/withdrawal/defiance/lack of concentration (1) • Changes in home circumstances/home situation (1) may affect security/ may result in attention-seeking behaviour/aggression towards other children and adults/withdrawal (1) • The importance of children's security (1) to make them feel confident/safe in relation to Maslow's theory (1) • Transitions (1) positive/negative feelings/trust/respect (1) <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content	Mark
14	<p>Award one mark for an appropriate way and one further mark for a linked response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Listening to children (1) may be upset and frustrated if they are ignored (1) • Consider children's opinions(1) would aid communication skills/ promotes positive behaviour (1) • Respond to children's suggestions/praise/reward them(1) makes them feel valued/ respected (1) • Give responsibility (1) to boost confidence/encourage independence (1) <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content	Mark
15	<p>The childminder can provide</p> <ul style="list-style-type: none"> • Age appropriate activities • Develop a relationship/key person with Abbi • Interact with the parents • Provide for Abbi's needs (Maslow) • Provide for Abbi's physical needs/emotional needs/social needs/ intellectual needs/language needs • Act as a good role model (Bandura) • Maintain consistency of routines with home/rules with home • Age appropriate expectations for behaviour • Responding to unwanted behaviour/clinging/temper tantrums • Responding positively to wanted behaviour/praise/smile (Skinner) • Awareness of a change affecting security 	8
	Descriptor	Mark
Level 0	No rewardable material	0 marks
Level 1	A few key points identified, or one point described. 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.	1-3 marks
Level 2	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.	4-6 marks
Level 3	Range of points discussed, or a few key points explained in depth. All sides of the case are considered and the answer is well balanced, giving weight to the consequences of not supporting positive behaviour appropriately. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8 marks

Question Number	Answer	Mark
16	<p>Award one mark for any of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Demonstrate good manners (1) • Demonstrate thoughtfulness (1) • Speak appropriately (1) • Show respect to others (1) • Behave appropriately (1) • Copy others actions/role model (adults and children) (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
17	<p>Award one mark for an appropriate effect and one further mark for a linked response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Bored/lose interest (1) seek challenges in other ways/not want to do anything (1) • Attention-seeking behaviour (1) shouting/answering back/challenging instructions/-interrupting activities (1) • Show destructive behaviour (1) hitting/biting/kicking/throwing objects (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
18	<p>Development of any of the following</p> <p>Types of unwanted behaviour</p> <ul style="list-style-type: none"> • attention-seeking behaviour – interrupting activities, answering back, challenging instructions, clinging • destructive behaviour – hitting, biting, kicking, pinching, pushing, tantrums, throwing objects, head-banging • verbal aggression – name calling, swearing. <p>Dealing with unwanted behaviour</p> <ul style="list-style-type: none"> • act immediately if children are at risk of harm • consider factors that may have led to the behaviour • stay calm and remain in control • diffuse the situation • use facial expressions/body language to let children know that their behaviour is inappropriate • say 'no' with eye contact, making sure that the child does not carry on with the behaviour • distraction/offer them another activity if they are bored • warn children that they are showing unwanted behaviour/explain why the behaviour is not appropriate • remind them of the boundaries and consequences • ignore attention-seeking behaviour if children are not at risk, as this does not reward children for their unwanted behaviour (Skinner) • Role modelling (Bandura) • comfort children who have been affected by unwanted behaviour • explain what will happen if the behaviour continues/sanctions • reporting unwanted behaviour to other practitioners in the setting in line with policy so that children can receive the support they need. • consistent approach in the setting/consistency with home. <p>Any other age appropriate response.</p>	8

	Descriptor	Mark
Level 0	No rewardable material	0
Level 1	A few key points identified, or one point described. 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.	1-3 marks
Level 2	A range of points described, or a few key points explained. 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.	4-6 marks
Level 3	Range of points discussed, or a few key points explained in depth. All sides of the case are considered and the answer is well balanced, giving weight to the consequences of not dealing with unwanted behaviour appropriately. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8 marks

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