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Mark Scheme (Results)

Summer 2017

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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BTEC Next Generation Mark Scheme Children's Play, Learning and Development

Question Number	Answer	Mark
1	C Operant conditioning	1

Question Number	Answer	Mark
2	A To support self-esteem	1

Question Number	Answer	Mark
3	D Clinging	1

Question Number	Answer	Mark
4	D Making choices	1

Question Number	Answer	Mark
5	C Discuss boundaries E Provide distractions	2

Question Number	Answer	Mark
6	Award one mark for any of the following: <ul style="list-style-type: none"> • May be frustrated/irritable • May be upset • May become withdrawn • May have a tantrum/show aggression • Attention seeking behaviour • May become boisterous Accept any other appropriate response.	1

Question Number	Answer	Mark
7a	Award one mark for: <ul style="list-style-type: none"> • Five Stage • Hierarchy of needs • Hierarchy 	1

Question Number	Answer	Mark
7b	<p>Award one mark for any of the following up to a maximum of two marks.</p> <p>Sufficient/too much</p> <ul style="list-style-type: none"> • Aid concentration (1) • Aid memory (1) • Promote a sense of wellbeing (1) • Avoid frustration (1) • Over stimulated (1) • Healthy (1) <p>Lack of exercise</p> <ul style="list-style-type: none"> • Lack of concentration (1) • Inactive/lazy/boredom (1) • Lack of energy/too much energy (1) <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
8	<p>Award one mark for any of the following up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Consistent/positive relationships (1) • Giving affection (1) • Giving attention (1) • Showing genuine interest (1) • Changes in circumstances (1) • The importance of children's security (1) • Inconsistent/negative relationships (1) • Not giving affection (1) • Not giving attention (1) • Not showing genuine interest (1) • Children's insecurity (1) • Illness (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for an advantage and a further one mark for a justification for a total of four marks.</p> <p><u>Advantage</u></p> <ul style="list-style-type: none"> • Ensures consistency of boundaries/expectations between the home and the setting (1) • Ensures all adults/children in the setting consistently follow the behaviour policy (1) • Communicates the boundaries/expectations for behaviour for children and adults (1) • Ensures the boundaries/expectations are suitable for the age and stage of children (1) • Encourages children to take responsibility for their behaviour (1) • Supports positive behaviour by keeping parents informed (1) • Encourages children to value and respect others (1) • To discuss reasons for rules/agreeing boundaries and expectations with children (1) <p><u>Justification</u></p> <ul style="list-style-type: none"> • To ensure all adults are informed and understand how to apply the policy in the setting (1) • To help children feel secure and to prevent confusion (1) • To help children understand how to meet expectations for behaviour (1) • Reminding them of rules and boundaries (1) • To prevent children feeling insecure/frustrated and unable to meet expectations (1) • To help children to understand the consequences of their actions (1) • To help parents maintain expectations and boundaries at home (1) <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
10	<p>Award one mark for any of the following from the lists below up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Feeling insecure (1) • Feeling frustrated (1) • Feeling isolated/withdrawn (1) • Lack of confidence (1) • Low self-esteem (1) • Unable to meet expectations (1) • Confused (1) • Disruptive (1) <p>Accept any other appropriate responses.</p>	2

Question Number	Answer	Mark
11	<p>Award one mark for identification for a total of two marks.</p> <ul style="list-style-type: none"> • Safety of children (1) • Destructive behaviour to others / hitting / biting / kicking / pinching / pushing / snatching (1) • Destructive behaviour to self / tantrums / head banging (1) • Verbal aggression – name calling/swearing (1) • When other strategies or responses have not worked (1) • Damaging resources/throwing object (1) <p>Accept any other appropriate response.</p>	#

Question Number	Answer	Mark
12	<p>Award one mark for identification and a further one mark for a justification for a total of four marks.</p> <p><u>Identification</u></p> <ul style="list-style-type: none"> • Give verbal praise (1) • Non-verbal praise e.g. Thumbs up, a smile of approval (1) • Rewards e.g. stickers/activity/story (1) • Reward good behaviour (1) • Positive approach to behaviour management (1) • Consistent and continual positive reinforcement (1) <p><u>Justification</u></p> <ul style="list-style-type: none"> • Reinforcement is more likely to be effective (1) • To encourage a change in behaviour (1) • Creates an enjoyable experience (1) • Children are more likely to repeat wanted behaviour/stop negative behaviour (1) • Children may choose to show positive behaviour (1) • Improves self-esteem/confidence (1) <p>Accept any other appropriate response.</p>	4

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"> • Develop strong/consistent relationships (1) • Help children feel secure (1) • Create a bond (1) • Develop children’s confidence (1) • Have consistent contact between home and setting (1) • Reflect their interests (1) • Give children the opportunity to express emotions (1) • Copy behaviour (1) • Model correct behaviour (1) • Meet their needs (1) <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content	Mark
14	<ul style="list-style-type: none"> • Listening to children and considering their opinions, and responding to their suggestions to support the development of self-esteem and self-respect • 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 • Choosing activities and selecting resources, choosing where they play – indoors or outdoors • Choosing what they eat and drink by offering food choices at snack and meal times, and self-serving • Being responsible for tasks in the setting – for example setting the table, pouring drinks, sweeping up sand, tidy-up time, involvement in agreement of expectations by discussing boundaries and reasons for rules • Meeting children’s physical needs for food, exercise and rest, to promote a sense of wellbeing • Ensuring that children have enjoyable and varied opportunities and experiences, including activities that provide stimulation, reflect their interests • Communicating the boundaries and expectations for behaviour for children and adults, as agreed in the behaviour policy, to ensure all adults are informed and understand how to apply the policy in the setting, ensuring the boundaries and expectations are suitable for the age and stage of children; unrealistic expectation of children’s behaviour results in children feeling insecure, frustrated and unable to meet expectations • Ensuring all adults in the setting consistently follow the behaviour policy of the setting, as inconsistency of adult responses results in children: <ul style="list-style-type: none"> • feeling insecure • feeling confused • taking advantage of inconsistency by ignoring rules 	8

	<ul style="list-style-type: none"> • Ensuring consistency of boundaries and expectations between the home and the setting • Modelling the desired behaviour – demonstrating good manners, thoughtfulness, showing respect to others and always behaving and speaking appropriately to set a positive example • Having positive expectations of children’s behaviour, as children are likely to behave according to the expectations of adults • Theorists - Skinner and Bandura <p>Accept any other appropriate response.</p>	
Level	Descriptor	
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. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	
2 4-6 marks	Some points described, or a few key points explained. 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	A range of points discussed, or a few key points discussed in depth. 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>Award one mark for the identification and a further mark for the development for a total of four marks.</p> <p><u>Identification</u></p> <ul style="list-style-type: none"> • Role models (1) • Observing/Watching (1) • Setting behaviour rules (1) • Model positive behaviour (1) <p><u>Development</u></p> <ul style="list-style-type: none"> • So children imitate/copy adults/other children(1) • To guide the children’s behaviour (1) • To show appropriate behaviour (1) • To support development of positive friendships/relationships (1) <p>Do not accept reference to the Bobo doll.</p>	4

Question Number	Answer	Mark
16	<p>Award one mark for any of the following to a maximum of two marks.</p> <ul style="list-style-type: none"> • By sharing • By taking turns • Through discussion • Help them find their own solutions • Solve potential problems • Distractions <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
17	<p>Award one mark for any of the following up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Simplify instructions/discussing rules (1) • Help children understand reasons for rules (1) • Agree boundaries and expectations with children (1) • Encouraging/allowing children to develop their own rules (1) • Consistency between home and setting (1) • Reward children when they are following the rules (1) • Help them understand the consequences of their actions (1) • Remind them of rules/boundaries/expectations (1) • Encourage children to take responsibility for their behaviour (1) • Recognise children's age and level of understanding (1) • Help children to be aware of the feelings of others (1) • Help children to value and respect others (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
18	<ul style="list-style-type: none"> • Providing an environment to promote positive behaviour • Listening to Jasmine to show respect and encouragement • Help form relationships with other children through small-group activities • Have activities suitable for Jasmine to promote development and confidence • Provide choices to develop confidence and independence • Support self-esteem and self-respect • Meet physical needs – Maslow • Model desired behaviour (– Bandura) • Positive reinforcement being used – Skinner • Work closely with parents to have a consistent approach and work in partnership • Appropriate behaviour for age/stage of development <p>Accept any other age appropriate response.</p>	8
Level	Descriptor	
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. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	

2 4-6 marks	Some points described, or a few key points explained. 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	A range of points discussed, or a few key points discussed in depth. 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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