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Surname					Other names				
Centre Number					Learner Registration Number				
Pearson BTEC Level 1/Level 2 First Certificate									

Children's Play, Learning and Development

Unit 4: Promoting Children's Positive Behaviour

Wednesday 8 June 2016 – Morning Time: 1 hour	Paper Reference 20123F
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You do not need any other materials.	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Which **one** of these is an example of destructive behaviour?

- A Throwing objects
- B Answering back
- C Challenging instructions
- D Interrupting activities

(Total for Question 1 = 1 mark)

2 What behaviour may children show if they **do not** have exercise?

- A Clinging
- B Frustration
- C Insecurity
- D Confusion

(Total for Question 2 = 1 mark)

3 What is an emotional factor affecting children's behaviour?

- A Lack of suitable exercise
- B Delayed physical development
- C Positive relationships with adults
- D Provision of appropriate activities

(Total for Question 3 = 1 mark)

4 Give **two** ways early years settings use boundaries and expectations to support children's positive behaviour.

- A By aiding concentration and memory
- B By meeting children's basic physical needs
- C By discussing reasons for rules with children
- D By ensuring children have varied opportunities and experiences
- E By helping children understand the consequences of their actions

(Total for Question 4 = 2 marks)

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5 (a) State **one** need that must be met first according to Maslow's hierarchy of needs theory.

(1)

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(b) Explain **two** ways adults in early years settings could use the first level of Maslow's hierarchy of needs theory to support the positive behaviour of children aged two years.

(4)

1

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(Total for Question 5 = 5 marks)

6 Give **one** reason why adults in early years settings may remove equipment from children in order to deal with their unwanted behaviour.

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(Total for Question 6 = 1 mark)

7 Give **two** ways cognitive delay may affect children's behaviour.

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(Total for Question 7 = 2 marks)

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8 State **one** reason why adults in an early years setting need to have positive expectations of children's behaviour.

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(Total for Question 8 = 1 mark)

9 Outline **two** ways adults in an early years setting can give children aged four years a sense of control over their life.

1
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(Total for Question 9 = 2 marks)

10 Children can become confused by the different ways adults respond to their behaviour.

Give **two** ways adults in an early years setting should respond to children's behaviour to prevent confusion.

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(Total for Question 10 = 2 marks)

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11 Explain **two** advantages of using Skinner's operant conditioning theory to support children's positive behaviour in an early years setting.

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(Total for Question 11 = 4 marks)

12 Explain **two** ways adults in early years settings support children aged five years to meet expectations for their behaviour.

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(Total for Question 12 = 4 marks)



13 Describe the effects of **one** emotional factor on children's behaviour.

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(Total for Question 13 = 2 marks)

14 Describe **one** way adults in an early years setting encourage positive behaviour by supporting children's self-esteem.

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(Total for Question 14 = 2 marks)

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15 Abbi, aged two years, has just started with a new childminder.

Discuss how the childminder can support Abbi's positive behaviour.

Lined writing area for the answer to Question 15.

(Total for Question 15 = 8 marks)



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16 Give **two** ways adults in an early years setting can model desired behaviour to children.

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(Total for Question 16 = 2 marks)

17 Describe **one** effect of under-stimulation on the behaviour of children aged four years in an early years setting.

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(Total for Question 17 = 2 marks)

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18 Discuss how adults in an early years setting deal with the unwanted behaviour of children aged three and four years.

A large writing area with horizontal dotted lines for the answer to question 18.

(Total for Question 18 = 8 marks)

TOTAL FOR PAPER = 50 MARKS



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