

Mark Scheme (Results)

June 2014

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 Stay calm and not get angry	1

Question Number	Answer	Mark
2	A Pushing over a smaller child.	1

Question Number	Answer	Mark
3	B Exercise E Sleep	2

Question Number	Answer	Mark
4 (a)	A Answering back E Interrupting activities	2

Question Number	Answer	Mark
4 (b)	Award one mark for one reason <ul style="list-style-type: none"> • By not rewarding unwanted behaviour • To discourage the behaviour • To encourage behaviour change • Because the children are not at risk 	1

Question Number	Answer	Mark
5 (a)	Award one mark for one of the following: <ul style="list-style-type: none"> • To encourage children to be polite • To encourage children to value each other • To encourage children to respect each other • To provide an environment that encourages positive behaviour 	1

Question Number	Answer	Mark
5 (b)	<p>Award one mark for one of the following:</p> <ul style="list-style-type: none"> • The activity is poorly planned • The activity under and/or over stimulates the children • The activity is inappropriate for the children's level of learning/age 	1

Question Number	Answer	Mark
6(a)	Destructive behaviour	1

Question Number	Answer	Mark
6(b)	<p>Award one mark for one of the following:</p> <ul style="list-style-type: none"> • Check the wellbeing of the targeted child • Remove the toy • Explain to the child what will happen if behaviour continues • Explain to the child that the behaviour was inappropriate/wrong • Distracting the child • Say no with eye contact • Use facial expressions and body language 	1

Question Number	Answer	Mark
7	<p>Award one mark for identifying the reason and one further mark for the justification.</p> <ul style="list-style-type: none"> • It is unsuitable for the age and stage of development of the children (1) which means that they will not learn the appropriate behaviour/understand the dangers of strangers (1). 	2

Question Number	Answer	Mark
8 (a)	B Safety and security needs	1

Question Number	Answer	Mark
8 b)	<p>Award one mark for each action.</p> <ul style="list-style-type: none"> • Read Joe bedtime stories • Show affection when Joe is frightened • Leave Joe's bedroom light on • Reward Joe for showing positive behaviour when going to bed willingly • Stay with Joe until he is settled 	1

Question Number	Answer	Mark
9 (a)	<p>Award one mark for a brief description and a further one mark for development of the description.</p> <ul style="list-style-type: none"> • Siah has not yet developed positive relationships with the nursery staff/she is separated from the parent (1) she shows withdrawn/anxious/distressed behaviour (separation anxiety) (1). • Due to the change of Siah's circumstances of starting nursery/disliking nursery (1) she shows insecure/fearful behaviour (1). 	2

Question Number	Answer	Mark
9 (b)	<p>Award one mark for identifying a relevant example and one further mark for explaining relevance up a maximum of two marks each.</p> <ul style="list-style-type: none"> • A key person helps Siah to develop strong consistent relationships with other adults (1) so she can feel secure in the new setting of the nursery (1). • A key person helps Siah to develop strong consistent relationships with other children (1) which will help her feel secure (1). • A key person will form a bond with Siah (1) which will make her feel secure in the new setting (1). • A key person will provide appropriate resources/activities (1) so that Siah will engage in the nursery environment/routine/to make friends (1). • A key person develops a professional relationship with Siah's family (1) so that her needs/interests can be met (1). • A key person develops a professional relationship with Siah's family (1) so that she will have consistency in approach (1). 	4

Question Number	Answer	Mark
9(c)	<p>Award one mark for identifying an activity appropriate for Siah’s situation and age and a further one mark for relevant explanation of how it will develop confidence up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Siah to choose what she eats/drinks (1) which will enable her to create a sense of self-control (1) • Siah to make choices about her activities/friends (1) to develop independence (1) • Siah to take responsibility for simple tasks (e.g. giving out plates at snack time) (1) which will enable her to develop self-worth (1) • Encourage Siah to engage in role-play/age-appropriate activity (1) which would encourage Siah to develop her self-esteem (1) • Encourage Siah to engage in group activities (1) which would encourage Siah to develop her self-esteem (1) 	4

Question Number	Answer	Mark
10	<p>One mark for a identifying one way and a further one mark for explaining how it promotes positive behaviour up a maximum of two marks each.</p> <ul style="list-style-type: none"> • An adult can ensure provision promotes positive behaviour (1), this develops confidence and independence (1). • An adult can ensure children’s physical needs are met (1) to prevent the likelihood of unwanted behaviour (1). • A key person approach (1) to feel secure and develop confidence (1). • An adult can model positive behaviour (1) and the child can imitate this behaviour (1). • If an adult has appropriate expectations of a child’s behaviour (1) the child is likely to want to meet these expectations (1). • If an adult provides positive rewards for good behaviour (1) the child is encouraged to repeat this behaviour to receive the reward (1). • Listening to the child/considering their opinion (1) supports the development of self-esteem/self respect (1). • Allow the child to take responsibility for their actions/tasks/choices (1) to promote their confidence and independence (1). • Encouraging sharing and taking turns (1) helps children to value and respect others (1). 	4

Question Number	Indicative content	
11	<p>Teachers should be aware of the home situation and reasons for Rohan’s behaviour, and this should guide their development of strategies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Have a ‘key person’ to: <ul style="list-style-type: none"> ○ support strong and consistent relationships with Rohan and his family and show sensitivity to the situation ○ help Rohan feel secure and to develop confidence. ○ keep parents informed of situation ○ work in partnership with family and encourage change of approach by family to behaviour • Teachers to communicate the boundaries and expectations for behaviour in the school to both Rohan and his family. • Consistent application of behaviour policy to help Rohan feel secure and encourage positive behaviour change. • Supporting Rohan to understand how to meet expectations for behaviour and how to take responsibility for his behaviour. • Teachers can listen to Rohan to support development of self-esteem and self-respect. • Warn Rohan of sanctions which will be applied if his unwanted behaviour continues. • Avoid situations where Rohan only receives adult attention for inappropriate behaviour. • Ensure Rohan receives feedback/rewards for positive behaviour. • Where appropriate, teachers should communicate with other agencies (e.g. Children’s Services) <p>(Teachers in this context means any professional within the school setting)</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	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.
Level 2	4-6	Some points identified, or a few key points discussed. 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.
Level 3	7-8	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 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
12 (a)	<p>One mark for each reason up to a maximum of two marks.</p> <ul style="list-style-type: none"> • To teach Wes good behaviour/manners/to be polite • To encourage Wes to value others • To encourage Wes to respect others • So Wes develops positive relationships with others • So Wes is encouraged to think of others and not just himself/learns to be less self-centred 	2

Question Number	Answer	Mark
12 (b)	<p>Award one mark for a joint approach and one further mark for explanation of the approach up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Liaison between home and nursery (1) to encourage consistency in rules/boundaries/expectations (1) • Keep a home/nursery journal (1) to report any inconsistency/compare situations (1) • Regular sharing of face-to-face updates (1) to prevent confusion/insecurity (1) 	2

Question Number	Indicative content	
13	<p data-bbox="411 232 539 264">Skinner:</p> <ul data-bbox="459 304 1433 663" style="list-style-type: none"> <li data-bbox="459 304 1433 416">• Charlie's eating behaviour is closely linked to <i>Skinner's operant conditioning theory</i> because he receives the positive reinforcement of praise from Anna. <li data-bbox="459 427 1433 504">• Positive behaviour is more likely to be repeated if there is a reward. <li data-bbox="459 510 1433 586">• If Anna fails to give praise the positive eating response is less likely to continue. <li data-bbox="459 593 1433 624">• Rewards need to be meaningful and appropriate. <li data-bbox="459 631 1433 663">• Positive reinforcement needs to be consistent. <p data-bbox="411 703 549 734">Bandura:</p> <ul data-bbox="459 775 1433 1178" style="list-style-type: none"> <li data-bbox="459 775 1433 887">• Charlie's eating habits are closely linked to <i>Bandura's social learning theory</i> because he is modelling his behaviour on others. <li data-bbox="459 898 1433 974">• He is watching the rest of the group to which he wants to be an accepted member. <li data-bbox="459 981 1433 1057">• He is imitating Anna's behaviour who is acting as his role model. <li data-bbox="459 1064 1433 1095">• Charlie eats without fuss to be accepted as part of the group. <li data-bbox="459 1102 1433 1178">• Charlie could learn undesirable eating behaviour from the other children. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	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 theory considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.
Level 2	4-6	Some points identified from both theories, or a few key points discussed from both theories. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.
Level 3	7-8	Range of points from both theories discussed, or a few key points from both theories explained in depth. The answer is well-balanced, giving weight to both theories. 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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