

Examiners' Report/ Lead Examiner Feedback

June 2014

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2014

Publications Code BF038180

All the material in this publication is copyright

© Pearson Education Ltd 2014

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	18	25	32	40

General Comments on Exam

This is the first time that this Unit has been assessed. It is pleasing to report that many of the students who sat the paper showed sound knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories. It was evident that some students were not consistently identifying approaches or adult support to promote positive behaviour which was appropriate to the age or stage of development of children; this is essential to demonstrate the understanding required.

Centres are to be highly commended for full coverage of the specification which enabled their learners to access all aspects of the paper.

Centres may wish to note the following observations which relate to the questions and which should be used as guidance in future series.

Questions 1 - 4

These questions were generally answered well. The questions are generic, rather than specific to ages of children or stages of development. Students demonstrated sound understanding of behaviour.

Question 7 - Targeted specification area: B2

Many students were able to recognise that the approach used was not appropriate for the age of the children but did not make the link to how this would not support the development of positive behaviour.

One mark example:

- 7 A preschool runs an activity to teach children **not** to go off with strangers. The children are given a leaflet that has few pictures but lots of words.

Explain **one** reason why this activity may **not** be the correct cognitive approach to use to develop the children's positive behaviour.

This may not be the correct cognitive approach because children at this age may not understand the words in the leaflet or may not be able to read the words as they are too young.

Two mark example:

- 7 A preschool runs an activity to teach children **not** to go off with strangers. The children are given a leaflet that has few pictures but lots of words.

Explain **one** reason why this activity may **not** be the correct cognitive approach to use to develop the children's positive behaviour.

They need to show the children, not use mostly words, because the child will get bored and won't listen to the activity. This may result them by walking off with strangers.

(Total for Question 7 = 2 marks)

Question 8 (b) - Targeted specification area: Learning Aim A & C1

Students needed to give two distinctly different ways which Joe's parents might help him, appropriate for a three year old.

One mark example:

(b) Give **two** ways in which Joe's parents might help him to go to bed willingly.

- (2)
- 1 lay in bed with him until he falls asleep.
 - 2 Mention to him he slept through the night and nothing bad happened.

Two mark example:

(b) Give **two** ways in which Joe's parents might help him to go to bed willingly.

- (2)
- 1 Encouraging ^{him} upstairs to bed with a small lamp in his room.
 - 2 Take him to bed and read him a story until he goes to sleep.

Question 9 (a) - Targeted specification area: Learning Aim A & B1

The reason for Siah's upset needed to be clearly linked to the emotional factor of separation affecting behaviour and the need for a child of two to develop a relationship/attachment with nursery staff to feel secure. Some students were able to identify Siah's separation anxiety but did not provide an explanation for the behaviour.

One mark example:

- 9 Two-year-old Siah has recently started going to nursery. On arrival each morning she clings to her parent and cries.

(a) Explain **one** reason why Siah may be upset.

(2)

She isn't used to being away from her parents.

Two mark example:

9 Two-year-old Siah has recently started going to nursery. On arrival each morning she clings to her parent and cries.

(a) Explain **one** reason why Siah may be upset.

(2)

Siah is being Separated from her parent and has been used to her parent ^{looking after her} routine for her.

Question 9 (b) - Targeted specification area: Learning Aim B1

This required two different ways a key person could help Siah, which needed to be relevant to a distressed, clingy two year old just starting at nursery. Students generally understood the role of a key person but many gave ways which were not appropriate for Siah's age, situation or her distressed behaviour.

Two mark example:

(b) Siah has been assigned a 'key person' to help her settle in.

Explain **two** ways a 'key person' might help Siah to settle in to the nursery.

(4)

1 A key person will be able to play 1 to 1 games to keep her occupied.

2 The key person will be able to make sure she is going in with activities with others.

Four mark example:

Explain **two** ways a 'key person' might help Siah to settle in to the nursery.

(4)

1 knowing Siah likes and dislikes and getting to know her so when they talk Siah will feel wanted and welcomed because her key persons knows ^{information} ~~stuff~~ about her.

2 Talking to Siah's parents about what she had been doing that day and build a trust between them so then Siah will feel safe about staying with her key person.

Question 9 (c) - Targeted specification area: Learning Aim B1

This question was poorly answered. Many students showed understanding of activities to support the development of confidence but in this question examples given needed to be appropriate for a two year old just starting at nursery who is clingy and distressed. For example marks were not given for "get her to speak about what she likes at 'show and tell' " or "get her join in and take turns in games with others ".

Question 10 - Targeted specification area: Learning Aim B1 & B2

The majority of students were able to identify two different appropriate ways to promote positive behaviour. Many responses were not developed to explain how the approaches would promote positive behaviour.

Two mark example:

10 Explain **two** ways in which an early years practitioner could promote a child's positive behaviour.

1 By telling the children the rules and boundaries and what is expected of them.

2 By using a sticker chart or reward system to show that when they do something good they will be rewarded.

Four mark example:

10 Explain **two** ways in which an early years practitioner could promote a child's positive behaviour.

1 A way an early years practitioner could promote positive behaviour is by being a role model. This will promote positive behaviour in children as they will copy the good behaviour shown by the practitioner.

2 Another way could be by the adult respecting what activity they want to do. By the child being happy it promotes positive behaviour.

Question 11 - Targeted specification area: Learning Aim B2, C1 & C2

Most students were able to identify some appropriate ways to address behaviour relevant to Rohan's age and circumstances. A few students discussed how a range of strategies could be used by teachers to support Rohan's positive behaviour using boundaries and expectations and ways to deal with his unwanted behaviour.

Three mark example:

- 11 Rohan is six years old. He and his mother have recently moved in with her new partner. Rohan has started at a new school where he shows verbal aggression and destructive behaviour towards other children.

Discuss the strategies Rohan's teachers could use to address his behaviour.

The teachers at his school could do activities which he likes and knows as this may make him feel included. Group activities like ~~story~~ ^{show & tell} can encourage good behaviour as he is getting to talk to the class and may get to ask a question. If the behaviour gets worse the teachers may have to talk to the parents as it could lead to him not joining in with activities and not feeling included. Group activities will be good as he is getting to know the other children. Having a key person will help support Rohan as he would have someone to go to if there was anything wrong.

Eight mark example:

Discuss the strategies Rohan's teachers could use to address his behaviour.

~~Speak to the parents to a~~
Talk to Rohan and ask him about what is going on and if someone has been upsetting him. Also try to help him settle in by asking him what his likes and dislikes are. Do monitored group activities so Rohan will become accustomed to his new classmates and start to make friends. Do exercises and activities that show him what is expected of him in the school and what behaviour is wanted or unwanted. Rohan's mother should be informed and the school and home can work together to help him settle down in the new environment. One on one time with his key person to talk about what's on his mind and how he is feeling. A reward system where Rohan will be rewarded points when he does something good and receive a reward when he has so many. Time out where Rohan is separated from the other students when he does something wrong before being told to apologise for his behaviour.

Question 12(a) - Targeted specification area: Learning Aim B2

A number of students found it difficult to give two different reasons why Wes should be encouraged to take turns relevant to behaviour.

One mark example:

12 Wes is four years old. He is finding it difficult to take turns when playing at nursery.

(a) Give **two** reasons why Wes should be encouraged to take turns.

(2)

- 1 AS wes is at the right age to understand instructions given and why it is good and nice to share.
- 2 To prepare him for school as he would have to share in school and to avoid sanctions in his future life.

Two mark example:

12 Wes is four years old. He is finding it difficult to take turns when playing at nursery.

(a) Give **two** reasons why Wes should be encouraged to take turns.

(2)

1 children won't want to play with him because he doesn't share
2 Isn't fair on the other children who want to play with something and they can't not always share with Rohan.

Question 12 (b) - Targeted specification area: Learning Aim B2

A number of students did not suggest a way for the nursery and the home to work together, which did not demonstrate understanding of how a consistent approach would support Wes to develop positive behaviour.

One mark example:

(b) Wes's father is concerned about Wes not taking turns at nursery.

Explain **one** way home and nursery could work together to support Wes in developing his positive behaviour.

(2)

The nursery should tell wes's father wants going on in nursery and wes's father should help him at home.

Two mark example:

(b) Wes's father is concerned about Wes not taking turns at nursery.

Explain **one** way home and nursery could work together to support Wes in developing his positive behaviour.

Wes's teacher can have a meeting^{with his (2) parents} and work out what is the best way forward. However what they agree needs to be consistent from home till school. e.g sticker chart, Treats.

Question 13 - Targeted specification area: Learning Aim A, B1, C1

The majority of the students were able to demonstrate some knowledge of the theories and some made links to the scenario. Few were able to discuss both theories in depth and the relevance of each to understanding the behaviour of Charlie.

Four mark example:

13 Charlie is three years old. At nursery he eats without a fuss. He eats with his friends and their early years practitioner, Anna. They enjoy her praise for eating their food. Anna is liked and respected by the children.

Discuss how Skinner's operant conditioning theory and Bandura's social learning theory can support Anna's understanding of Charlie's eating behaviour.

Skinner's conditioning theory can support Anna's understanding of Charlie's eating behaviour because Skinner believed that they should use positive reinforcement to encourage the child to eat at the nursery. This would be verbal reinforcement because she is praising them to eat. Bandura's social learning theory believed that children copy adults because they are their role models which help us to understand that if an adult is punching someone else and the child sees, the child is ~~automatically~~ automatically right and will copy the adult, so if a child for example, sees their mother ~~getting~~ beaten the 'bobo' doll, the child will copy. But if the child sees its mother playing with the doll, then they will copy. (Total for Question 13 = 8 marks)

Seven mark example:

Discuss how Skinner's operant conditioning theory and Bandura's social learning theory can support Anna's understanding of Charlie's eating behaviour.

Skinner's operant conditioning theory can help support Anna's understanding of Charlie's eating behaviour as rewarding Charlie with stickers which will encourage Charlie to eat out of his food. Skinner believed in positive reinforcement and his theory can help Anna have an understanding of Charlie's eating behaviour as using positive reinforcement such as praise will have a positive influence on Charlie as the praise and rewards being given will allow Charlie to repeat good behaviour and eat his food. Bandura's social learning theory can support Anna in understanding Charlie's eating behaviour as Bandura believed in a child's ^{copying} ~~behavior~~ role models and from people they see. As Anna ^{has an uncle} ~~has an uncle~~ is understanding of Charlie's eating behaviour, she can be a good role model to Charlie by eating with Charlie and his friends. From Anna being a positive role model, this will encourage Charlie to respect Anna and his friends whilst eating and will copy from what Anna is doing and eat all of his food.

Summary

- Students need to give age and stage appropriate responses. This was shown to be a significant issue in this paper. Students need to demonstrate understanding of age and stage appropriate adult support and boundaries and expectations for behaviour.
- It is essential that the information given in scenarios is used to ensure answers are relevant and knowledge is applied.
- When asked for two examples or two ways, students need to make sure the answer for each point is made separately as indicated by the numbering.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE