

Write your name here

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

Children's Play Learning and Development

Unit 4: Promoting Children's Positive Behaviour

Thursday 22 January 2015 – 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 A physical factor that affects children's behaviour is

- A Security
- B Exercise
- C Affection
- D Frustration

(Total for Question 1 = 1 mark)

2 Two effects of over-stimulation on children are

- A Impulsive behaviour
- B Frustrated behaviour
- C Boisterous behaviour
- D Withdrawn behaviour
- E Intolerant behaviour

(Total for Question 2 = 2 marks)

3 Which of these is an example of destructive behaviour?

- A Name calling
- B Swearing
- C Clinging
- D Head-banging

(Total for Question 3 = 1 mark)

4 A biological factor which may affect children's behaviour is

- A Illness
- B Sleep
- C Stimulation
- D Relationships

(Total for Question 4 = 1 mark)



5 Describe how considering children's opinions promotes their positive behaviour.

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(Total for Question 5 = 2 marks)

6 Give **one** example of a sanction used to respond to unwanted behaviour in an early years setting.

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(Total for Question 6 = 1 mark)

7 Give **two** ways adults can support children's positive behaviour through boundaries and expectations.

1

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2

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(Total for Question 7 = 2 marks)

8 Describe how adults can encourage children's independence in an early years setting to promote their positive behaviour.

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(Total for Question 8 = 2 marks)



9 Give **two** ways desired behaviour can be modelled to support children's positive behaviour.

1

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2

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(Total for Question 9 = 2 marks)

10 Describe **one** way adults can encourage children to value others when playing.

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(Total for Question 10 = 2 marks)

11 (a) Identify the theorist who used the 'Bobo doll' experiment.

(1)

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(b) Describe the social learning theory.

(2)

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(Total for Question 11 = 3 marks)



12 (a) Identify the name of **one** type of unwanted behaviour.

(1)

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(b) Describe **one** strategy an early years practitioner could use to deal with unwanted behaviour shown by a two-year-old child.

(2)

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(Total for Question 12 = 3 marks)

13 Explain **two** reasons why it is important to involve children when developing behaviour policies in an after-school club.

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(Total for Question 13 = 4 marks)



14 Early years settings should provide partnership working between practitioners and parents/carers.

Discuss the importance of this partnership in promoting a child's positive behaviour.

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(Total for Question 14 = 8 marks)



15

Mr Rispoli, the reception class teacher, responds positively to the children's desired behaviour.

(a) Explain how Mr Rispoli supports this behaviour in his classroom.

(4)

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(b) Explain **one** advantage and **one** disadvantage of using rewards to support children's behaviour.

(4)

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(Total for Question 15 = 8 marks)





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