

# Examiners' Report/ Lead Examiner Feedback

June 2015

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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Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	17	24	31	39

## **General Comments on Exam**

This is the third time that this Unit has been assessed. It is pleasing to report that many of the students who sat the paper showed knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories. The students generally understood the use of rewards within an early year's environment and gave various examples of Skinner's theory. It was evident that some students were not able to develop their answers to show understanding, application and explanation and further support with students understanding a description would enhance the quality of the responses.

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

### Questions 1 - 3

These questions were answered well. The questions are generic, rather than specific to the stages of development. Students demonstrated sound understanding of factors that can affect behaviour.

### Question 4

This question was not answered well and the students did not show understanding of how the lack of sleep can affect children's behaviour.

### Question 5 Targeted specification area A.1

The students answered the question well, providing examples which related to the identification of ways to promote positive behaviour by meeting the physical needs of sleep, food and exercise.

2 marks example

**5** Describe **one** way to promote positive behaviour by meeting a child's physical needs.

To promote positive behaviour of a child by meeting their physical needs is to make sure that the child is getting enough sleep so that they are able to concentrate on activities and aren't becoming impulsive and distracting other children.

### Question 6 Targeted specification area C.1

Most students answered this question well and good manners, speaking appropriately and respect were the main responses.

### Question 7 Targeted specification area B.2

Many students were able to give examples of why it is important for adults to consistently follow the behaviour policy. The responses were mainly, confusion if there is inconsistencies with the rules being followed. Some of the answers related to progression into new classes or to ensure that behaviour was good and these were not accepted.

2 marks example

7 Give **two** examples of why it is important for adults in a pre-school setting to consistently follow the setting's behaviour policy.

1) Consistently following the ~~rules~~ behaviour policy in a pre-school is important because children may become confused if boundaries ~~are~~ keep changing.

2) Consistently following the behaviour policy in a pre-school is important because children don't like changes as they are only just getting to know basic rules and boundaries that's expected. (Total for Question 7 = 2 marks)

#### Question 8 Targeted specification area C.1

The initial part of the question was answered well with examples given which related to how the key person could promote positive behaviour, by supporting self-esteem through talking and listening to the child but there was a lack of development for the additional mark.

2 marks example

8 Describe **one** way a 'key person' can promote positive behaviour by supporting a child's self-esteem.

If a key person helps a child build up their self-esteem they will feel valued. A key person can achieve this by creating activities that will make the child happy such as getting a mirror and asking the child to draw themselves and get them to talk about them.

#### Question 9 Targeted specification area C.1

The students were able to give good examples of the sanctions that could be used including removing Sophie from the situation and taking away toys. For the additional mark many students included an explanation of why she was being removed from the situation by the adult. Students also gave the responses of time out and thinking time. The naughty chair, naughty step or naughty corner was not accepted as it is not good practice to use the term "naughty."

2 marks example

9

Sophie is four years old.

Her teacher has tried to encourage Sophie's positive behaviour but Sophie keeps hitting other children when she does not get her own way.

Describe **one** way in which sanctions can be used to respond to this behaviour.

One sanction that can be used to respond to ~~stop~~ Sophie's negative behaviour is to remove her favourite activity away from her until she shows positive behaviour but also ~~give~~ tell her why you are removing these from her and explain how she can gain these activities back.

(Total for Question 9 = 2 marks)

#### Question 10 Targeted specification area A1

Students were able to identify two examples of how physical exercise could promote positive behaviour. The responses included burn off excess energy, aids concentration, and improves memory and health. Working together was not accepted as this was not part of the unit content.

2 marks example

10 Give **two** ways in which physical exercise can promote positive behaviour.

1 The child can burn off extra energy, this stops them becoming restless.  
2 Exercise will stop the child from becoming annoyed and agitated.

(Total for Question 10 = 2 marks)

#### Question 11a Targeted specification area A.1

Some students were able to identify the effects of over stimulation and responses included over excited, boisterous or hyperactive. Many students did not achieve marks for this question as they misunderstood the meaning of over-stimulation.

#### Question 11b Targeted specification area A.1

This question was answered well for the effects of under stimulation with many students giving boredom as their answer. However the development

of this question where the students were expected to describe the effects of under-stimulation on children's behaviour was not answered well.

2 marks example

(b) Describe **one** effect of under-stimulation on children's behaviour.

(2)

The child will begin to become bored after playing with something for a long time and will begin to look for other ways to stimulate themselves which can sometimes be dangerous, such as poking another child with a stick.

(Total for Question 11 = 3 marks)

### Question 12a Targeted specification area C.2

The students were required to give either name calling or swearing for their answers. This question was answered well although some students gave hitting and kicking which were not accepted as these are types of destructive behaviour.

### Question 12b Targeted specification area C.2

Students chose to answer this question by giving examples of talking to the child and explaining why their behaviour was inappropriate. Few of the students related their answers to adult approval.

2 marks example

(b) Describe **one** way an adult can communicate to a child that his or her verbal behaviour is **not** wanted.

(2)

Talking to the child in private or going down to their level to explain what's not appropriate/unwanted behaviour so the child understands that it's not wanted/the right behaviour.

### Question 13 Targeted specification area C1

Many students were able to give one example with an explanation but few were able to give a different example to gain the full marks.



4 marks example

**13** Explain **two** ways role models are used in early years settings to support children's positive behaviour.

1 Role models are used to promote positive behaviour because Bandura's theory states that children learn by observing others therefore the children will observe the role models actions and behaviours and try to copy or follow them.

2 Role models can also ~~from~~ support children's positive behaviour by valuing and respect the children by greeting the children as this will encourage the children to greet each other when they see another child or a practitioner by simply saying hello.

**Question 14 Targeted specification area B1**

The students were able to give good examples of choices that were available including what children eat and drink, where they play and selecting activities and resources. The explanation and application of these areas, to show that by giving choices helps develop a child by giving empowerment, develop confidence and independence, was given by a few of the students to gain the higher marks.

6 marks example

14

Mrs Ali is a childminder for children aged three to four years old.

Discuss how Mrs Ali can promote positive behaviour by encouraging the children to make choices.

Mrs Ali can ~~encourage~~<sup>allow</sup> the children to choose what toy they want to play with, this makes the children feel valued and important and therefore they will behave in a positive manner. She can also encourage the children to share with each other, this will teach them that sharing is caring and by doing so it will make everyone happy. ~~She~~ Mrs Ali can also <sup>encourage</sup> the children to make their own choices on food, again because of this they will feel valued and will show good behaviour. She could encourage them to do things on their own, eg. wash their hands or put on their coat at four years old, as well as feeling valued the children are learning skills from this. It allows the children to gain independence for themselves and with this comes positive behaviour. If the children don't show positive behaviour she can tell them the choice that if they don't behave they will be sanctioned, this way the children will want ~~to~~<sup>to</sup> behave in a <sup>positive way so they</sup> ~~aren't~~ punished.

(Total for Question 14 = 8 marks)

### Question 15a targeted specification area C.1

The students were able to give one example with an explanation and showed that they understood Skinner's operant conditioning theory and the use of praise and rewards. Many students were unable to give a different example to gain the full marks. The focus of the question related to rewarding behaviour but many learners gave a positive and a negative situation.

3 marks example

15 (a) Describe **two** ways Skinner's theory of operant conditioning relates to behaviour.

(4)

1 If children are rewarded for their behaviour they will learn quickly that if they do something good they'll get the satisfaction of being rewarded by sweets or toys. For example if they help tidy away left out toys then they'll be rewarded which will make them want to repeat this action over and over again.

2 If children want <sup>seeking</sup> attention and then are ignored they'll soon realise that if they do something good they'll be rewarded so they'll stop with the attention seeking and do something good instead.

### Question 15b targeted specification area B.1

Students needed to relate this question to the promotion of positive behaviour of four year olds and many gained the initial mark for praise, rewards, stickers and stars. The development of these examples was given by some students.

4 marks example

(b) Give **two** examples of how Skinner's theory of operant conditioning can be used to promote the positive behaviour of four-year-old children.

(4)

1 Practitioners ~~will~~ will reward children when they act in a ~~particular~~ certain way - children will see that they are being rewarded by acting in a positive way & they will keep on acting this way because they know that they are being rewarded.

2 when this theory will start being used in a setting children will see other children being rewarded & this can make other children want to act the same so they can be rewarded aswell, this is reinforcing positive behaviour for the children in the setting as they will know when they act a certain way they get rewarded & will repeat this behaviour.

(Total for Question 15 = 8 marks)

**Question 16 targeted specification area A.1, B.1, B.2, C.1, C.2**

Many students considered a range of responses with students focusing on supporting positive behaviour. Few of the students included consulting with parents and demonstrating equality which would have developed the answers.

6 marks example

16

Mrs Veejay is the new manager of an early years setting. She has noticed that there is a lot of unwanted behaviour from the children in the setting.

Discuss what advice Mrs Veejay should give to her staff to try and change the children's behaviour.

Mrs Veejay should allow communication with the staff about wanted and unwanted behaviour in the setting. Mrs Veejay should also include her staff in the arranging of the behaviour policy so that there is no confusion. Mrs Veejay should also encourage the staff to use non-verbal communication such as body language and eye-contact, this will help the staff to learn new techniques on ways to deal with unwanted behaviour. She should also encourage the staff not to be afraid of using sanctions or dealing with the unwanted behaviour. Mrs Veejay could also suggest to her staff to communicate with the parents to see if there has been any transitions or bereavements at home. This could help the staff to understand why there is unwanted behaviour in the setting. Mrs Veejay should inform her staff that they need to be consistent at all times.



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