

# Mark Scheme (Results)

June 2015

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

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

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**Children's Play, Learning and Development**  
**Level 1/2, Unit 4**

| Question Number | Answer              | Mark |
|-----------------|---------------------|------|
| 1               | B – Cognitive delay | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2               | A – Attention seeking (1)<br>D – Withdrawal (1) | 2    |

| Question Number | Answer           | Mark |
|-----------------|------------------|------|
| 3               | B – Head-banging | 1    |

| Question Number | Answer                 | Mark |
|-----------------|------------------------|------|
| 4               | B - Increased activity | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 5               | <p>Award <b>two</b> marks for any of the following pairs of answers:</p> <p>Sleep / providing somewhere or time to have a nap (1).</p> <p>So the child is not irritable / is able to focus / promote well-being (1)</p> <p>or</p> <p>Food /ensure that the child is not hungry (1).</p> <p>So the child is not irritable / is able to focus (1)</p> <p>or</p> <p>Exercise /provide a play/exercise area or activities (1).</p> <p>So the child is not frustrated /stays calm/ promote well-being (1)</p> <p>Accept any other appropriate answer</p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 6               | Award <b>one</b> mark for any of the following:<br><br>Demonstrate good manners (1)<br><br>or<br><br>Thoughtfulness (1)<br><br>or<br><br>Respect to others (1)<br><br>or<br><br>Speak appropriately (1)<br><br>or<br><br>Behaving appropriately (1)<br><br>Or<br><br>Demonstrate consistency (1) | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 7               | <p>Award <b>one</b> mark for each correct point for a maximum of <b>two</b> marks.</p> <p>Children will feel / be secure (1)</p> <p>or</p> <p>Children will not be confused (1)</p> <p>or</p> <p>Children cannot take advantages to break rules (1)</p> <p>Or</p> <p>Children will be safe (1)</p> <p>Or</p> <p>To ensure equality (1)</p> <p><b>Accept appropriate responses which give examples of the impact on the adult or the setting.</b></p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 8               | <p>Award <b>one</b> mark for how a 'key person' can promote positive behaviour and award one mark for development to a maximum of <b>two</b> marks</p> <p>Listen / talk to the child about their experiences (1) to make them feel valued (1).</p> <p>Consider their opinions (1) to make them feel valued / improve confidence (1).</p> <p>Respond to their suggestions / encourage (1) to support independence / self-confidence (1).</p> <p>Praise child's positive efforts (1) so that they feel valued (1)</p> <p>Accept any other appropriate answer</p> | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 9               | <p>Award <b>one</b> mark for the appropriate reference to sanctions and award one mark for developed response to a maximum of <b>two</b> marks</p> <p>Take away her toys (1) and explain to her why they are being taken away (adult involvement) (1).</p> <p>Remove her from the situation / time out / reflection / thinking space (1) explain to her she can join the others but must not hit them remind her of boundaries (adult involvement) (1).</p> <p>Tell / warn the child there will be a sanction applied (1) so the child knows the consequences of her actions (1)</p> <p><b>Accept any other age appropriate answer.</b></p> <p><b>Do not accept "naughty chair / step / spot / corner" etc.</b></p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 10              | Award <b>one</b> mark each for any two of the following:<br>Aids concentration<br>Burn off excess energy<br>Aid to memory<br>Boosts memory<br>Promotes wellbeing / health / reduces stress<br>Takes away frustration<br>Promotes sleep<br>Promotes self esteem | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 11a             | Award <b>one</b> mark for any of the following.<br>Over-excited<br>Hyperactive / Hyper<br>Impulsive<br>Boisterous<br>Irritable<br>Intolerant<br>Aggressive<br><br><b>Accept any other appropriate response</b><br><b>Do not accept "Hypo"</b> | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 11b             | <p>Award a maximum of two one mark for an effect of under-stimulation and 1 mark for development</p> <p><b>Effect of under-stimulation:</b><br/> Child may become bored / frustrated (1).<br/><br/> Child may get distracted / unsettled (1).<br/><br/> May lose interest (1).</p> <p><b>Development:</b><br/><br/> Seek challenges in other ways / become boisterous / aggressive (1).<br/><br/> Start attention seeking / destructive behaviour (1).<br/><br/> Distract others (1).</p> <p><b>Accept any other appropriate answer.<br/> Do not accept "unwanted behaviour" unless it is qualified with appropriate detail.</b></p> | 2    |



| Question Number | Answer   | Mark |
|-----------------|--|------|
| 12a             | <p>Award <b>one</b> mark for any of the following for a total of <b>one</b> mark.</p> <p>Name calling (or similar)</p> <p>Swearing</p> <p><b>No other acceptable answers</b></p> <p><b>Do not accept expletives.</b></p> | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 12b             | <p>Award <b>two</b> marks for a linked pair from the following for a total of two marks.</p> <p>Stay calm and / or do not show anger (1) so that the children will see that the adult remains in control, and / or also to diffuse the situation (1).</p> <p>Talk to the child (1) to explain why their behaviour is inappropriate (1)</p> <p>Use facial expressions and / or body language (1) to tell the children that their behaviour is inappropriate / young children want adult approval (1).</p> <p>Say 'no' with eye contact (1) young children want adult approval (1).</p> <p>Distraction – effective with younger children (1) as it takes their attention away from what is causing the difficulty (1).</p> <p><b>Accept any other appropriate answer.</b></p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 13              | <p>Award <b>one</b> mark for identification and a further <b>one</b> mark for development x 2 for a total for four marks.</p> <p>Role models influence children's behaviour (1) - children imitate the behaviour of adults from watching how adults behave (1).</p> <p>Modelling the desired behaviour – demonstrating good manners, thoughtfulness, showing respect to others and always behaving and speaking appropriately (1) to set a positive example (1).</p> <p>Having positive expectations of children's behaviour (1), as children are likely to behave according to the expectations of adults. (1)</p> <p><b>Accept any other appropriate answer.</b></p> | 4    |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 14              | <p><b>How positive behaviour is encouraged:</b></p> <p>It gives a sense of control / empowerment</p> <p>Allows them to take responsibility / develop confidence / independence.</p> <p>Makes them feel respected and valued.</p> <p>Promotes self-identity / self-esteem.</p> <p><b>Approaches to providing choice may include:</b></p> <p>Choosing activities / selecting resources.</p> <p>Choosing where they play.</p> <p>Choosing what they eat and drink / self-serving.</p> <p>Being responsible for tasks.</p> <p><b>Accept any other age-appropriate answer.</b></p> | 8    |
| Level           | Descriptor  |      |
| 0<br>0 marks    | No rewardable material  |      |
| 1<br>1-3 marks  | A few points identified, <b>or</b> one point described in some detail.<br>The answer is likely to be in the form of a list.<br>Points made will be superficial / generic and not applied / not directly linked to promoting positive behaviour.   |      |
| 2<br>4-6 marks  | A range of points described <b>or</b> a few points discussed.<br><br>The answer is unbalanced.<br><br>Most points made will be relevant to promoting positive behaviour, but the link will not always be clear.   |      |
| 3<br>7-8 marks  | Range of points discussed, <b>or</b> a few key points discussed in depth.<br>The answer is well-balanced.<br>The points made will be relevant and there will be a clear link to promoting positive behaviour.   |      |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 15a             | <p>Award <b>two</b> marks each for any of the following linked pairs for a total of <b>four</b> marks.</p> <p>Responding positively to wanted behaviour with positive reinforcement, (1) using praise or rewards (1).</p> <p>Skinner's operant conditioning theory suggested that children are more likely to repeat wanted behaviour (1) if there is praise or a reward (1).</p> <p>Rewards must be meaningful / appropriate to the child (1) in order to be effective (1).</p> <p>Consistent and continual positive reinforcement (1) is more likely to be effective (1).</p> <p>Accept any other appropriate answer relating to <b>rewarding</b> behaviour.</p> | 4    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 15b             | <p>Award a total of <b>four</b> marks</p> <p>Award <b>one</b> mark for any of the following up to a total of <b>two</b> marks</p> <p>Praise (1)<br/> Reward (1)<br/> Smile of approval / body language (1)<br/> Stickers / stars / points (1)<br/> Choice of activity / story (1).</p> <p>Award <b>one</b> mark for any of the following up to a total of <b>two</b> marks</p> <p>Consistency / continual positive reinforcement (1)<br/> Repeat wanted behaviour (1)<br/> Meaningful / appropriate to the child (1)<br/> Self-esteem / self-worth (1)<br/> Recognition from peers (1)<br/> Positive effect on other children (1).</p> <p><b>Accept any other age-appropriate answer.</b></p> | 4    |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 16              | <p><b>Managing unwanted behaviour</b></p> <p>Consider if the children are at risk.<br/>           Consider reasons for unwanted behaviour.<br/>           Remember the age/stage of the child, and the child's level of understanding, to use the appropriate strategy.<br/>           Stay calm and do not show anger so the adult remains in control.<br/>           Diffuse the situation.<br/>           Use facial expressions and body language to let children know that their behaviour is inappropriate.</p> <p><b>Supporting positive behaviour</b></p> <p>Model the desired behaviour.<br/>           Show respect to others.<br/>           Having positive expectations of children's behaviour, relevant to their age/stage of development.<br/>           Consistently follow behaviour policy.<br/>           Respond positively to wanted behaviour.<br/>           Ensure the environment is suitable to meet children's needs / food / water / sleep / exercise / age appropriate activities.<br/>           Give children choices.<br/>           Consult with parents.<br/>           Demonstrate equality.</p> <p><b>Accept any other appropriate answer.</b></p> | 8    |
| Level           | Descriptor  |      |
| 0<br>0 marks    | No rewardable material  |      |
| 1<br>1-3 marks  | A few points identified, <b>or</b> one point described in some detail.<br>Points made will be superficial / generic and not applied/ directly linked to the situation in the question.  |      |
| 2<br>4-6 marks  | A range of points described <b>or</b> a few points discussed to support a change of behaviour. The answer is unbalanced.<br><br>Most points made will be relevant to behaviour, but the link will not always be clear.  |      |
| 3<br>7-8 marks  | More than one point from each of promoting positive and managing unwanted behaviour discussed in depth.<br>The answer is well-balanced. The majority of points made will be relevant and there will be a clear links to age-appropriate behaviour.  |      |

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