

Examiners' Report/ Lead Examiner Feedback

June 2016

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	16	24	32	40

General Comments on Exam

This is the fifth 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 understanding of the theories has been taught well within the centres and students have shown an increased knowledge particularly of Skinner and Maslow. The students understood the use of rewards within an early year's environment and gave various examples of Skinners theory. For many of the students they were also able to identify the 1st stage of Maslow.

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; although improvements have been made since the previous series.

Additional marks could have been gained if students consider the partnership between the home and the setting and this could be an area that the centres further develop.

The students also found the eight mark questions difficult and further practise of these within the centres, would help with the quality of these 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 - 4

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 5

Q5(a)

Targeted specification area A.1

The students answered the question well, providing examples which related to the theory of Maslow which most students were able to give examples.

5 (a) State **one** need that must be met first according to Maslow's hierarchy of needs theory.

(1)

The needs that must be met first are known as the physical needs, this includes food + water.

As this question had the command verb which was "state" a one-word answer was also accepted.

It would be good exam practice for centres to explain to the students the information that would be required for the different command verbs.

Q5(b)

Targeted specification area A.1

The students were able to give an identification of the areas that could be provided by the centres to meet the first level of Maslow's hierarchy but did not always give a suitable description of why these areas were important to support the positive behaviour of children aged two.

(b) Explain **two** ways adults in early years settings could use the first level of Maslow's hierarchy of needs theory to support the positive behaviour of children aged two years.

(4)

1 In early years setting they could provide nap times. This will help the child to gain more energy.

2 ~~Snacks~~ Food is another good example. This is because a child need the energy from food to concentrate throughout the day.

4 marks example

Question 6

Targeted specification area C.2

Most students answered this question well with examples given which included "to stop a child being harmed" as the main response.

Question 7

Targeted specification area A.1

Many students found this question difficult and some of the responses did not relate to cognitive delay or students found it difficult to give two different responses. The centres should ensure that all the factors that are identified within the specification are taught as the students also found the Biological factors difficult within a previous paper.

7 Give **two** ways cognitive delay may affect children's behaviour.

- 1 The child ^{she} won't be able to remember the rules of an activity, it will leave the children frustrated.
- 2 Children with cognitive delay may not think before they act and they ^{can} forget the consequences easily, so they can show unwanted behaviour.

(Total for Question 7 = 2 marks)

2 marks example

Question 8

Targeted specification area C.1

The question required this to be answered from the perspective of an adult, and many of the students answered this question from the perspective of a child. This led to the students not gaining the mark available for this question.

8 State **one** reason why adults in an early years setting need to have positive expectations of children's behaviour.

- If the adult has a positive outlook on the child's behaviour the child is more likely to behave positively.

(Total for Question 8 = 1 mark)

1 mark example

Question 9

Targeted specification area B.1

The students were able to give good examples of how children can be given control within a setting and many students were able to give various examples of how choices and responsibilities can be given.

Question 10

Targeted specification area B2

Students were able to identify examples of ways that a setting should respond to children's behaviour to prevent confusion. Many students included responding consistently within the centre and this could have been developed further to include consistency between the home and setting.

10 Children can become confused by the different ways adults respond to their behaviour.

Give **two** ways adults in an early years setting should respond to children's behaviour to prevent confusion.

1. Adults should keep the boundaries and expectations consistent in the setting.
2. Adults have to work with parents to ensure that the boundaries are kept consistent between home and the setting.

(Total for Question 10 = 2 marks)

2 marks example

Question 11

Targeted specification area C.1

This question was answered well and it was clear that the students understood Skinner's operant conditioning theory with many of the students including an example of children repeating wanted behaviour if there was a reward. Some students found it difficult to give an alternative answer for the additional 2 marks.

11 Explain **two** (advantages) of using Skinner's operant conditioning theory to support children's positive behaviour in an early years setting.

1. The children are likely to repeat their good behaviour if they're rewarded for it because they will crave the necessary attention and they get for it and they will feel proud of themselves.
2. It will encourage other children to behave in the same manner if one child tells other children their friends. They're all likely to become quickly jealous and crave the same attention.

(Total for Question 11 = 4 marks)

3 marks example

Question 12

Targeted specification area B.2

This question was answered well for the ways in which adults can support children to meet expectations but the students had difficulty in giving two examples with an appropriate response to gain the full four marks.

12 Explain **two** ways adults in early years settings support children aged five years to meet expectations for their behaviour.

1 By rewarding them (using positive reinforcement so that the child will do it again) if they have positive behaviour.

2 Doing activities of ~~the~~ each child's choice so that no child feels isolated or left out and letting them make their own decisions so they don't want to misbehave.

(Total for Question 12 = 4 marks)

4 marks example

Question 13

Targeted specification area A.1

Many students gave responses that linked to changes in home circumstances and the emotional factors that may be affected by these changes. This question was answered well.

Question 14

Targeted specification area C1

Many students were able to give one example which was mainly praise or reward but few were able to give a different example or develop the response to gain the full marks.

14 Describe **one** way adults in an early years setting encourage positive behaviour by supporting children's self-esteem.

By listening to the children - By listening to a child adults are making the child feel appreciated which will boost their self-esteem.

(Total for Question 14 = 2 marks)

2 marks example

Question 15

Targeted specification area A1, B1, B2, C1, C2

The students were able to identify role modelling (Bandura) and basic needs (Maslow) but the responses were not developed and sometimes focused on one area. Few students gave a balanced view or related the information to the appropriate age of the child to gain the higher marks. It was clear that the theories were understood but due to this the students describe the theory rather than an explanation and show depth and understanding. As this question requires responses from the whole of the specification by focusing on one aspect, restricted the marks that were awarded. Some of the students did not relate their answers to the setting of a childminder.

15 Abbi, aged two years, has just started with a new childminder.

Discuss how the childminder can support Abbi's positive behaviour.

The childminder can support Abbi's positive behaviour by praising her if she does something well which will influence her to do it again.

Also, by the childminder showing the positive behaviour herself, Abbi will model this as she will see her childminder as a positive role model. This links to Albert Bandura's Theory, social learning

The childminder can give Abbi rewards if she is showing positive behaviour because this will encourage her to show this behaviour again. This links to B.F Skinner's operant conditioning theory.

She can display Abraham Maslow's hierarchy of needs to support Abbi's positive behaviour by giving her food, sleep water and shelter. She can protect her to feel safe, show love and attention and build up her self-esteem and self-actualisation.

(Total for Question 15 = 8 marks)

6 marks example

Question 16

Targeted specification area B.1

The students were able to give one example with an explanation and showed that they understood the role of a key person.

16 Give **two** ways adults in an early years setting can model desired behaviour to children.

1 Adults can use good manners. e.g. please and thank you or holding doors.

2 Adults can also show respect to everyone they see or talk to.

(Total for Question 16 = 2 marks)

2 marks example

Question 17

Targeted specification area A.1

This question was answered better than a previous series and it was clear that the centres have worked hard with this area to ensure that the students understand this concept.

17 Describe **one** effect of under-stimulation on the behaviour of children aged four years in an early years setting.

This will cause the child to become bored and they will start to show destructive or attention seeking behaviour by ruining another child's activity.

(Total for Question 17 = 2 marks)

2 marks example

Question 18

Targeted specification area A.1, B.1, B.2, C.1, C.2

This question was not answered well with learners not focusing on unwanted behaviour and not relating their responses to the specified age group. This question related to the application of responses and the students found it difficult to identify specific practice that could be carried out and was appropriate.

18 Discuss how adults in an early years setting deal with the unwanted behaviour of children aged three and four years.

In an early years setting there are many ways of dealing with unwanted behaviour. This could ~~be~~ be from time out or getting down to their level.

When you ~~are~~ ^{explain to} ~~scold~~ a child ^{what they have done wrong,} you have to get down to their level. This is so they listen to what you have to say. This also helps them understand you better.

Having simple rules that a child has to follow. ~~This~~ This means if a child has done something wrong, ~~you~~ you just have to remind them of it. They'll most likely say sorry after that.

Putting ~~off~~ a child on time out is a great idea. Even though it's old fashioned it still works. This is because on time out a child will realise what they ~~have~~ have done is wrong.

DO NOT TELL ~~THEM~~ THEM OFF IN FRONT OF THE CLASS!!
This can cause embarrassment. Other children may start to laugh at them. This will lower their self esteem.

(Total for Question 18 = 8 marks)

7 marks example

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