

Mark Scheme

January 2017

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

**Unit 4: Promoting Children's
Positive Behaviour**



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BTEC Next Generation Mark Scheme Children's Play, Learning and Development

Question Number	Answer	Mark
1	A - Stimulation	1

Question Number	Answer	Mark
2	D - Confidence	1

Question Number	Answer	Mark
3	D - Insecurely	1

Question Number	Answer	Mark
4	B - Swearing	1

Question Number	Answer	Mark
5	C - By helping them to express emotions D - By providing stimulating activities	2

Question Number	Answer	Mark
6	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Adult to stay calm (1) • Do not show anger (1) • The adult should remain in control (1) • Distract the child e.g. offer a different toy/game/playing with other children (1) • Ignore attention seeking behaviour (1) • Adults explaining to child why their behaviour is not appropriate (1) <p>Do not accept time out or response that suggest ignoring the child Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
7a	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Bandura's social learning theory • Social Learning • Social learning theory 	1

Question Number	Answer	Mark
7b	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Children imitate/copy the good behaviour from adults (1) • Children may learn the good behaviour from other children (1) • Children will be influenced by role models (1) 	2

Question Number	Answer	Mark
8	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Praise • Rewards • Smile (of approval) • Stickers • Stars or points • Choice of activity or story • Unwanted behaviour <p>Accept any other appropriate response. Do not accept any reference to negative reinforcement.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Raised voices • Excited voices • Silence • Whispering and pointing in a negative way. • Misusing play materials <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark for any of the following from the lists below up to a maximum of two marks:</p> <p>Sufficient food and water</p> <ul style="list-style-type: none"> • Aids concentration (1) • Gives energy to participate fully (1) • Gives a sense of wellbeing (1) • Helps them behave better as they feel happy/satisfied (1) • Can make them sleepy (1) <p>Lack of food/water may cause</p> <ul style="list-style-type: none"> • Irritability (1) • Lack of energy (1) • Lack of tolerance (1) 	2

	<ul style="list-style-type: none"> • Inappropriate behaviour (1) Hyperactivity (1) Tantrums (1) Disruptive (1) • Inability to follow rules (1) • Lack of concentration (1) • Lack of interest (1) • Upset (1) <p>Accept any other appropriate responses.</p>	
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Question Number	Answer	Mark
11	<p>Award one mark for identification and a further one mark for development for a total of four marks.</p> <p><u>Changes in home circumstances</u></p> <ul style="list-style-type: none"> • Birth of a sibling • Divorce of parents • Death of a pet • Death of a relation/parent • Moving home • Illness/family • Changes in family structure <p><u>Potential changes in behaviour</u></p> <ul style="list-style-type: none"> • Attention-seeking behaviour (1) • Aggression towards other children/adults (1) • Showing anger in words or actions (1) • Withdrawal (1) • Emotionally unable to cope (1) • Emotions a child could experience eg. Upset (1) unwanted (1) insecure (1) lack of trust (1) <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
12	<p>Award one mark for identification and a further one mark for development for a total of four marks.</p> <p>Strategy</p> <ul style="list-style-type: none"> • Use facial expressions and body language (1) • Say no with eye contact (1) • Distract him (1) • Explain that he is showing unwanted behaviour (1) • diverting his attention to something/others (1) • remind him of boundaries/expectations (1) <p>Development</p> <ul style="list-style-type: none"> • To let Michael know his behaviour is inappropriate/unwanted (1) • So Michaels behaviour does not continue (1) • diverting his attention eg. Activities/with other children (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
13	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • For consistency of boundaries between home and setting (1) • For consistency of expectations between home and setting (1) • To help children feel secure/safe (1) • To prevent confusion (1) • To help understanding of content (1) • consequences of behaviour policy (1) <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content	Mark
14	<p>Responses may include the following.</p> <ul style="list-style-type: none"> • Physical factors affecting behaviour – sleep, food, drink, exercise • Delayed physical development – may be upset and frustrated if unable to join in due to long illness • May lack concentration due to tiredness affecting ability to understand rules/remember instructions • Kim’s basic physical needs must be met before other needs can be addressed (Maslow’s Hierarchy of Needs theory) • Kim may need additional sleep during the day • Social factor – role models need to show positive behaviour for Kim to follow (Bandura’s Social Learning theory) • Social factor – fitting in to friendship groups • Emotional factor - Kim needs to re-establish /develop relationships with adults to support positive behaviour – Kim will need one-to-one attention • Emotional factor – returning to setting after long absence will affect her security • Cognitive factor – stimulation needed through play to gain confidence/express herself – Kim will need small-group work • Kim will need positive expectation with small goals Kim will need praise/reward (positive reinforcement) for wanted behaviour (Skinner’s Operant Conditioning theory) • Kim may be happy to return to the setting and if her needs are met her behaviour may not be affected 	8

	<ul style="list-style-type: none"> • If Kim’s needs are not met she may show attention-seeking behaviour, withdrawal, lack of concentration • Varied opportunities and experiences/small-group work being given to Kim to express herself and gain confidence <p>Accept any other appropriate response.</p>	
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Level	Descriptor	Marks
0	No rewardable material.	0 marks
1	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	1-3 marks
2	Some points described, or a few key points explained. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	4-6 marks
3	A range of points discussed, or a few key points discussed in depth. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8 marks

Question Number	Answer	Mark
15a	Award one mark for any of the following: Operant Conditioning Theory Operant Conditioning Skinner's Operant Conditioning Theory Skinner's Operant Conditioning	1

Question Number	Answer	Mark
15b	<p>Award one mark for identification and a further one mark for development for a total of four marks.</p> <p>Identification:</p> <ul style="list-style-type: none"> • Praise (verbal and nonverbal) e.g. thumbs up/smile of approval/well done (1) • Rewards e.g., own choice of activity or story/stickers/cookies/star charts (1) <p>Development:</p> <ul style="list-style-type: none"> • Likely to repeat behaviour (1) • Being age appropriate makes the reward/praise more effective (1) • Rewards/praise are given consistently (by adults and over time) (1) • Effective in changing/reinforcing behaviour (1) • Likely to increase confidence (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
16	Award one mark for any of the following: <ul style="list-style-type: none"> • Interrupting activities • Answering back • Challenging instructions • Clinging Accept any other appropriate answer.	1

Question Number	Answer	Mark
17	Award one mark for any of the following up to a maximum of two marks: <ul style="list-style-type: none"> • By discussing reasons for rules • By agreeing boundaries and expectations with children • By reminding them of rules and boundaries • By encouraging children to value/respect others/being polite • By encouraging them to take turns/sharing toys/equipment/playing safely • By encouraging children to take responsibility for their behaviour • By helping them to understand the consequences of their actions • By following the behaviour policy consistently. • By helping them to be aware of the feelings of others • By recognising children's age and level of understanding • By simplifying instructions • By using a visual timetable to help them to understand what is happening • By using notices/posters to remind older children about expectations • Being a positive role model • By giving praise/reward Accept any other appropriate response.	2

Question Number	Indicative content	Mark
18	<p>Responses may include the following.</p> <ul style="list-style-type: none"> • Providing an environment to encourage positive behaviour • Listening to Ria/considering her opinion • Reflect Ria’s interests in activities • Providing choices to give sense of control/develop confidence and independence • Support the development of Ria’s self-esteem and self-respect • Having a key person approach • Meeting Ria’s physical needs (Maslow’s Hierarchy of Needs theory) • Providing varied opportunities and experiences to develop confidence • Modelling desired behaviour by role models/valuing and respecting other children and adults (Bandura’s Social Learning theory) • Having positive expectations of Ria and the other children • Positive reinforcement being used by the staff (Skinner’s Operant Conditioning theory) • Reward Ria’s positive behaviour in an appropriate manner • Consistent approach by members of staff and home • Recognising age/stage of Ria and responding accordingly • Supporting Ria through changes • Communicating boundaries and expectations to Ria • All staff following behaviour policy to have a consistent approach <p>Accept any other age appropriate response.</p>	8

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0	No rewardable material.	0 marks
1	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	1-3 marks
2	Some points described, or a few key points explained. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	4-6 marks
3	A range of points discussed, or a few key points discussed in depth. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8 marks

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