



# Examiners' Report/ Lead Examiner Feedback

January 2018

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
<b>Boundary Mark</b>	0	20	26	32	39

## Introduction

The unit is well established as it has been assessed eight times. Many of the learners who sat the paper showed knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories.

The paper had 18 questions. Each question was based on different areas of the specification to enable full coverage. Learners were required to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the specific questions. The intention was to offer as broad a coverage as possible for all areas of the unit content. Questions had varying weightings attached to them, with 1 and 2-mark questions for the lower demand questions, 4 marks where an explanation or justification was required, and 8 marks for questions where an extended response was required, such as a discussion. The learners were also directed to link the theories to practice within the eight mark questions.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered with the explanations and links to theories being the focus. The use of vocational language and appropriate terminology within each response was also considered.

# Introduction to the Overall Performance of the Unit

Learner performance was generally consistent across the paper, with some questions proving more challenging than others. Overall, there was evidence of learners having been taught well, across the coverage of the specification.

It is extremely important that learners are given the opportunity to practice responding to shorter and/or lower demand questions as well as extended question writing. There were several occasions where learners had written lengthy and detailed responses to a 2-mark question and the marks were within the first sentence. There was also areas where the learners gave multiple answers rather than one response. It is possible to give a comprehensive and correct answer in only one line as it is in an entire paragraph.

It would be beneficial for centres to spend time on the command verbs so that the learners can respond to each question in the depth that is required, although this has improved this series.

Learners need to utilise their time efficiently and save their extended responses for the questions with a higher eight mark. For these responses, it is also important to link the theories to the practice, and this paper directed the learners within Q18 to show their knowledge of Maslow and Skinner.

Although it may seem like an obvious comment, it is extremely important that learners read the questions carefully and identify what is being asked of them. Some learners, for example, did not focus on the role of the adults when this was being asked for in the question. Within Q14 the question was asking for "how the adults in the nursery can encourage Molly's positive behaviour" and some of the learners spent time on what the parents could do at home.

The learners understood the use of rewards within an early year's environment and gave various examples of Skinners theory, although some learners were confused between the theories of Skinner and Bandura.

It was evident that some learners were not able to develop their answers to show understanding, application and explanation.

The paper is focused on developing positive behaviour and learners focused on sanctions and negatives where this was not asked for and also gave examples of poor practice. There was a reduction in the use of "Time Out" and the "Naughty Step, or Naughty Chair" as these are practices that should not be promoted. The learners should be encouraged to use the correct terminology throughout the paper which is suitable for a person that may progress onto working with children.

# Individual Questions

The following section considers most questions on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the question paper and corresponding mark scheme.

## MCQ questions 1-5

These questions are taken directly from the specification and therefore it is important that the learners know the whole of the specification in order to give the correct response.

Most of the questions were answered well but Question 3 was answered less well with the learners giving various answers. The correct answer was (B) as this was the only response which is "the behaviour a child may show if they are unwell". This is from the Biological factors from the specification.

## Question 6

This question was answered well with many responses including "frustrated and angry". The response needed to be identified with an effect, as this was directed in the question. This was an improvement from the previous series as the learners were now aware of the meaning of "unrealistic expectations"

This response gained the 1 mark. Low self-esteem is from the mark scheme.

**State one effect on a child if they are given unrealistic expectations.**

low self-esteem

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**Total for Question 6 = 1 mark)**

### Question 7

Many of the learners knew how the behaviour policy not being followed consistently would affect children's behaviour.

This was awarded 2 marks. 1 mark was awarded for "become confused" and a further mark awarded for "act up"

7

A behaviour policy is not being followed by new members of staff in a nursery.

Give **two** examples of how this will affect children's behaviour.

- 1 The child might become confused on what is actually right or wrong to do as they might be being let off for something that was wrong.
- 2 As they are not following a behaviour policy the children might learn to act up not only for that member of staff but others as well.

**(Total for Question 7 = 2 marks)**

### Question 8a

Most of the learners were able to name Bandura.

### Question 8b

This question was answered well providing the learner knew the relevant theory. Most learners gained marks through role modelling and copying. Some learners confused Bandura with Skinners theory.

This response gained 0 marks

(b) Give **one** example of how adults in an early years setting can use Social Learning Theory.

(2)

Reward children with stickers

**(Total for Question 8 = 3 marks)**

## Question 9

This was a linked response and was a 4 mark question. Some of the learners gave examples of positive reinforcement but used this for two examples and therefore could only be awarded 2 marks. It would be beneficial to the learners if they could be informed that they must give different responses if they are asked for two ways, examples or reasons within the question.

There were also sanctions used as a response when the question asked for "supporting Megan's positive behaviour"

This response gained 4 marks. One mark was given for "listening" and a further mark for the development of "making Megan feel safe and secure". The learner also gained a further 2 marks for "praise" which is positive reinforcement, and a further mark for the development "copy her actions" which is "behaviour is repeated" from the mark scheme.

9

Megan attends a local day nursery. She often challenges adult instructions.

Describe **two** ways adults in the early years setting can support Megan's positive behaviour.

1 Adults should always actively listen to Megan, so she feels understood. This helps Megan to feel safe and secure at the day nursery because she knows there is someone who always listens.

2 Adults should always praise her when she follows and listens to instructions given. This will make her copy her actions again as it made her feel good about herself. This also builds her confidence.

### Question 10

Some of the responses to this question included inappropriate sanctions. This response gained 0 marks

- 1 they can punish him if he swears, by taking something he enjoys away from him to show what hes saying is bad, or isolate him from others.
- 2 Everytime he swears, ~~teach him another word to replace this~~ reward the people around him so that he knows hes wrong. misbehaving.

It would not be appropriate to use these sanctions in any given situation. It would be beneficial for time to be spent with the learners identifying good practice when dealing with unacceptable behaviour. This should relate to the age/stage of the child and how to promote positive behaviour.

### Question 11

The learners answered this well with good examples given of how children can value and respect others.

This example was awarded 2 marks, however there were 3 points that could have been awarded. 1 mark for "being kind" 1 mark for "taking turns" and a further mark could have been given for "sharing." As this was a 2 mark question the full 2 marks was awarded.

11

Children can value and respect others by being polite.

Give **two other** ways children can value and respect others.

- 1 Children can value and respect others by taking turns and sharing.
- 2 Children can value and respect others by being kind.

(Total for Question 11 = 2 marks)



### Question 12

It was clear that the learners knew the role of the “keyperson” and the advantages of having this approach within early years settings. This question was answered well, with a variety of answers given that relates to the importance of the “keyperson”.

This response was awarded 2 marks

**12 Give two advantages of using a 'key person' approach in early years settings.**

- 1 A key person helps in the early years because it creates a bond so that the child is being taught by one person on how to act.
- 2 It also helps the child with anything that they are struggling with as they are getting one to one help.

**(Total for Question 12 = 2 marks)**

### Question 13

This question had responses that were not age appropriate and some responses gave sanctions that were inappropriate. The learners would benefit from the centre's spending time on ways to handle difficult situations and what responses would be appropriate for different age groups.

**13**

Alex is three years old and pushes others out of the way to get to the front of the queue for the water play area.

Explain **two** ways adults in the early years setting could manage the situation.

- 1 when he does this, they could punish him by not letting him use the water play area to show he is in the wrong.
- 2 They could also make sure everyone gets in the queue before he does so let him in last until he can learn not to push in. Reward him when he doesn't push in.

**(Total for Question 13 = 4 marks)**

## Question 14

The eight-mark questions were responded to better than previous series and it was obvious that centre's had spent time with the learners on how to answer these questions. They gave responses that would be appropriate in the situation of a new baby within the household, and how the nursery could encourage positive behaviour through different play activities and working with the parents.

This response was awarded 6 marks

Although there were examples of sanctions that were not appropriate there was good practice and ideas that were indicated some of the points were described and examples given which were detailed.

The adults in the nursery can introduce rewards and sanctions which will influence molly to maintain a positive behaviour. for example having sticker charts but if unwanted behaviour occurs she's losing a sticker.

The adults can put in place a behaviour policy so molly is able to learn the rules and stick by the boundaries encouraging a positive setting.

The adults can make sure molly is getting all her required needs such as sleep so she's able to concentrate at nursery and have enough energy so she's feeling positive.

Having a key person for molly while she's

at nursery will help build her confidence and she will feel more comfortable and respected which will encourage her positive behaviour.

The adults can also encourage Molly's positive behaviour by giving her little responsibilities such as tidying up toys so she feels grown up and can do things independently. The adults can also let Molly make her own choices like when to eat her snack so she feels respected and happy, influencing her to behave positive.

The adults in the nursery can also make sure all children are treated equally so there's no confusion and Molly will feel respected and like everyone else.

Adults can also sit down with Molly and calmly explain why her behaviour is negative and how it can be improved to make her feel happier at home and nursery.

### Question 15

Most learners answered this question using "bored" or "frustrated" and showed understanding of how a child would react if they were under stimulated.

This response was awarded 2 marks

**15** Identify **two** behaviours that indicate a child may be under stimulated.

1 A child might be bored and will not ~~like~~ want to communicate with others.

2 Not wanting to do anything or ~~being~~ being frustrated ~~constantly~~ constantly

**(Total for Question 15 = 2 marks)**

### Question 16

It was clear that the learners understood about choices and many different examples were given but mainly connected with the choice of activities or what to eat or drink. This response was awarded 2 marks

**16** Give **two** examples of how adults can encourage children to make choices to have a sense of control.

1 Give them a choice in picking what book/song they would like to read/listen to.

2 let them pick their own partner for any of the activities.

**(Total for Question 16 = 2 marks)**

### Question 17

This question went well and most learners gave good examples of how children can meet physical needs although some responses gave the same type of equipment twice. This response was awarded 2 marks

**17** Give **two** ways adults in early years settings can meet children's physical needs to promote positive behaviour.

- 1 ~~play~~ ~~make~~ make sure they have had a sleep
- 2 ~~play~~ make sure they have had the right amount of food and drink.

(Total for Question 17 = 2 marks)

### Question 18

It was evident that the learners knew Skinner and Maslow and they were able to apply these theories to the age groups within the question. A good response would be where the learner had shown the application equally rather than giving examples of one theory or one age group.

This response was awarded 7 marks.

18

Mrs Begum is a childminder for two children aged six months and four years.

Discuss how Mrs Begum can use Maslow and Skinner's theories to promote the children's positive behaviour.

Mrs Begum can use Maslow's theories by understanding and supporting their safety and security. She can show them love and affection to make them feel they have entered a safe, warm home. This will encourage them to show positive behaviour as they are getting the respect and love needed. On the other hand, Mrs Begum can also support their self-esteem by respecting them and listening to their ideas and thoughts. This will make the children feel valued as their thoughts are getting put into consideration. It will promote the children to show positive behaviour as, ~~because~~ Mrs Begum is listening and supporting them. She is giving them the attention they need.

~~Another way Mrs Begum can use the Skinner's theories~~

Another way Mrs Begum can promote children's positive behaviour is by using the Skinner's theory. This is when an adult

will reward a child after showing positive behaviour. The word is called reinforcement. Mrs Begum can support the six months child by verbally praising them after they have finished their milk bottle. Also she can, clap her hands together to give the baby a understanding they have achieved something good. However, she can support the four years old child by giving them <sup>child</sup> stickers after showing positive behaviour. ~~like~~ This will make the child happy as, they have been rewarded after showing positive behaviour. This will encourage them ~~to keep~~ and promote them to keep displaying positive behaviours in the future. The child will have the thought in their mind they will be gifted after showing positive behaviour. It will encourage them to display positive behaviours not just at the Childminder house but, elsewhere to.

The response related to the childminder throughout and their role. They gave examples that were appropriate for the two age groups mentioned in the question. There were expansions and reasoning throughout. It was well balanced and the majority of the points made were relevant with clear links to the theories.

# Summary

Based on the performance of this paper learners should:

- Learn the expectations of the command verbs.
- Read the requirements of the question and who should they focus their responses.
- Do not go into sanctions unless the question asks for it.
- Give age appropriate responses
- Give responses that are considered “good practice”
- For the four and eight mark question give explanations
- For the eight mark questions relate to the theories.

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