

Mark Scheme (Results)

January 2018

BTEC Level 1/Level 2 First Certificate in
Children's Play, Learning and Development

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



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BTEC NG CPLD Level 2 Unit 4 (20123) – Mark Scheme (1801)

Question Number	Answer	Mark
1	(C) Lack of concentration	1

Question Number	Answer	Mark
2	(C) By listening to others	1

Question Number	Answer	Mark
3	(B) Regressive	1

Question Number	Answer	Mark
4	(D) less energetic	1

Question Number	Answer	Mark
5	(A) Removing equipment (E) Providing distraction	2

Question Number	Answer	Mark
6	Award one mark for an appropriate response. <ul style="list-style-type: none">• Insecure (1)• Frustrated/confused (1)• Unable to meet the expectations (1)• Angry/tantrum/misbehave (1)• Sad (1)• Low self-esteem (1)• Regress (1) Accept any other appropriate response.	1

Question Number	Answer	Mark
7	<p>Award one mark for a correct response, up to a total of two marks.</p> <p>Inconsistency can make children:</p> <ul style="list-style-type: none"> • Not understand the behaviour required (1) • Feel insecure (1) • Feel confused (1) • Take advantage by doing whatever they wish/not following rules (1) • Ignore adult instructions/requests (1) • Disruptive (1) • Modelling behaviour (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
8a	<p>Albert Bandura (1)</p> <p>Bandura (1)</p>	1

Question Number	Answer	Mark
8b	<p>Award two marks for an appropriate response up to a total of two marks</p> <ul style="list-style-type: none"> • By adults being good role models • Having positive expectations of children's behaviour • Adults demonstrating good manners • Adults should give an explanation for behaviour • A child will copy/model the expected behaviour <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for a response and one further mark for a development, up to a total of four marks.</p> <p><u>Adult intervention</u></p> <ul style="list-style-type: none"> • Role modelling (1) • Consider specific reasons/circumstances, e.g. physical/emotional developmental factors (1) • Stay calm and do not show anger (1) • Consider Megan’s level of understanding (1) • Say ‘no’ with eye contact (1) • Use appropriate communication strategies e.g. Tone of voice, facial expressions and body language (1) • Distract Megan (1) • Explain why the behaviour is not appropriate (1) • Use appropriate choice of strategies, e.g. positive reinforcement (1) • Take Megan’s attention away from the situation (1) • Remind Megan of the boundaries and consequences (1) • Let Megan know that the behaviour is inappropriate (1) • Apply sanctions only if behaviour is repeated/continued (1) <p><u>Development</u></p> <ul style="list-style-type: none"> • So that behaviour is repeated (1) • Megan will see that the adults remain in control (1) • Copies behaviour (1) • To understand what strategy to use (1) • To demonstrate behaviour is inappropriate (1) • To diffuse the situation (1) <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
10	<p>Award one mark for providing a way and one further mark for a developed response.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Ignore the swearing (1) • Focus on/reward good behaviour (1) • Use positive reinforcement (1) • Demonstrate positive role modelling (1) • Provide activity/resources, e.g. books, persona dolls, role play (1) • Partnership approach with parents/carer (1) • Distract Greg (1) <p><u>Development</u></p> <ul style="list-style-type: none"> • Greg understands swearing is inappropriate (1) • Greg repeats good behaviour (1) • Greg copies adults' positive behaviour (1) • Greg likes being responded to (1) • Greg likes to be rewarded (1) • Gives attention to Greg (1) • Consistent approach between home and nursery (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
11	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Taking turns (1) • Sharing toys (1) • Sharing equipment (1) • Playing safely (1) • Listening (1) • Responding to suggestions (1) • Helping others/being kind (1) • Showing good manners e.g. Please/thank you etc. (1) <p>Accept any other appropriate response. Do not accept being polite.</p>	2

Question Number	Answer	Mark
12	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • To support the development of the child (1) • To have a consistent relationships with children (1) • To have a consistent relationships with adults eg. helpful (1) • To develop strong relationships with children (1) • To create bonds with children/keyworker (1) • To help children feel secure/safe (1) • To help children develop confidence (1) • To support parents (1) • To be a point of contact for parents (1) • Role modelling (1) • Help to settle in (1) <p>Accept any other appropriate responses.</p>	2

Question Number	Answer	Mark
13	<p>Award one mark for identification and a further one mark for development, up to a maximum of four marks.</p> <p><u>Identification</u></p> <ul style="list-style-type: none"> • Discuss/show ways to share (1) take turns (1) • Giving/Encouraging children of ways to solve the disagreement (1) • Provide counting games (1) use a timer (1) • Distract (1) <p><u>Development</u></p> <p>To encourage Alex to:</p> <ul style="list-style-type: none"> • value (1) respect others (1) • follow rules (1) play safely (1) • understand reasons for rules (1) <p>Responses must be appropriate for three year olds.</p>	4

Question Number	Answer	Mark
14	<p>Adults will need to develop consistent and positive relationships with Molly/parents/carers that will show her affection, attention and genuine interest.</p> <p>Without these positive relationships, Molly may show attention-seeking behaviour, withdrawal, defiance and lack of concentration.</p> <p>Changes in home circumstances may affect Molly's security – may result in attention-seeking behaviour, and aggression towards other children.</p> <p>The adults need to listen to Molly and consider her opinions, and respond to her suggestions to support the development of self-esteem and self-respect.</p> <p>Creating a suitable environment to encourage Molly to make choices enabling her to have a sense of control over her life, allowing her to take responsibility and develop confidence and independence, including:</p> <ul style="list-style-type: none"> • choosing activities and selecting resources • choosing where they play – indoors or outdoors • choosing what they eat and drink by offering food choices at snacks and meal times, and self-serving • being responsible for tasks in the setting – for example setting the table, pouring drinks, sweeping up sand, tidy-up time • ensuring that Molly has enjoyable and varied opportunities and experiences, including activities that provide stimulation, reflect her interests and give her the opportunity to express emotions • giving rewards, for example verbal praise, a smile of approval, stickers, stars or points, her own choice of activity or story. • Understand the age/stage of development of Molly <p>Rewards must be meaningful/appropriate to Molly to be effective.</p> <p>Consistent and continual positive reinforcement is more likely to be effective.</p>	8

Level	Descriptor	Mark
0	No rewardable material.	0
1	A few key points identified, or one point described of how adults can promote Molly's positive behaviour. The answer is likely to be brief giving only an outline of the strategies that could be used. It is likely to be superficial/generic and will be supplemented with little or no examples or links to any theories. The answer is likely to be in the form a list.	1-3
2	Some points identified, or a few key points described in detail. A detailed response with examples. Most points will be relevant but clear links are not always made to the strategies.	4-6
3	The strategies are explained in depth. The answer is well balanced giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear link to relevant theories.	7-8

Question Number	Answer	Mark
15	Award one mark for each correct response, up to a maximum of two marks. <ul style="list-style-type: none"> • Bored (1) • Frustrated/anger/tantrums (1) • Challenging instructions (1) • Destructive behaviour (1) • Seek challenges in other ways (1) • Attention-seeking behaviour/distructive (1) • Not participating/ not paying attention(1) <p>Accept any other appropriate answer. Do not accept unwanted behaviour because this is not specific enough.</p>	2

Question Number	Answer	Mark
16	Award one mark for each correct response, up to a maximum of two marks. <ul style="list-style-type: none"> • Allowing children to choose activities and resources (1) • Allowing children to choose where they play/who they play with (1) • Allowing children to choose what they eat and drink (1) • Giving children responsibility for tasks, e.g. setting tables, pouring drinks, tidy-up time (1) • Involving children in setting and agreeing boundaries/rules (1) • <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
17	<p>Award one mark for providing a way and one mark for a developed response.</p> <ul style="list-style-type: none"> • Provide areas and opportunities for sleeping (1) • Regular food • Regular drink (1) • Areas/Opportunities/Resources/Activities to promote physical development (1) 	2

Question Number	Answer	Mark
18	<p>Responses should discuss the theories and give examples of the types of support Mrs Begum can give to promote their positive behaviour.</p> <p>Using Skinner's theory</p> <ul style="list-style-type: none"> • Responding positively to wanted behaviour with positive reinforcement, using praise or rewards. • Using operant conditioning so children are more likely to repeat wanted behaviour if there is a reward. • Using rewards, e.g. verbal praise, a smile of approval, stickers, stars or points, their own choice of activity or story. • Use of meaningful/appropriate rewards with the child in order to be effective. • Use of consistent and continual positive reinforcement. <p>Use of Maslow's theory</p> <ul style="list-style-type: none"> • Providing appropriate nutritious food throughout the day that is suitable for the age of the children. • Water should be supplied throughout the time with the childminder. • The house should be kept at a temperature to enable the children to be warm. • Rest places should be provided for naps and sleep. • The childminder should provide play areas that are safe. • The children should receive consistent responses from the childminder to help feel secure <p>The responses should be appropriate for the age stage of each child.</p>	8

Level	Descriptor	Mark
0	No rewardable material.	0
1	A few key points identified, or one point described. The answer is likely to be brief giving only an outline of one of the theories. It is likely to be superficial/generic and will be supplemented with little or no examples or links to the application. The answer is likely to be in the form a list.	1-3
2	Some points identified, or a few key points described in detail. A detailed response with examples. Most points will be relevant but clear links are not always made to the application of the two relevant theories.	4-6
3	The two theories are explained in depth. The answer is well balanced giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear links to the application of both theories identified in the question.	7-8