

Examiners' Report/ Lead Examiner Feedback

June 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
Boundary Mark	0	18	25	32	40

Introduction

The unit is well established and this is the ninth time that the exam has taken place. 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 19 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, although some responses still showed poor practice and there is a need for the learners to be taught the correct way to manage inappropriate behaviour. The learners were still including responses like naughty step, naughty chair and isolated the children.

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 extremely lengthy and detailed responses to a 2-mark question and the marks were within the first sentence. There were 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 the centre 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 and centres must have spent time with the learners on the requirements. Learners need to utilise their time efficiently and save their extended responses for the questions with a higher eight -mark weighting. There is also a need for the learners to read the question throughout and identify the focus. For these responses, it is also important to link the theories to the practice, and this paper directed the learners within Q19 to show their knowledge of Bandura and Skinner. Within Q19 the learners should have focused on the children being given a positive experience but many of the responses included inappropriate behaviour and how that should be managed.

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 the learners to “Discuss strategies that can be put in place by adults in the pre-school to manage the situation”. The question related this to a two year old and there were some responses that were not appropriate for the age group as well as the adult role within the pre-school.

The learners understood the use of rewards within an early year’s environment and gave various examples of Skinner’s theory, although some learners were confused between the theories of Skinner, Maslow 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” and this was nice to see as these are practices that should not be promoted. The learners were also confused with the language used for Q13, and the differences between destructive behaviour and disruptive behaviour and the responses given were then not appropriate. 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 5 was answered less well with the learners giving various answers. The correct answer was (C) and (E) as these were the only responses which related to the "reasons for removing resources from children". This relates to C2 from the specification.

Question 6

This question was answered well with many responses including "following routines" or "know what is happening". Some of the learners were unsure of what a visual time table was, and this is an area that centre's could ensure that is covered within their delivery.

This response gained the 1 mark.

<p>6 Give one example of why a visual timetable could be used.</p> <p>So that children can see/^{know} what they're doing in the day.</p> <p style="text-align: right;">(Total for Question 6 = 1 mark)</p>

This response did not receive any marks as the response was not related to the visual time table.

<p>6 Give one example of why a visual timetable could be used.</p> <p>Reward them for good behaviour</p> <p style="text-align: right;">(Total for Question 6 = 1 mark)</p>
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Question 7

Many of the learners knew why the behaviour policy should be followed by the staff, although some learners found it difficult to provide two different responses.

This was awarded 2 marks. 1 mark was awarded for "so the children don't get confused" and a further mark awarded for "consistency between home and setting"

7 Give **two** reasons why adults in a nursery should follow the setting's behaviour policy.

1 So the children don't get confused if one adult tells them off whilst another adult doesn't
2 To show consistency ~~through~~ whilst at nursery and home.

(Total for Question 7 = 2 marks)

Question 8

Most of the learners were able give an example of how adults can develop a positive relationship with children.

This was awarded 1 mark but the learner had given more than one response that was appropriate. They had included "bond with them" "talk to them" and "keyperson". The response of keyperson or role model would need to be extended to describe what they were doing with the child that would promote a positive relationship.

8 Give **one** way adults can develop positive relationships with children.

Bond with them ^{talk} ~~talk~~ to them (keyperson)

(Total for Question 8 = 1 mark)

Question 9

Some of the learners were confused with this question and the use of Bandura's social learning theory enabled some of the learners to give responses that were linked with "social" or "being friendly" rather than the behaviour that is associated with the theory.

The learners also got confused about which behaviour related to Bandura.

The following did not gain any marks as it was related to Skinners theory.

9 State two ways Bandura's social learning theory can be used in an early years setting.

1. Make sure to praise the children on their good behavior & keep reminding them to keep it up.
2. Reward the children for good behavior & let them know why they are getting rewarded.

(Total for Question 9 = 2 marks)

This response gained 2 marks as they had stated that children are influenced by other children and an adult.

9 State two ways Bandura's social learning theory can be used in an early years setting.

1. To see how easily children can be influenced by another child or an adult.
2. Knowing how to act around children to promote positive behaviour.

(Total for Question 9 = 2 marks)

Question 10

The learners found it difficult to give extended answers to this question. This was a linked question and therefore required 2 examples and an explanation of how carrying out this behaviour would enable Tabitha to become more confident.

This gained 3 marks

10

Tabitha is three years old and is shy and withdrawn in the nursery.

Describe two ways adults in the setting could help Tabitha to be more confident.

- 1 The setting could help Tabitha by putting out a range of activities in her class. This will help to share, cooperate and communicate with the other children.
- 2 The setting could also help Tabitha by arranging circle time in her class. This will help Tabitha to be confident by talking about her feelings, and saying what thoughts she and ask questions such as "why did you do that?".

(Total for Question 10 = 4 marks)

Question 11

The learners answered this well with good examples given of how Maslow's hierarchy of needs can meet a child's physical needs. It was clear that they knew this theory.

This gained the 2 marks for "food" and "water" but all the marks given were from the first response, as there was no marks that could be awarded within the second response.

11 Give two examples of how adults can use Maslow's hierarchy of needs to support children's basic physical needs.

- 1 Adults can make sure they get the physical needs that ^{they} need by giving them food, water and ~~shelter~~ shelter.
- 2 Physical needs is the first important need out of the hierarchy of needs which the children need.

(Total for Question 11 = 2 marks)

Question 12

This question required the students to explain two advantages of talking to three-year-old children about the reasons for rules. This was a linked response and required an explanation. This question was difficult for some of the learners and they did not give appropriate answers or expand their answers

This gained the full 4 marks as they had given the reasons and explained the advantages.

12 Explain two advantages of talking to three-year-old children about the reasons for rules.

1 one ~~advantage~~ ^{advantage} is that the children will have a more clear understanding of why the rules are in place and will not push boundaries

2 The second advantage is that children will be more happy in the setting as the children will not go against the rules as much.

(Total for Question 12 = 4 marks)

This response did not gain any marks as the learner had not answered the question.

12 Explain two advantages of talking to three-year-old children about the reasons for rules.

1 Advantages of talking to three-year-old children about the reasons for rules by encourage children to

2 Also encourage help them to understand rewards

(Total for Question 12 = 4 marks)

Question 13

Some of the learners misunderstood the question and instead of giving two examples of destructive behaviour gave examples of disruptive behaviour which are identified as different within the specification.

This was given the full 2 marks as the learner had identified behaviour which was destructive.

13 Give two examples of destructive behaviour in an early years setting.

1 Head banging.

2 Biting.

(Total for Question 13 = 2 marks)

This learner did not gain any marks as the examples given were not destructive behaviour.

13 Give two examples of destructive behaviour in an early years setting.

1 talking when someone else is

2 not sitting when being told to do so

(Total for Question 13 = 2 marks)

Question 14

Within the eight-mark question the learners did not always relate to the age of the child and some responses were inappropriate for a two-year-old and also included poor practice.

There were some responses where the learners did think of appropriate strategies and managing a child biting other children.

This response gained 5 marks as they had included working with parents, using praise and given an explanation and talking to the child in a calm manner. They had given reasoning behind the strategies that had been suggested.

Discuss strategies that can be put in place by adults in the pre-school to manage the situation.

The adults within the pre-school should make Megan a star chart for when she is being good, when she is good they will give her a gold star. They should describe to Megan what the star chart is for this will possibly encourage Megan to show wanted behaviour because she will get praise for the times she has shown good behaviour, and also praising a child encourages them to good because they know they would have pleased the adults.

Also if Megan continues to ~~fight~~ bite the other children when she doesn't get her way, then ~~the adult~~ one adult from the setting should take Megan somewhere quiet and simply ~~to~~ tell her what she is doing is naughty. Instead of shouting at Megan the adult should take a calmer tone with Megan this way she is more likely to listen if the adult is speaking in a calm manner, because when adults shout

Also if Megan's behaviour carries on then the adults should tell Megan's parents, this will help the adults with Megan's behaviour because the parents at home could tell Megan her behaviour isn't right and she needs to stop. If she doesn't listen to the adults in the setting she is more likely to listen to her parents at home.

(Total for Question 14 = 8 marks)

Question 15

Many of the students gave good answers for this, only a few were confused between a child being overstimulated and under stimulated.

This example gained 2 marks and included examples from the specification A1

15 State two behaviours that indicate a child may be over-stimulated.

- 1 Impulsive
- 2 Boisterous

(Total for Question 15 = 2 marks)

Question 16

The learners were required to give two examples of how adults can model behaviour. This question was answered inconsistently with some of the learners giving two correct answers whilst others did not attempt the question.

This example gained 2 marks and gave good examples

16 Give two examples of how adults can model desired behaviours.

1. The adults can model desired behaviours by showing them the right way to react in each situation.
2. The adults can give the children praise for doing something. Example, "Well done Charlie, that's really good."

(Total for Question 16 = 2 marks)

Question 17

This question went well and most learners gave good examples of the advantages of using positive reinforcement, although some responses gave the same type of equipment twice.

This example was awarded 2 marks.

17 Give two advantages of using positive reinforcement.

1. Children will repeat the positive behaviour again.
2. The child is more likely to show positive behaviour towards others such as respecting.

(Total for Question 17 = 2 marks)

Question 18

This was a four- mark question and required the learners to give an explanation and develop their answers. The question was related to the adults in a primary school. Some responses did not relate to four-year old's and gave responses to how the parents could respond rather than the setting. Some learners also gave the same response twice, for example, the use of rewards.

This example was awarded the 4 marks

18

Martin is four years old and has a new baby brother.

Explain **two** ways adults in the primary school can support Martin with this change in his home circumstances.

- 1 By giving him responsibilities to give martin independance and to show him that he's capable of doing ^{certain} things alone.
- 2 By giving him a routine, showing him that only little will change and that there's still consistency

(Total for Question 18 = 4 marks)

There were explanations included that had been thought through by the learner and they had given different examples.

Question 19

This response was given 6 marks.

The response related to the after-school club throughout and their role. They gave examples that were appropriate for the five to eight age groups mentioned in the question. There were expansions and reasoning throughout and related to the theories.

Shirevale School will soon be opening a new after-school club. Mrs Kaura will be looking after children aged five to eight years in the after-school club.

Discuss ways Mrs Kaura can apply Bandura and Skinner's theories to ensure the children have a positive experience at the after-school club.

firstly one way Mrs Kaura can ^{social learning} ensure that children have a positive experience, is by applying Skinner's theory. this is when adults give children positive reinforcement, so when a child does something good eg. help tidy up then they will get a reward, children at this age like rewards, because it gives them a sense of pride and confidence when they are rewarded, children will use it at the after school club, because they will be given awards.

secondly, another way to ensure the children are having a positive experience is by applying Bandura's theory. this is when children see adults behaving in a certain way and then the children will copy it, even if it's bad or positive behaviour, to apply this, the adult could demonstrate positive behaviour, we

will encourage the children to repeat it, then after one child hears it being said, then another one will say it. this will make the children feel happy to be her as they are being rewarded nicely and with respect.

another way children ^{can have a} positive experience, is by the adult giving children affectionate praise this is when they touch as a sign of praise, this can be a hug, a high five, these will make the children feel positive. they could be given the high five as a way of saying good job to well done. the children could do an activity or a game and could at last it or they could applaud each other.

lastly, another way Bandura's theory can be applied is by showing good communication skills.

Total for Question 10 = 8 marks

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 on.
- Do not go into sanctions unless the question asks for it.
- Give age appropriate responses.
- Give responses that are considered “good practice”.
- For the 4 and 8 mark question give explanations.
- For the 8 mark questions relate them to theories.

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