

Mark Scheme (Results)

June 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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June 2018

Publications Code 20123F_1806_MS

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BTEC NG CPLD Level 2 Unit 4 (20123) – 1806 Mark Scheme

| Question Number | Answer | Mark |
|-----------------|------------------|------|
| 1 | (A) Irritability | 1 |

| Question Number | Answer | Mark |
|-----------------|------------------------------|------|
| 2 | (B) Challenging instructions | 1 |

| Question Number | Answer | Mark |
|-----------------|-----------------|------|
| 3 | (D) Frustration | 1 |

| Question Number | Answer | Mark |
|-----------------|----------------------------|------|
| 4 | (A) Express their emotions | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 | (C) To change their focus when playing (E) To prevent inappropriate use of the equipment | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 | Award one mark for an appropriate response. To help children: understand what is happening (1) know what is expected of them (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> <ul style="list-style-type: none"> • To ensure the children feel secure/safe (1) • To ensure there is consistency (1) • For the children to understand the behaviour required (1) • To ensure children follow the rules (1) • Inconsistency could lead to insecurity (1) • Inconsistency could lead to the child being confused. (1) • The child could take advantage of inconsistency by ignoring the rules (1) <p>Accept any other appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 | <p>Award one mark for an appropriate response.</p> <p>Show affection (1) Show attention (1) Show genuine interest (1) Maintain proximity (1) Develop bonds (1)</p> <p>Accept any other appropriate response.</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 9 | <p>Award one mark for a correct response, up to a total of two marks.</p> <ul style="list-style-type: none"> • adults will model positive behaviour (1) • children will learn/copy/imitate actions of adults (1) • children will learn/copy/imitate actions of children (1) <p>Accept any other appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 10 | <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Creating a suitable environment (1) • Encouraging Tabitha to choose activities/select resources (1) • Encouraging Tabitha to choose where she plays, e.g. indoors or outdoors (1) • Offering food choices at snack and meal times (1) • Encouraging Tabitha to serve herself (1) • Setting the table (1) pouring drinks (1) sweeping up, e.g sand (1) tidy-up time (1) <p><u>Development</u></p> <ul style="list-style-type: none"> • Encourage Tabitha to make choices (1) • To gain confidence (1) • To become independent (1) • To develop relationships with the other children (1) • To develop responsibility (1) | 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"> • Give them opportunities to rest/sleep (1) • Provide them with food/drink regularly (1) • Provide areas for exercise, e.g. indoors or outdoors (1) <p>Accept any other appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 12 | <p>Award one mark for identification and a further one mark for development, up to a maximum of four marks.</p> <p>Identification To:</p> <ul style="list-style-type: none"> • enable the children to meet expectations (1) • agree to the boundaries/expectations (1) • support children to understand the rules (1) <p>Development So children:</p> <ul style="list-style-type: none"> • More likely to follow rules (1) • May value and respect others (1) • May take responsibility for their behaviour (1) • May become more cooperative/share/take turns (1) • May become more secure/confident (1) <p>Accept any other age appropriate response.</p> | 4 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 13 | <p>Award one mark for each correct response up to a maximum of two marks.</p> <ul style="list-style-type: none">• Hitting• Biting• Kicking• Pinching• Pushing• Tantrums• Throwing objects• Head banging <p>Accept any other appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 14 | <p>Responses will discuss the different strategies adults will use to manage the situation with Megan. Responses should be age appropriate and refer to Megan's behaviour. Some responses may refer to the following for Megan's behaviour:</p> <ul style="list-style-type: none"> • Consider if there are specific reasons or circumstances in terms of physical and emotional developmental factors that have led to the behaviour, as this will influence choice of strategies • Stay calm and do not show anger so that the children will see that the adult remains in control, and also to diffuse the situation • Remember the age/stage of the child, and the child's level of understanding, and use the appropriate strategy • Use facial expressions and body language to let children know that their behaviour is inappropriate – young children want adult approval • Say 'no' with eye contact, making sure that the child does not carry on with the behaviour • Distraction – effective with younger children as it takes their attention away from what is causing the difficulty • Remove equipment or resources – prevents the child from continuing to use items inappropriately, helps a younger child to change focus • Comfort children who have been affected by unwanted behaviour to alleviate their distress and make clear to the attention-seeking child that their behaviour will not be rewarded with adult attention • Reporting unwanted behaviour to other practitioners in the setting, in line with policy, so that children can receive the support they need. • Having positive expectations of children's behaviour, as children are likely to behave according to the expectations of adults • Responding positively to wanted behaviour with positive reinforcement, using praise or rewards • Skinner's operant conditioning theory suggested that children are more likely to repeat wanted behaviour if there is a reward • Rewards could be verbal praise, a smile of approval, stickers, stars or points, their own choice of activity or story • The possibility that children may choose to show positive behaviour only if praised or rewarded • Rewards must be meaningful/appropriate to the child in order to be effective • Consistent and continual positive reinforcement is more likely to be effective, ensuring the boundaries and expectations are suitable for the age and stage of children; • Unrealistic expectation of children's behaviour results in children feeling insecure, frustrated and unable to meet expectations • Ensuring all adults in the setting consistently follow the behaviour policy | 8 |

| | Responses must be appropriate for two year olds. | |
|-------|--|------|
| 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 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 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"> • Overexcited (1) • Impulsive (1) • Boisterous (1) Accept any other appropriate response. | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 16 | Award one mark for each correct response, up to a up to a maximum of two marks. <ul style="list-style-type: none"> • Demonstrating good manners (1) • Showing respect (1) • Showing thoughtfulness (1) • Speaking appropriately (1) • Behaving appropriately (1) Accept any other appropriate response. | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 17 | <p>Award one mark for providing a way and one further mark for a developed response.</p> <ul style="list-style-type: none"> • More likely to repeat wanted behaviour (1) • Consistent reward is likely to be more effective (1) • Encourages positive behaviour (1) • Discourages negative behaviour (1) • Encourages children to follow rules (1) • Encourages children to be cooperative (1) <p>Accept any other response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 18 | <p>Award one mark for each correct response, up to a maximum of two marks.</p> <p>Adult support Adults can use the 'key person' approach (1) Maintain proximity (1) Develop bonds/attachment (1) Provide regular/consistent routines (1)</p> <p>Development To: Help Martin feel secure (1) Develop Martin's confidence (1) Reduce attention-seeking behaviour (1) Provide continuity between home and school (1)</p> <p>Accept any other age appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 19 | <p>Responses need to discuss the ways in which Mrs Kaura can create a positive environment, how Mrs Kaura can encourage children's positive behaviour.</p> <ul style="list-style-type: none"> • Introduce a behaviour policy. • Introduce the behaviour policy to the staff so that it is applied consistently. • Stimulation through provision of appropriate activities and learning opportunities. • Having a 'key person' approach to support the development of strong and consistent relationships with children to help them feel secure and develop confidence. • Ensuring that children have varied opportunities and experiences. • Include activities that provide stimulation, reflect their interests and give them the opportunity to express emotions. • Ensuring the boundaries and expectations are suitable for the age and stage of the children. <p>Skinner</p> <ul style="list-style-type: none"> • Responding positively to wanted behaviour with positive reinforcement, using praise or rewards. • Skinner's operant conditioning theory suggested that children are more likely to repeat wanted behaviour if there is a reward. • Rewards could be verbal praise, a smile of approval, their own choice of activity or story. • Rewards must be meaningful/appropriate to the child to be effective. • Consistent positive reinforcement. <p>Bandura</p> <ul style="list-style-type: none"> • Ensure adults model positive behaviour. • Encourage children to model positive behaviour. • Encourage younger children to learn from older children. • Encourage children to be cooperative/work together/take turns. • Give children responsibilities so other children will copy them. • Develop rules and boundaries with the children. <p>The responses should be appropriate for children aged five to eight years.</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. 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 relevant theories. | 4-6 |
| 3 | The two theories 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 |