

L2 Lead Examiner Report 1901

January 2019

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

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January 2019

Publication Code 20123F_1901_ER

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

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Unit: Promoting Children’s Positive Behaviour Unit 4 – 20123F

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	17	24	31	39

Introduction

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 required 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 and practice 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 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 should also be given time on practicing answering questions as there was occasions where the question had not answered what was being asked within the question. Learners need to utilise their time efficiently and save their extended responses for the questions with a higher eight -mark weighting. 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 different theories.

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, Q11 stated 'State the theory that is linked to role modelling' which is Social Learning Theory. Many learners stated Bandura which is the theorist rather than the theory.

The learners understood the use of rewards within an early year's environment and gave various examples of the rewards that can be used.

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 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 4 was answered less well with the learners choosing (A) illness. The correct answer was (C) as this was the only response which is "an emotional factor that may influence children's behaviour". This is from the Emotional factors from the specification.

Question 6

This question was answered well with many responses including sharing toys and showing good manners.

6 Give **two** examples of how children value and respect others.

1. Listening

2. Caregiving

(Total for Question 6 = 2 marks)

This response was given 2 marks and is a good example as the learner gave the response that was directed by the command verb of "give" and therefore did not spend time giving a lengthy response.

Question 7

Many of the learners knew the disadvantages of using sanctions although some of the learners directed their response to the advantages of using sanctions.

7 Give **two** disadvantages of using sanctions.

1 Sanctions is a negative approach
it has a negative impact on the child's
2 self-esteem

(Total for Question 7 = 2 marks)

These responses were direct from the mark scheme and the response was awarded 2 marks

Question 8

Most of the learners were able to give two ways adults can allow children to take responsibility within a setting. Some learners did not expand their response to include an explanation.

8 Explain **two** ways adults can allow children to take responsibility within a setting.

1 Adults could let the children pour their
own drinks by having a drink section for
the children.

2 Adults could also, let them sweep up the
sand from the floor once they have
finished playing with it.

(Total for Question 8 = 4 marks)

This was awarded 2 marks as the development did not relate to the question.

8 Explain **two** ways adults can allow children to take responsibility within a setting.

- 1 Children can be given tasks for example pouring the drinks at ~~Snack~~ Snack/ lunch time. this make them feel confident and apart of the group.
- 2 Sweeping up the sand after playing in the sand pit. Again this will make the child's self-esteem stronger as they will feel important and apart of the setting.

(Total for Question 8 = 4 marks)

This response was given the 4 marks as they had included the explanations of "feel confident" and "make the child's self-esteem stronger"

Question 9

This question was answered less well as the learners were unsure of the term "wellbeing" which is B.1 within the specification.

9 Give **two** ways a setting can promote a child's sense of wellbeing.

- 1 By providing well ventilated sleep areas for children
- 2 By providing children with food which is suitable for them nutritionally.

(Total for Question 9 = 2 marks)

This response was given the 2 marks. 1 mark for "providing well ventilated sleep areas" and a further mark for "providing children with food"

Question 10

This was a linked response and was a 4 - mark question. Some of the learners gave examples of how adults could help children understand boundaries and expectations but did not give an explanation and therefore could only be awarded 2 marks.

10 Explain **two** ways adults can help children understand boundaries and expectations within a setting.

1 need to follow the policy of setting

2 teach the children boundaries

0 marks were awarded for this response as it did not include how the adults can help the children to understand the boundaries and expectations.

Question 11

Many of the learners responded to this question with Bandura rather than Social Learning Theory. This would indicate that the students did not read the question as it required the theory rather than the theorist.

Question 12

The learners answered this well with good examples given of the changes in home circumstances that may affect a child's sense of security.

12 Describe **two** changes in home circumstances that may affect a child's sense of security.

- 1 one ~~the~~ change could be that they have moved house. This could be very confusing for the child as they are in a new environment which they may not feel safe in yet
- 2 Another change could be if their parents split. This would be unsettling for the child as they will not see their parents together, which could cause them to not feel as safe

(Total for Question 12 = 4 marks)

4 marks were awarded. 1 mark awarded for "moved house" and a further mark awarded for "confusing for the child". For the 2nd response 1 mark was awarded "parents split up" and a further mark awarded for "not feel safe".

"Not feel safe" would be unable to be accepted for both responses and therefore "confusing for the child" was accepted in the first response.

Question 13

It was clear that the learners knew of the behaviour that would indicate that a child may be under-stimulated.

13 Give **two** examples of a behaviour that indicates a child may be under-stimulated.

- 1 ~~A~~ Trying to get attention. So attention Seeking behaviour.
- 2 miss behaving, throwing an tantrum or doing this they should not do.

(Total for Question 13 = 2 marks)

This response was given 2 marks

Question 14

The eight-mark question proved challenging for the learners. It was clear that the learners knew the theories but did not relate this back to the case. This therefore restricted the marks that could be awarded.

Tristan is **six years** old and attends an after school club. He is showing attention-seeking behaviour.

Discuss how Maslow and Bandura's theories can help to understand Tristan's behaviour.

Maslow theory states that a child's physical needs must ^{be met} before any other need can be fulfilled. Tristan could be hungry or tired after school and this may mean he shows unwanted behaviour to try and get the ^{physical} support he needs. Bandura's theory states that children copy people's behaviour around him. His friends could negatively influence him and he may feel he has to show attention seeking behaviour ^{to fit in}. Adults should be consistent and follow the behaviour policy to ensure that all children will be punished equally. If adults also act negatively then Tristan is likely to copy this behaviour. However, if adults did the opposite in Bandura's 'bobo' experiment then Tristan will learn positive behaviour. Tristan may not feel happy attending the after school club if he has no friends and this may lead him to feel insecure and this is why he is showing unwanted behaviour.

four. If adults don't have positive expectations then children may develop a low self image which may mean that they show unwanted behaviour to get attention. A child needs attention as a need so if children don't get a sufficient amount attention from friends or adults they will show attention seeking behaviour in order to fulfil their need. Tristan may behave in this way due to his age or stage of development. He may have a physical delay which may mean he doesn't understand the rules. Children can't be expected to do something they can't mentally or physically do. Bandura's theory: Adults should also model desired behaviour for Tristan to copy.

This response was given 8 marks as the learner had linked the theories back to the case study and Tristan's behaviour.

Question 15

There were some strategies used that were inappropriate with the use of a “time out chair or step” and this was not accepted as a response, as it would be poor practice.

15 Explain **one** strategy that can be used with children who show unwanted behaviour.

REMOVE THEIR TOYS SO THEY KNOW
 THAT NEXT TIME THEY DO SOMETHING
 BAD THEN THERE WILL BE CONSEQUENCES
 AND THEY WILL NOT DO IT AGAIN.

(Total for Question 15 = 2 marks)

The learner gained 2 marks for this response. 1 mark awarded for “remove their toys” and a further mark awarded for “will be consequences”

Question 16

Learners responded to this question well, with examples of “ to give them energy” or “ to promote growth” as the main responses.

16 Give **two** examples of why children should have sufficient sleep.

1. it can affect their learning as
 they'll become frustrated.
 2. They'll show negative behaviour
 and be less tolerant.

(Total for Question 16 = 2 marks)

2 marks were awarded for this response. 1 mark for “affect their learning” and a further mark awarded for “less tolerant” The learner had given more information than needed as the command verb was “Give” and they had given some explanation.

Question 17

This question went well, and many learners gave examples of “safety and security” and “so they have someone to talk to”

17 State **two** reasons why children need positive relationships.

1 one reason is that if they ever need to approach to an adult they have someone to talk to
 2 Another reason is that they need to feel safe not insecure.

(Total for Question 17 = 2 marks)

2 marks for this response.

Question 18

The learners answered this question well. Most of the learners gave “stickers” as the reward.

18 Give **one** example of a reward that can be given to a child when they show wanted behaviour.

stickers
 extra 'golden time' (play time)

(Total for Question 18 = 1 mark)

2 marks for this response.

Question 19

This question was answered less well with learners not relating their answers to an 18-month-old or giving examples of how Aisha can be settled into the nursery. Many of the responses gave examples of activities that would happen with any child within a nursery rather than helping to support Aisha into starting the nursery and the partnership with parents, that would need to be formed. There should also be links to the theories.

Aisha is **18 months** old and will be starting at the local nursery. Her key person will be Amy.

Discuss the support Amy can give Aisha to settle into the nursery.

Provide a routine for Aisha. This will make her feel secure which links to Maslow's hierarchy of needs. If she feels secure she can feel loved, this will raise self-esteem, which then leads to self-actualisation.

Amy can also provide a well-ventilated area for Aisha to sleep & rest so that her basic needs are also met, again linking to Maslow's hierarchy of needs.

She could also praise Aisha for good behaviour like eating all her dinner so Aisha feels loved & this will raise her self-esteem. This links to Skinner's theory that children are more likely to behave and repeat good behaviour if they know they will be rewarded.

As Amy will develop the strongest relationship with Aisha she should model good & expected behaviour. This will

encourage Aisha to show good behaviour like manners. This supports Banduras social learning theory that children will copy the actions of others, especially off of people they trust.

Amy should also provide appropriate key person proximity so Aisha has someone to express her feelings and emotions to as this will support her emotional well being.

Amy could also discuss with parents what they would both like to set as key boundaries & expectations they expect from Aisha so that Aisha doesn't become confused. This should then be relayed to other staff members.

This response was awarded 8 marks. The learner related the experiences to the theories. The examples given were age appropriate and the value of the keyperson and the relationship with parents were also included.

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.
- Give age appropriate responses where an age is stated in the question.
- Give responses that are considered "good practice"
- For the 4-mark questions give explanations.
- For the 8-mark questions relate to theories and refer back to the question.



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