

L2 Lead Examiner Report 1906

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L2 BTEC First in Children's Play, Learning and Development

Unit 4 – Promoting Children's Positive
Behaviour

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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 4 – Promoting Children’s Positive Behaviour

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

Introduction

This unit is well established as this is the thirteenth exam series. Many learners demonstrated knowledge of the principles of promoting positive behaviour and were able to make links to relevant theories.

The exam paper had 20 questions. Each question was based on different areas of the unit 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 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-marks awarded 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 one of 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 awarded.

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, covering the entire content of the unit specification.

There was evidence that learners had been given the opportunity to practice responding to shorter and/or lower demand questions as well as extended question writing. It would be beneficial for centres to spend time on the command verbs, so that learners can respond to each question in the depth that is required.

Learners should also be given time on practicing answering questions as there was evidence to show learners had not responded to the question being asked. For example, question 11 required the learners to *‘Give two warning signs that indicate children have found something inappropriate to do’*. The responses should have indicated the warning signs such as *‘going quiet’* or *‘giggling’*. Some of the responses included; *‘inappropriate behaviour’* or *‘throwing things’*, rather than the warning signs. Question 17 stated *‘Give two ways that children can be encouraged to have a sense of control in early years settings’*. Some learners gave responses that related to the children controlling their behaviour or temper rather than being given tasks and choices. Finally, for question 9, many learners did not know the name of the resource (Visual Timetable), despite this being explicitly identified within the Unit specification.

Learners need to make sure that they utilise their time efficiently and save their extended responses for the questions awarding 8 marks. For these responses, it is important to link the theories to the practice, and this paper directed the learners within question 18 to show their knowledge of different theories. This required the application of the theory in practice rather than the students describing the theory, which unfortunately did appear in some of the responses. The learners understood the use of rewards within an early year’s environment and gave various examples of the rewards that can be used.

The paper is focused on developing positive behaviour and learners focused on sanctions and negatives, which was not relevant or required. There was a reduction in

the use of *'Time Out'* and the *'Naughty Step'*, or *'Naughty Chair'* which was encouraging 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 important for a learner wanting to progress into 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 unit specification and therefore it is important that the learners know the whole of the unit content in order to give the correct response.

Most of the questions were answered well with the learners giving the correct responses.

Question 6

This question was answered well with many responses including reduced concentration and irritable.

<p>6 State one way lack of sleep can affect children’s behaviour.</p> <p><i>lack of concentration</i></p> <p>(Total for Question 6 = 1 mark)</p>

This response was given 1 mark and is a good example, as the learner gave the response that was directed by the command verb of “state” and therefore did not spend time giving a lengthy response.

Question 7

Many of the learners understood the consequences of not following the behaviour policy. The responses included insecure, ignoring the rules and showing inappropriate behaviour.

7 The behaviour policy is **not** followed by all members of staff in the nursery.

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

1 The children will start to become confused as the policy/rules are not consistent.

2 The children may not trust the staff members as they may not feel secure and may feel ~~fair~~ ^{it is fair}

(Total for Question 7 = 2 marks)

This response were direct from the mark scheme and was awarded 2 marks. 1 mark was awarded for ‘confused’ and a second mark for ‘may not feel secure’.

Question 8a & 8b

Most of the learners were able to name Maslow as the theorist and provide two examples including food, safety and security.

(b) Give **two** examples of the ‘hierarchy of needs theory’ (2)

1 Security -Shelter, warmth, food.

2

(Total for Question 8 = 3 marks)

This response was awarded 2 marks. Although both the responses were on the same line, this was credited.

Question 9

This question was not answered well as the learners did not know the name of the resource. Visual timetable is the name given within the unit specification.

Question 10

Some of the learners provided examples of ways adults in the nursery could support positive behaviour, and responded with praise, rewards and listening to Joel. Some of the learners gave responses that included poor practice and did not focus on the requirement for supporting positive behaviour such as; Time Out’ and ‘sitting on the naughty step’.

10

Joel attends a day nursery. He often challenges adult instructions.

Give **two** ways adults in the nursery can support Joel's positive behaviour.

- 1 The key person could give him a choice of what activity or toy he would like to play with.
- 2 The adult can make him feel like he is respected by ~~giving him~~ listening to his thoughts and feelings.

(Total for Question 10 = 2 marks)

This response was awarded the full 2 marks but as the command verb was ‘Give’ the response could have been shorter with the learner stating ‘a choice of activity’ and ‘listening to Joel’ which would have been enough.

Question 11

Many of the learners responded to this question correctly, however there were some learners that did not give the warning signs but instead provided examples of inappropriate behaviour. This would indicate that the students did not read the question correctly.

11 Give two warning signs that indicate children have found something inappropriate to do.

1. They start to act boisterous and act out

2. They start play fighting

(Total for Question 11 = 2 marks)

11 Give two warning signs that indicate children have found something inappropriate to do.

1. When children are very quiet. This is usually because they know what they are doing is wrong.

2. Giggling can be another sign. They know what they are doing is wrong and laugh because they think they got away with it.

(Total for Question 11 = 2 marks)

This response was given 2 marks.

1 mark was awarded for ‘children are very quiet’ and a 2nd mark was awarded for ‘giggling’.

Question 12

Learners found it difficult to provide an extended response to this question. This was a linked question and required the learner to provide 2 examples and then an explanation of the reasons why it is important to communicate boundaries and expectations to parents. Many learners responded with ‘consistency’ and ‘to prevent confusion’ but some students were unable to provide a further response.

12 Explain **two** reasons why it is important to communicate boundaries and expectations to parents.

- 1 It is important to talk about boundaries and expectations with parents to make sure that they are also using them at home so the child does not feel confused or insecure.
- 2 It is also important to communicate with the parents so you can decide together what works best for the child to show positive behaviour so it can be carried on.

(Total for Question 12 = 4 marks)

This response was awarded the 4 marks.

2 marks were awarded for ‘consistent’ and ‘do not feel confused’ and a further 2 marks were awarded for ‘communication with parents’ so children do not feel ‘insecure’.

12 Explain **two** reasons why it is important to communicate boundaries and expectations to parents.

1 So they can have a better understanding of the nurserys policy for behaviour.

2 The parents can then help their children at home to understand the boundaries and expectatins

(Total for Question 12 = 4 marks)

This response was given 2 marks as there was no development to their answer.

Question 13

It was evidence from learner responses that learners understood the advantages of eating healthy snacks. The main responses included ‘for energy and concentration’.

13 Give **two** advantages of children being given healthy snacks to eat.

1 Healthy snacks help keep children fueled with energy and be able to do physical activities.

2 It also helps with childrens ^{cognitive} ~~physical~~ needs because it helps with their concentration.

(Total for Question 13 = 2 marks)

This response was awarded 2 marks.

Question 14

The eight-mark question proved challenging for learners. It was clear that learners were aware of how Abigail would be feeling, having moved to a new house and school but responses did not always refer back to how this may impact on the child’s behaviour.

Discuss how teachers could support Abigail’s possible change in behaviour.

The teachers could get in contact with her old school and find out what she was like and her records to see if she needs any support when she joins the new school.

They could also have a meeting with her parents and herself to meet her and meet her ~~to~~ all her teachers so she’s not as nervous on the day that she starts. They also could show her and her parents around the school so when she does start her first day, she’s not wary about where her classrooms are.

The school could also give her a trial day to see what her behaviour is like and how she gets along in class. Also she could have a buddy to show her around to meet other children and show her her classrooms, so on the day, she’s not so nervous and will know a few people and her

~~markers.~~

Teachers could put her on a table with a few
 quib and could also have a teaching assistant
 sat next to her so if she did feel like taking
 a break from the class then the teaching assistant
 would be there.

This response was awarded 5 marks. A few key points were described and it included some information on the behaviour but this could have been extended.

Question 15a

Learners did not always give the correct response for this question and included examples of other theories or stated what the theory did for example, 'praise and reward theory' rather than the 'Operant Conditioning theory'.

15 (a) Name Skinner's theory.

(1)

Reward Rewards.

No marks were awarded for this response.

Question 15b

Learners found it difficult to give an extended response to this question. This was a linked question and therefore required 2 examples and then a further explanation of the way Skinner’s theory could be used to support positive behaviour. Some of the learners included the same extension for both responses.

(b) Explain **two** ways adults can use Skinner’s theory to support the positive behaviour of children aged three years old in an early years setting.

(4)

- 1 IF the child has done something in nursery like sharing the toys with other children and playing together not snatching then you can give them reward of choosing the story they are more likely to repeat the behaviour.
- 2 Children has a good job of helping the teacher in handing out the resources in class they you can praise them it will make them feel good about themselves and confident.

This response was awarded 4 marks.

1st response: 1 mark was awarded for ‘reward of choosing a story’ and a further mark awarded for ‘they are more likely to repeat the behaviour’.

2nd response:

1 mark was awarded for ‘praise them’ and a further mark for ‘feel good about themselves and confident’.

Question 16

This was a linked question and therefore required 2 examples and a further explanation of each of the strategies that can be used to manage unwanted behaviour. Some of the responses given identified poor practice and therefore marks were not awarded. These included 'Time Out' and the 'naughty step or chair'. Centre's could use some of the other examples given within the unit specification for managing unwanted behaviour as the learners are often losing marks due to inappropriate responses of poor practice being given.

16 Explain **two** strategies that adults in an early years setting can use to manage the unwanted behaviour of a two-year-old child.

1. Sitting them down and telling them why they shouldn't do it and telling them no.

2. Thinking / Time out area for 2 minutes to make them reflect on what they have done.

This response was given 2 marks as the 2nd response is poor practice.

Question 17

Many learners did not read the question and gave examples of controlling their behaviour or temper rather than giving them control over what activities to play with, or tasks to do.

17 Give **two** ways children can be encouraged to have a sense of control in early years settings.

- 1 Children can have control over what they would like to play with.
- 2 giving opportunities for children to choose will make the feel included in decisions

(Total for Question 17 = 2 marks)

2 marks awarded for this response.

1 mark awarded for 'control over what they would like to play with' and a 2nd mark for 'giving opportunities'.

Question 18

This question was not responded to well, with learners not relating their responses to a 4-year-old or not giving examples of how Benjamin can be settled into the school. Many of the responses gave examples of activities that would happen with any child within a school, rather than helping to support Benjamin starting the school. Responses also did not focus on the partnership with parents, which would need to be formed. There should also be links to Skinner and Bandura’s theories; mentioned in the question, to manage the unwanted behaviour.

18

Benjamin is four years old and has just started primary school. Benjamin is showing unwanted behaviour.

Discuss how adults can use Skinner and Bandura’s theories to support Benjamin’s behaviour at primary school.

Adults can show the children what the outcome is if they show positive behaviour. If children show positive behaviour then ~~to~~ get rewarded the child then feels good about themselves and also has ~~a~~ more confidence and self-esteem. However, it is also show that children tend to imitate the adults. This is when adults need to be a good role model and show the children how they should ~~behave~~^{behave}. Starting by showing that you thought of them by telling them, by showing them that you are

listening to what they are saying. You can also show them ~~they~~ that you are also getting involve and showing them how to share. This all shows Benjamin that his behaviour is not acceptable. Adults can tell him that if the unwanted behaviour continues then he ~~e~~ will be moved ~~or~~ down on the board into the red area. That way it makes him think about his behaviour and make him realised that he doesn't want to be moved down ~~at~~ to the red zone. If Benjamin can see all the other children showing positive behaviour and see them get rewarded, he then may start to change his behaviour as he can see what the other children did to receive to reward. However, it is also important that the adult listens to ~~the~~ Benjamin and his parent as ~~there~~ ^{there} may be a reason for the behaviour. It may be that he is copying the behaviour he sees at home and therefore this is when the teacher need to speak to the parents and mention that it is making him fall behind at primary school. The adults need to talk and communicate with

Benjamin to talk to him about the boundaries and expectations that should be followed. This way he should know what is acceptable and what isn't. If he is in an area where both the adults and children are showing good behaviour and be praised he is more likely to copy and do the same.

This response was awarded 8 marks. The learner included many points that were explained in depth, clear links were given to the approaches used and the learner clearly understands the theories that were identified in the question.

Summary

Based on the performance of this paper learners should:

- Understand the expectations of each of the command verbs contained with the exam paper to ensure that time is used appropriately when responding to questions.
- Read the requirements of the question carefully and ensure that their responses are focused.
- Give age appropriate responses where an age is stated in the question.
- Ensure that responses are considered ‘good practice’ for example health and safety implications.
- Use appropriate strategies to manage unwanted behaviour.
- For the 4-mark questions give explanations which are varied.
- For the 8-mark questions relate to theories and refer back to the question.

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