

# Mark Scheme (Results)

June 2019

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

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



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

Question Number	Answer	Mark
1	A – Communication delay	1

Question Number	Answer	Mark
2	C – Considering opinions	1

Question Number	Answer	Mark
3	C – Upset	1

Question Number	Answer	Mark
4	A – Secure	1

Question Number	Answer	Mark
5	B – Answering back E – Clinging	2

Question Number	Answer	Mark
6	<p>Award <b>one</b> mark for an appropriate response.</p> <ul style="list-style-type: none"> <li>• Irritability (1)</li> <li>• Agitation (1)</li> <li>• Increased activity (1)</li> <li>• Reduced concentration/concentration (1)</li> <li>• Frustrated (1)</li> <li>• Clingy (1)</li> <li>• Boisterous (1)</li> <li>• Stressed (1)</li> </ul> <p>Accept any other appropriate answer. Do not accept tired.</p>	1

Question Number	Answer	Mark
7	<p>Award <b>one</b> mark for an appropriate response, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Insecure (1)</li> <li>• Feeling confused/upset (1)</li> <li>• Taking advantage of inconsistency (1)</li> <li>• Ignoring rules (1)</li> <li>• Display inappropriate behaviour (1)</li> <li>• Copy adults behaviour (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
8a	Maslow Abraham Maslow	1

Question Number	Answer	Mark
8b	<p>Award <b>one</b> mark for each correct response, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Food (1)</li> <li>• Shelter (1)</li> <li>• Air (1)</li> <li>• Safety (1)</li> <li>• Security (1)</li> <li>• Protection from harm (1)</li> <li>• Morality (1)</li> <li>• Physical (1)</li> <li>• Emotional (1)</li> </ul> <p>Accept any other appropriate responses from the other stages. Accept any of the sections within the theory e.g. Self-Actualisation</p>	2

Question Number	Answer	Mark
9	<p>Visual timetable</p> <p>Do not accept timetable.</p>	1

Question Number	Answer	Mark
10	<p>Award <b>one</b> mark for each correct response, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Listening to Joel (1)</li> <li>• Responding to his suggestions (1)</li> <li>• Giving Joel choices(1)</li> <li>• Taking responsibility (1)</li> <li>• Discussing boundaries and expectations (1)</li> <li>• Meeting his needs (1)</li> <li>• Providing varied opportunities and experiences (1)</li> <li>• Reflecting Joel's interests (1)</li> <li>• Encouraging him to express his emotions (1)</li> <li>• Praise (1)</li> <li>• Reward (1)</li> <li>• Modelling desired behaviour (1)</li> <li>• Having positive expectations (1)</li> <li>• Responding positively to wanted behaviour (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
11	<p>Award <b>one</b> mark for each correct response, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Raised voices</li> <li>• Excited</li> <li>• Giggling</li> <li>• Hyperactive</li> <li>• Silence/quiet</li> <li>• Whispering</li> <li>• Secretive</li> </ul> <p>Do not accept hiding or not being seen by the adult.</p>	2

Question Number	Answer	Mark
12	<p>Award <b>one</b> mark for an identification and a further <b>one</b> mark for the development for a total of <b>four</b> marks.</p> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Ensure that there is consistency between home and setting (1)</li> <li>• Ensure parents are kept informed (1)</li> <li>• Support the development of strong relationships (1)</li> <li>• To support parents in promoting best practice (1)</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Helps children feel secure (1)</li> <li>• Prevents confusion (1)</li> <li>• Supports children's positive behaviour (1)</li> <li>• To support adults in the setting (1)</li> <li>• Child understands how to behave (1)</li> </ul> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
13	<p>Award <b>one</b> mark for each correct response for a total of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• For concentration (1)</li> <li>• Energy (1)</li> <li>• Wellbeing/makes them feel good (1)</li> <li>• Tolerance (1)</li> <li>• Calmness (1)</li> <li>• Promotes good health (1)</li> <li>• Healthy diet/nutrition (1)</li> <li>• Promotes development in PIES (1)</li> </ul> <p>Award <b>one</b> mark for an appropriate response.</p>	2

Question Number	Answer	Mark
14	<p><b>Physical factors</b> affecting behaviour</p> <ul style="list-style-type: none"> <li>• Lack of sleep, exercise, concentration</li> <li>• Abigail's basic physical needs must be met before other needs can be addressed (Maslow)</li> </ul> <p><b>Social factor</b></p> <ul style="list-style-type: none"> <li>• Lack of after-school activities</li> <li>• Friendship groups</li> <li>• Changes to home circumstances</li> </ul> <p><b>Emotional factor</b></p> <ul style="list-style-type: none"> <li>• Positive relationships with adults need to be sustained</li> <li>• A change in class teacher will affect her security</li> </ul> <p><b>Cognitive factor</b></p> <ul style="list-style-type: none"> <li>• Need to ensure that the activities are stimulating, or Abigail may be bored</li> </ul> <p><b>Adult role</b></p> <ul style="list-style-type: none"> <li>• Provide activities that reflect her interests and provide opportunities to express emotions</li> <li>• Ensuring boundaries and expectations are age and stage appropriate or Abigail may be unable to meet expectations</li> <li>• Communicate with parents</li> <li>• Have positive expectations</li> <li>• Consider any social influences</li> <li>• Respond consistently to children's behaviour to prevent confusion</li> <li>• Support Abigail to solve potential problems</li> <li>• Monitor Abigail's behaviour</li> <li>• Communicate with all members of staff</li> </ul>	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 the reasons that may have affected Abigail's behaviour. It is likely to be superficial/generic and will be supplemented with little or no examples or links to the actions that can be taken by the setting. 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 reasons for the behaviour and the actions that should be taken by the staff.	4-6
3	The reasons for the behaviour 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 the actions that should be taken by the staff. Links are also made to theories.	7-8

Question Number	Answer	Mark
15a	Operant conditioning theory Operant conditioning Conditioning theory Conditioning	1

Question Number	Answer	Mark
15b	<p>Award <b>one</b> mark for an identification and <b>one</b> mark for a development for a total of <b>four</b> marks.</p> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Praise the child (1)</li> <li>• Thumbs up when showing good behaviour (1)</li> <li>• Smile with approval (1)</li> <li>• Reward the good behaviour (stickers, stars, points) (1)</li> <li>• Give a choice of activity/story (1)</li> <li>• Stay calm to not show anger (1)</li> <li>• Use facial expressions/body language (1)</li> <li>• Distract the child (1)</li> <li>• Consistency between members of staff (1)</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Likely to lead to positive behaviour (1)</li> <li>• Repeat behaviour if praised/rewarded (1)</li> <li>• The response should be age/stage appropriate (1)</li> <li>• Children will see that adults are in control (1)</li> <li>• To let the children know that their behaviour is inappropriate/appropriate (1)</li> <li>• To help support them to display positive behaviour (1)</li> <li>• Boost their confidence (1)</li> </ul> <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
16	<p>Award <b>one</b> mark for providing a way and <b>one</b> further mark for a developed response for a maximum of <b>four</b> marks.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Consider if there are reasons or circumstances (1)</li> <li>• Consider the age/stage of the child (1)</li> <li>• Stay calm and do not show anger (1)</li> <li>• Use facial expressions and body language (1)</li> <li>• Distraction (1)</li> <li>• Say no with eye contact (1)</li> <li>• Focus attention on children showing wanted behaviour (1)</li> <li>• Talk to the child about their behaviour (1)</li> <li>• Ignore unwanted behaviour (1)</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Reasons that could be affecting the behaviour (1)</li> <li>• Age-related behaviour for a two year old, e.g. tantrums (1)</li> <li>• Adult remains in control (1)</li> <li>• Let them know their behaviour is inappropriate (1)</li> <li>• Change the child's focus (1)</li> <li>• To show the children expected behaviour (1)</li> </ul> <p>Do <b>not</b> accept responses that are not age appropriate or use of the naughty step/chair. Do <b>not</b> accept explanations of reminding them of the boundaries and expectations.</p>	4

Question Number	Answer	Mark
17	<p>Award <b>one</b> mark for each correct response, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Choosing/plan activities</li> <li>• Laying the table</li> <li>• Choosing what to eat and drink</li> <li>• Pouring drinks</li> <li>• Sweeping up sand</li> <li>• Tidy up toys and activities</li> <li>• Choosing where to play</li> <li>• Giving responsibility/role/making decisions/setting the rules</li> </ul> <p>Accept any other appropriate response.</p>	2



Question Number	Answer	Mark
18	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Provide an environment to encourage positive behaviour</li> <li>• Listen to Benjamin and other children.</li> <li>• Reflect interests in the activities</li> <li>• Provide choices</li> <li>• Develop confidence and independence</li> <li>• Support the development of self-esteem</li> <li>• Have a key person approach</li> <li>• Consistency between staff</li> <li>• Recognise the age/stage of the children</li> <li>• Communicate boundaries and expectations</li> <li>• All staff follow the behaviour policy</li> <li>• Communication between setting and home</li> </ul> <p><b>Examples of links to theories</b></p> <p><b>Bandura's theory</b></p> <ul style="list-style-type: none"> <li>• Role model desired behaviour</li> <li>• Imitate/copy adults and children</li> </ul> <p><b>Skinner's theory</b></p> <ul style="list-style-type: none"> <li>• Use positive reinforcement</li> <li>• Praise and rewards</li> <li>• Repeating wanted behaviour</li> </ul>	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. It is likely to be superficial/generic and will be supplemented with little or no examples or links to the reasons. 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 approaches and reasons.	4-6
3	Many points 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 clear links to the approaches and reasons.	7-8

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