

Lead Examiner Report 2001

January 2020

**L1/L2 First in Children's Play
Learning and Development**

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

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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 (20123F)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	20	27	35

Introduction

The unit is well established as it has been assessed twelve times. 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 20 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 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 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 across the coverage of the 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 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 there were instances where learners were responding with detail, where one word would have covered the requirements. Learners should also be encouraged to read the full question prior to giving an answer.

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. For Q10 some of the responses would be inappropriate for the age group mentioned in the question as the child was aged two. For Q9 the question required the learners to "Give two ways adults can encourage children to resolve their own conflicts" responses should have indicated discussing ways to share and take turns, For Q16 the question stated ' Give two strategies that can be used to deal with unwanted behaviour' Some of the learners gave responses that were inappropriate and bad practice. This included isolating the child, giving them a 'time out' and sitting them on the naughty step. This has been identified in previous series and good practice should be encourage with the learners.

Learning Aim C proved an area which the learners found difficult and it would be beneficial for the centre to spend time on how adults can support children's positive behaviour and how to deal with unwanted behaviour in an appropriate and professional manner.

For Q8b many learners did not know the name of Skinner's theory although this is identified within the specification and centres should ensure that the full coverage of the specification is taught, with the correct terminology.

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 Skinner's theory. This required the application of the theory in practice rather than the students describing the theory, which 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. They were also able to state the advantages of a key person approach.

It was evident that some learners were not able to develop their answers to show understanding, application and explanation within the 4 mark questions.

The paper is focused on developing positive behaviour and learners focused on sanctions and negatives where this was not asked for.

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 with the learners giving the correct responses although Q2 was answered less well.

Question 6

This question was answered well with many responses including communication between parents and setting, role modelling or keeping the rules the same.

6 State **one** way of ensuring the consistency of boundaries and expectations between the home and an early years setting.

one way to ensure good consistency would be communication between parents and practitioners

(Total for Question 6 = 1 mark)

This response was given 1 mark and is an example, where the learner gave too much information in their response by the command verb of “state” and therefore did spend time giving a lengthy response.

6 State **one** way of ensuring the consistency of boundaries and expectations between the home and an early years setting.

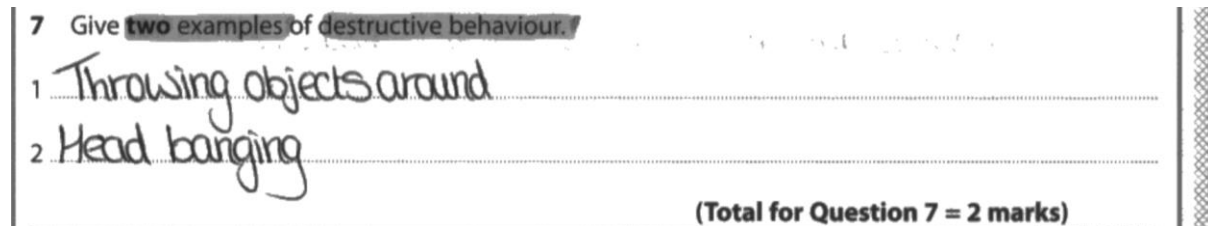
Role modeling making sure

(Total for Question 6 = 1 mark)

The example above was also given 1 mark and the learner gave the correct amount of information for a command verb of ‘State’ and therefore did not spend additional time answering the question.

Question 7

Many of the learners knew the types of destructive behaviour and were able to gain at least one mark for this question.



These responses were direct from the mark scheme and the response was awarded 2 marks. This response shows that the students do not have to give a detailed response for the command verb of ‘Give’

Question 8a & 8b

Some of the learners were able to name Skinner’s theory but there were also responses that did not provide the name of the theory



This was awarded 0 marks as it did not state the name of the theory. It is important that the correct terminology is used.

The learners were able to give examples of Skinners theory

(b) Describe **two** ways staff in an early years setting can use Skinner's theory.

(4)

1. By praising the child for their accomplishments. Praise them when they were listening to a staff. And also by praising them it encourages them to do well and promote positive behaviour.
2. By giving children rewards for their achievements. Such as a sticker. By giving them rewards it makes the child very happy and proud to show their parents. It motivates them to behave.

(Total for Question 8 = 5 marks)

This response was awarded 4 marks. The learner has given two examples of how to respond to wanted behaviour; by praise and stickers and the response has been further developed and describes that the praise or sticker would encourage them to do well or makes the child happy.

There were some responses given where the same response was used twice and therefore this limited the marks awarded.

Question 9

This question was not answered well as the learners did not always give examples of how the children can resolve their own conflicts.

9 Give **two** ways adults can encourage children to resolve their own conflicts.

1. By Sharing toys and objects
2. By playing together on something they'd both enjoy

(Total for Question 9 = 2 marks)

This response was awarded 2 marks. 1 mark for sharing and a further mark for playing together on something they both enjoy.

Question 10

Some of the learners gave examples of ways adults in the toddler group could manage Charlie’s behaviour. Some of the learners gave responses that included poor practice and would be inappropriate for a two-year-old and included ‘time out’ and ‘sitting on the naughty step’

10 Charlie is **two** years old and attends a toddler group. He often pushes other children away from the toys he wants to play with.

Explain **two** ways adults at the toddler group can manage Charlie’s behaviour.

1 Encouraging and showing Charlie how to share toys and play with other children in the nursery.

2 Getting Charlie to engage with other children and make friendships will get her sharing toys and showing positive behaviour.

(Total for Question 10 = 4 marks)

As this learner gave sharing for each of the responses, they were only awarded 1 mark.

Question 11

Many of the learners responded to this question with correct responses and were able to give examples of how adults can promote children’s independence.

11 Give **one** example of how adults can promote children’s independence.

By letting them do things by themselves but supervising them.

(Total for Question 11 = 1 mark)

This response was not awarded any marks as the learner did not give an example as required in the question.

Question 12

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 the reasons why it is important to communicate boundaries and expectations to parents. Many students were able to give consistency between home and setting and the response 'to prevent confusion' but some students found difficulty in providing a different response for the second example.

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

- 1 So that children can apply the same behaviour at home and at the setting and so that they act positively with their parents and teachers.
- 2 Parents can help encourage positive behaviour at home and teachers can help encourage the behaviour in the setting.

(Total for Question 12 = 4 marks)

This response was given 1 mark as they had repeated their answer and there was no development.

Question 13

It was clear that the learners knew the advantages of having a key worker. The main responses included support, trust and building a relationship.

13 State **two** advantages of having a key person approach.

- 1 having a key person makes sure you get that special one on one support.
- 2 plus having a key person helps one's growth developments into a good person.

(Total for Question 13 = 2 marks)

This response was awarded 2 marks.

Question 14

The eight-mark question proved challenging for the learners. It was clear that the learners knew factors that would be affecting Leo's behaviour but the learners did not always provide examples of both factors equally, or included social and emotional factors that were not asked for in the question.

14 Leo is **three** years old and attends a playgroup.

Discuss physical and biological factors that can affect Leo's behaviour.

(8)

One factor is that Leo should be getting Maslow's hierarchy of needs but basic needs for example food water shelter and warmth this will enable him to be more aware and physically strong due to having the nutrients he needs but also him having the amount of sleep he needs so that he is happy not irritable and agitated due to being physically tired.

Another factor that may affect Leo's behaviour is biological factor for example ADHD this could cause Leo to be very demanding in his behaviour for example attention.

seeking Leo could be showing very bad behaviour towards staff or to the children but any attention is good attention therefore a biological factor like ADHD, bipolar or asbergers could affect his behaviour massively especially where he is only three and may not understand why he feels like he needs to behave like it or how to prevent lash outs and attention seeking behaviour.

Finally another physical factor is that if Leo is doing some activities and then sleeping through the night he will be energised at playgroup and physically overstimulated however if Leo is under-stimulated this can make ~~him~~ him really restless at playgroup with other children and toys due to him not having enough physical activities or time this can also occur if Leo is over stimulated due to him doing too much and becoming agitated at playgroup due to him being tired and physically drained

As a result physical and biological factors can have a big negative affect on a child's

behaviour

This response was awarded 6 marks. There were examples of both factors and a few key points described in detail. As this response did not explain both factors equally this could not be awarded marks from Mark Band 3

Question 15

The learners did answer this well as they were able to give reasons why children should be supervised.

15 Give **two** reasons why adults should supervise children's behaviour.

1 children can hit each other

2 children can swallow parts of an activity

(Total for Question 15 = 2 marks)

2 marks were awarded for this response and many of the learners included examples of being safe.

Question 16

Some learners provided examples of dealing with inappropriate behaviour as poor practice and learners should be providing examples that are considered good practice.

16 Give **two** strategies that can be used to deal with unwanted behaviour.

1 Remove resource or equipment

2 use age and stage appropriate sanctions.

(Total for Question 16 = 2 marks)

2 marks were awarded for this response.

16 Give **two** strategies that can be used to deal with unwanted behaviour.

- 1 One strategy could be putting a child in time-out.
- 2 Another strategy could be removing the child from an activity.

(Total for Question 16 = 2 marks)

0 marks were awarded for this response.

Question 17

This question did go well, and they were able to give examples of how adults can support the development of children's self-esteem.

17 Identify **two** ways adults can support the development of children's self-esteem.

- 1 ~~Reward them~~ Use positive language, facial expressions and body language
- 2 Reward their achievements with stickers, letters of praise or put your thumbs up.

(Total for Question 17 = 2 marks)

2 marks awarded for this response. Although the student gave more responses and detail than needed as the command verb was 'identify'

Question 18

This question was answered well as the learners were able to give an advantage of adults using positive reinforcement.

18 State **one** advantage of adults using positive reinforcement.

The child will repeat the pasative
behaviour.

(Total for Question 18 = 1 mark)

This was awarded 1 mark and this was a typical response to this question.

Question 19

This question was answered less well with learners not relating their answers to a 7-year-old or including language delay. Many of the responses gave examples of activities that would happen with any child within a school and also they did not relate their responses to Skinner as directed within the question. Some students gave examples of Skinner but did not describe a few points and related their answer just to the rewards factor.

19

Damian is **seven** years old and has language delay. He gets frustrated as other children cannot understand him.

Discuss how adults can use Skinner's theory to support Damian's positive behaviour.

(8)

Skinner's theory is about reinforcement of positive behaviour.

Adult need to understand that Damian has delay in his language and communication development and will support him by providing resources like pictures or wall display poster which he can use to express himself. Adult will support him by being very patient with him. A key person will be given to Damian to create a bond with him so he can feel secure and confident in himself. Adult will reward Damian's positive behaviour with stickers / Smile / Praise / Applaud.

Adult will calm him down when he is frustrated and adult can also talk him through his frustration. Adult will have to be consistent in reinforcing positive behaviour. Adult will have to model positive behaviour to Damian by not showing frustration when adult can not be understood but try to express self by other means such as pictures or writing.

This was awarded 6 marks. The learner included many points that were described and there were links made to Skinner's theory. More should have been included on the language delay to enable the student to gain marks into the Mark Band 3

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.
- Give age appropriate responses where an age is stated in the question.
- Give responses that are considered "good practice"
- 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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