

Mark Scheme (Results)

January 2020

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) Under stimulation	1

Question Number	Answer	Mark
2	C) Thoughtfulness	1

Question Number	Answer	Mark
3	C) Irritability	1

Question Number	Answer	Mark
4	C) Rest and Sleep	1

Question Number	Answer	Mark
5	B) Achievement D) Love and belonging	2

Question Number	Answer	Mark
6	<p>Award one mark for an appropriate response.</p> <ul style="list-style-type: none"> • Communication between parents and setting • Role modelling • Behaviour policy • Keeping the rules the same • Good relationship between parents and setting <p>Do not accept 'consistency' or 'boundaries, expectations' as it is given in the question Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
7	<p>Award one mark for an appropriate response for a total 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
8a	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Operant conditioning theory • Operant conditioning • Conditioning 	1

Question Number	Answer	Mark
8b	<p>Award one mark for the identification and one further mark for development, up to a maximum of four marks. The development points do not necessarily need to be linked to the identification points shown.</p> <p>Respond to wanted behaviour:</p> <p>by praising them (1) by saying 'well done' (1)</p> <p>by smiling (1) showing them that the behaviour is acceptable (1)</p> <p>with stickers (1) they can put stickers on a chart (1)</p> <p>with story (1) that they can choose/enjoy (1)</p> <p>with choice of activity (1) they can play their favourite game (1)</p> <p>Respond to unwanted behaviour by:</p> <p>removing toys (1) that they enjoy playing with (1)</p> <p>removing treats (1) that make them happy (1)</p> <p>restricting activities (1) showing them that the unwanted behaviour is not acceptable (1)</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
9	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <p>Discussing ways to share (1)</p> <p>Encouraging children to take turns (1)</p> <p>Discussing/demonstrating the way forward with the children involved (1)</p> <p>Put time limit on an activity that is causing conflict (1)</p> <p>Encouraging children to play together with something they both enjoy (1)</p> <p>Encouraging children to apologise to each other (1)</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark for each identification and one mark for each development, up to a maximum of four marks.</p> <p>Adult Action</p> <ul style="list-style-type: none"> • Remove resources (1) • Use facial expressions and body language (1) • Say 'no' with eye contact (1) • Distraction (1) • Ignore attention-seeking behaviour if the child is not at risk (1) • Sanctions (1) • Comfort children who have been affected by unwanted behaviour (1) • Discussing with the child why this behaviour is not appropriate (1) • Encouraging turn taking/sharing (1) • Introduce new activities/resources (1) • Role modelling (1) <p>Outcome</p> <ul style="list-style-type: none"> • To let them know that their behaviour is inappropriate (1) • Takes the attention away from the problem (1) • Does not reward children for unwanted behaviour (1) • Seek permission to do something (eye contact) (1) • Reinforces that inappropriate behaviour will not be rewarded with adult attention/toys/resources/activities (1) • To remind them of the boundaries and consequences (1) • To reduce boredom (1) <p>Accept any other appropriate response.</p> <p>Do not accept time out, naughty chair, and naughty step as this is not good practice.</p> <p>Must be appropriate responses for a two-year-old.</p>	4

Question Number	Answer	Mark
11	<p>Award one mark for an appropriate response.</p> <p>Adults could allow children:</p> <p>To choose activities (1)</p> <p>To choose resources (1)</p> <p>To choose where to play (1)</p> <p>To choose what to eat and drink/snacks/mealtime (1)</p> <p>To choose who to play with (1)</p> <p>To serve themselves food (1)</p> <p>To dress themselves (1)</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
12	<p>Award one mark for each identification and one further mark for each developed response, for a maximum of four marks.</p> <p>Reason</p> <p>To ensure parents are informed (1)</p> <p>To have consistency between home and setting (1)</p> <p>To develop relationships (1)</p> <p>Importance</p> <p>Agree to the boundaries and expectations (1)</p> <p>To prevent confusion (1)</p> <p>To prevent insecurity (1)</p> <p>To feel secure (1)</p> <p>Accept any other 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"> • To build positive relationships with children (1) • To provide security/safety (1) • To have someone to talk to (1) • Develop confidence (1) • Develop trust (1) • To develop relationships with parents (1) • To give one-to-one support (1) • To support a child with reaching their milestones (1) • To role model appropriate behaviour (1) • To have a consistent relationship (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
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14	<p>Physical factors:</p> <ul style="list-style-type: none"> • sleep – Leo needs sufficient sleep for his age, including naps to relax and to give him energy for play, learning and development. Lack of sleep may cause irritability, agitation, increased activity and reduced concentration • food and drink – Leo needs regular food and drink, including healthy snacks and water, for concentration, energy and a sense of wellbeing. Lack of food/dehydration may cause irritability and a lack of tolerance • exercise – children need exercise to aid concentration and memory, and to promote a sense of wellbeing. Lack of exercise may cause frustration. <p>Biological factors:</p> <ul style="list-style-type: none"> • children with delayed physical development may be upset and frustrated if they are unable to join in with activities • cognitive delay may affect how children understand rules or remember instructions for how to behave; they may lack concentration and show impulsive behaviour • communication and language delay affects children’s ability to express themselves, which may cause frustrated behaviour • illness – children who are unwell may lack concentration and tolerance, may become easily upset, and behaviour may regress. <p>Accept responses that allow relevant theories.</p>	8
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Level	Descriptor	Mark
0	No rewardable material.	0
1	<p>A few key points identified, or one factor described. The answer is likely to be brief giving only an outline of the factors. It is likely to be superficial/generic and will be supplemented with little or no examples or links to any theories. The answer could be in the form of a list.</p>	1-3
2	<p>Some points identified, or a few key points described in detail. A detailed response with examples from both factors. Most points will be relevant but clear links are not always made to the reasons.</p>	4-6
3	<p>The factors explained in depth equally. 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 a range of aspects from both factors.</p>	7-8

Question Number	Answer	Mark
15	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <p>Adults can:</p> <ul style="list-style-type: none"> • Recognise warning signs (1) • Ensure safety and security (1) • Recognise when children are becoming bored (1) • Prevent children showing unwanted behaviour (1) • Support children to develop (1) • Promote desired behaviour (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
16	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Use facial expressions and body language (1) • Say 'no' with eye contact (1) • Distraction • Explain why the behaviour is not appropriate (1) • Remind them of the boundaries and consequences (1) • Ignore attention-seeking behaviour if children are not at risk (1) • Sanctions (1) • Comfort children who have been affected by unwanted behaviour (1) • Reporting unwanted behaviour to other practitioners in the setting/parents (1) • Remove resources (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
17	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Listen to children (1) • Consider children’s opinions (1) • Being responsible for tasks (1) • Value and respect children (1) • Respond to suggestions (1) • Praise/reward <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
18	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • To change the child’s behaviour (1) • To encourage positive relationships (1) • Improve self-esteem (1) • Create positive environment (1) • Show the child is respected (1) • Repeat positive behaviours (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
19	<p>Use of Skinner's operant conditioning theory:</p> <ul style="list-style-type: none"> • Repeat wanted behaviour, e.g. rewards, verbal praise, smiles of approval, stickers, stars/points, own choice of activity/story. • Listening to Damian. • Encouraging the positive relationship with others. • Encouraging him to express himself in different ways. • Encouraging values and respect. • Helping him understand boundaries and expectations. • Through provision of appropriate activities and learning opportunities. • Creating a suitable environment to encourage children to make choices. • Allowing them to take responsibility and develop confidence and independence. • Activities that provide stimulation, reflect their interests and give them the opportunity to express emotions. • Use positive reinforcement. 	8

Level	Descriptor	Mark
0	No rewardable material.	0
1	<p>A few key points identified, or one point described. The answer is likely to be brief giving only an outline of the experiences that can be given. It is likely to be superficial/generic and will be supplemented with little or no examples or links to Skinner's theory. The answer can be in the form of a list.</p>	1-3
2	<p>Some points identified, or a few key points described in detail. A detailed response with examples. Most points will be relevant but clear links to Skinner's theory are not always made.</p>	4-6
3	<p>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 Skinner's theory.</p>	7-8