

# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC First
In Children's Play Learning and Development

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



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#### Introduction

The unit is well established. 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 guestions for the lower demand guestions, 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 improved across the paper proving and 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, and they were aware of the different command verbs and the depth of the responses that would be appropriate. This was an improvement on the previous series. Some learners should also be encouraged to read the full question prior to giving an answer and identify the requirements and focus of the question.

For Q10 some of the responses would be inappropriate for the age group mentioned in the question as the child was aged three. For Q14 the question required the learners to 'Discuss methods that adults could use to ensure that boundaries and expectations are communicated to children in nurseries'. The learners did not always focus on the methods that would be used to communicate the boundaries and expectations but stated the importance of boundaries and expectations. Some students also did not include appropriate methods for a nursery setting.

DCL<sub>1</sub>



For Q8a and Q8b many learners knew Maslow's theory and they were able to give examples of how this theory could be practised within a nursery. Learners need to utilise their time efficiently and save their extended responses for the questions with a higher eight-marks 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 theories. This required the application of the theory in practice to promote positive behaviour.

The learners understood the use of rewards and giving choices within an early year's environment and gave various examples of how these 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 and many learners were able to give one extension but were not able to give different responses.

# **Individual Questions**

## Question 1

This was a multi choice question and this was answered well with most learners gaining the 1 mark. Where the learners did not achieve this mark, this was usually due to not identifying the social factor.

### **Question 2**

This was a multi choice question and this was answered well with most learners gaining the 1 mark and showing an understanding of the way a child could be supported to meet expectations.

# **Question 3**

This was a multi choice question and this was answered well with most learners gaining the 1 mark and showing that they understood how a child could model desired behaviour.

## **Question 4**

This was a multi choice question and this was answered well with most learners gaining the 1 mark for identifying the effect on a child if they are given opportunities.

# **Question 5**

DCL1



This was a multi choice question and this was answered well with the majority of learners gaining the full 2 marks available for identifying two types of unwanted behaviour.

### **Question 6**

The learners did not always give examples of when attention seeking could be ignored and responses given did not always reflect the specification. Marks would be awarded if the response included 'if the child was not at risk' or 'if the child was showing age-appropriate behaviour'.

## **Question 7**

There were many examples that the learners could have given for this question and the example below had given more than the two that were required. This included 'show good manners' 'good role model' 'being consistent'

7 Give **two** ways an adult can follow a behaviour policy in a nursery.

1 shows your sold made positive to others of good sold made)
2 be consistent as so the child feels

The response above gained 2 marks, as this was the maximum mark although more examples had been given.

secure and does not become

# Question 8(a)

All learners were able to state Maslow for their response and gained the 1 mark available.

# Question 8(b)

Many learners were able to give two examples of how Maslow's theory could be practised.

(b) Give two ways adults in a nursery can follow the hierarchy of needs theory.

By ensuring that children have net the needs by eating and drinking.

Thousing children are in a safe and protected place.

(2)



The response above gained 2 marks, as the learner included 'eating and drinking' and 'safe and protected'

## **Question 9**

The learner had developed their answer to ensure that the command verb of 'explain' had been met. They had included how the actions of discussing the reasons for rules and role modelling would then impact on the child's positive behaviour.

9 Explain two ways an adult in a nursery can promote positive behaviour.

1 Dissaising reasons for the boundries and expectations help children understand the reasons for positive behaviour, they are more likely to follow rules, once they understand, promoting positive behaviour.

2 Adults in a nursery can also follow rules this promotes positive behaviour as children will be

a positive role model

The response above gained 4 marks

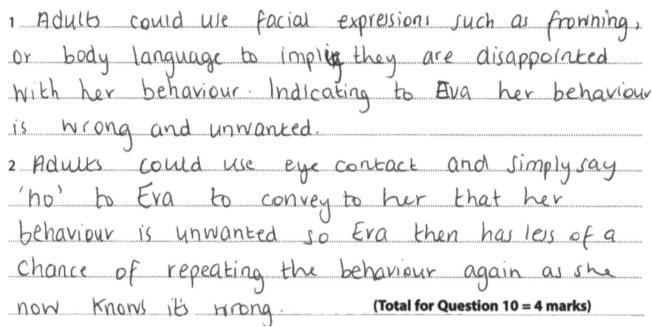
# Question 10

The learner had developed their answer to ensure that they have covered the command verb of 'explain'. Various strategies had been explained to indicate to Eva that their behaviour was unwanted and then an explanation was given on the outcome that could be expected.



10	Eva is three	years old an	d attends a nurs	ery. She interrupts	activities.
1		,			

Explain **two** ways adults in the nursery could manage the unwanted behaviour Eva is showing.



The response above gained 4 marks

## **Question 11**

This question was answered well as the learners understood the choices that could be offered to a child to give them confidence.

11 State one choice a child can be given to develop confidence.



The response above gained 1 mark

# **Question 12**

The learner has given an explanation, but the same response had been given and therefore this could not be awarded twice. Learners need to show knowledge by giving alternative responses.



Raj is six years old and attends a local school. He is verbally aggressive.

Explain **two** ways adults in the school can use Skinner's theory to manage Raj's behaviour.

Actusts con use Skinners theory to Sanction Ray this could be removing Ray from a toy or activity intil he learns to Ray his behaviour is inappropriate clutts must explain this to him.

Adults should inform Ray's guardians so that they an also sanction Ray at home and explain to him is behaviour is inappropriate and why its inappropriate

The response above gained 3 marks

## **Question 13**

Many of the learners included as their answers 'if a child was in danger' and also a child showing inappropriate behaviour and the removal of equipment would then be a sanction that could be put in place.

13 Give two reasons why adults may remove equipment from children.

1 If the child is a danger to other children and is aggressive.
2 If the child's behaviour is unwanted such as biting or kicking which is destructive behaviour.

The response above gained 2 marks

# **Question 14**

This question required the learners to discuss the communication methods that could be used to ensure that children understood boundaries and expectations. The example below included posters, pictures, a traffic light system. They also included examples of verbal and non-verbal communication,



and the methods used should be age appropriate. The response was given 6 marks which is the top of mark band 2. To gain the extra marks the learner could have given additional examples in more depth. Learners that did not perform on this question either did not give responses that were linked to the communication methods or a few points were identified and the answer was brief.

14 LINCUS INPUTORS WAS AQUIES COURT USE TO POSURE THAT DOUDGARRS AND EXPECTATIONS

are communicated to children in nurseries.
(8)
As children in nurseries haven't fully
Cleveloped their language, they may not brockerstand if adults try to explain the
tractorstand if adults try to explain the
reasons for rules. Instead, they should put
up posters arama the class with pictures
on them as pictures are more easily
understood. Children will also be very good
with Colours at this Stage So the adults
can use a traffic light system to teu them
What's right and wrong. If they children are
doing something wrong, the adults can tell



them by saying 'no' or folding their arms with eye contact. This will let the Children throw that what they are doing is wrong and will know not to do it again. Expectations must also be partiated around appropriate for the Child's age and stage of development. If not, then they are unrealistic and the Child will fail to meet them. They can keep in contact with Parents and make sure expectations and bamdaries are kept the same between home and the Setting. This can keep things consistent and prevent confusion in the children as their a cluster to the one thing at home but not at school It can

The response above gained 6 mark(s)

# **Question 15**

The response below gained 1 mark for reward and a further mark for a smile of approval however, as the response was detailed, they also included verbal praise which would have also been an acceptable answer.

15 Give two ways an adult can motivate a child to show wanted behaviour.

1 Telling	blem	Hey	Will	ael	۵	rewo	h-d	
if they	show	ەندە	inted	beha	viour,			
2 Giving	Vlem	۵	smile	10	app.	roval	01	
verbal pr	aise w	hich	will en	\ a onto	-90	Ven	Lo.	
continue.								

The response above gained 2 marks

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## **Question 16**

Learners were able to give examples of the behaviour that might be shown if a child was under-stimulated. Many of the learners included bored or showing unwanted behaviour.

16 Give two types of behaviour children might show when they are under-stimulated.				
1 Children may Show unwarted behaviour Suchas being distrocting				
Lo d'hers				
2 Children may Show Ney are bond	l			

The response above gained 2marks

## **Question 17**

The example given gained a mark for 'they don't understand things' and a further mark for 'pay less attention' which relates to lack concentration from the mark scheme. The responses did include the child being frustrated and also showing unwanted behaviour.

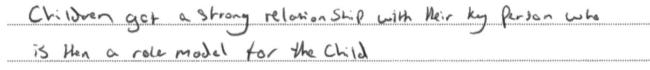
1 They may become trustrated easier as they don't understand things
2 They may be payles attention because May don't understand and display unwanted (schariour).

The response above gained 2 marks

# **Question 18**

The students clearly knew the advantages of the key person approach and most students were able to achieve this question. The responses included building a strong relationship, help the child feel secure and develop confidence.

**18** State **one** advantage of using a 'key person' approach.





The response above gained 1 mark

## **Question 19**

Most students did try and apply the theories within their responses. Some of the students gave a detailed response and the points were clear. The example given below explained the points and included the three theories in a balanced way. They included how the theories could be applied in the setting.

Archie is seven years old and has delayed physical development. He gets frustrated						
when he cannot join in with activities.	ρŘ	Calm approac	h			
Discuss how adults can use relevant theories to p	romote Archie's po					
The adults in the setting can	listen to	Archie and	1			
consider his opinions and respond to his suggestions to						
support the development of his self esteem and self respect.						
The adults can create a suitable environment for Archie						
Within the setting enabling him to make choices, have						
some control over his life, take responsibility and to						
develop his independence and confidence. For example						
Archie can choose wether he	wants to	play indoors or				
putdoors taking into consideration his delayed physical						
development The adults co		0 , 0				



lunch so Archie can choose his own food and drink developing his self confidence. The adults should allow Archie to take some responsibility in the setting such as pouring out the juice at lunch or ea ringing the bell for snack time, this promotes his positive behaviour. In Alburt Banduras social learning theory we learn that children imitate the behaviour of adults and view themas role models so if the adults show positive behaviour this will have a positive impact on Archie promoting positive behaviour. In skinner's opperant conditioning theory we learn that by showing children positive reinforcement for positive behaviour they are more likely to repeat the positive behaviour. If the adult reward Archie with a tayor treat or a smile he is more likely to show wanted behaviours as he wants to please the adults promoting positive behaviour. The adults can use canctions such as the removal of a boy or treat shows unwanted behaviour to promote more positive behaviours. Basic physical needs must be met before any other needs can be addressed states massows hierarchy of needs. The adults should supply Archie with a range of varied and enjoyable opportunities in order for him to have higher Stif esteem. Archie Should have a key person Their relationship should be consistent



politive	involving	affection	attention	anda
'	.1	((	•	
game	interest.	***************************************		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

The response above gained 8 marks







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