



# 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 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 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.

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

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 show good manners and be polite to others - good role model
- 2 be consistent as so the child feels secure and does not become confused

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

### 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.

(2)

- 1 By ensuring that children have met the needs by eating and drinking.
- 2 Ensuring children are in a safe and protected place.

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 Discussing reasons for the boundaries 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 less frustrated and more confident when they have 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 and attends a nursery. She interrupts activities.

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

- 1 Adults could use facial expressions such as frowning, or body language to imply they are disappointed with her behaviour. Indicating to Ava her behaviour is wrong and unwanted.
  - 2 Adults could use eye contact and simply say 'no' to Eva to convey to her that her behaviour is unwanted so Eva then has less of a chance of repeating the behaviour again as she now knows it's wrong.
- (Total for Question 10 = 4 marks)

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.

They can be given the choice to play inside or outside

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.

2 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.

Adults can use Skinners theory to Sanction Raj, this could be removing Raj from a toy or activity until he learns to Raj his behaviour is inappropriate adults must explain this to him.

Adults should inform Raj's guardians so that they can also sanction Raj at home and explain to him his 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 Discuss methods that adults could use to ensure that boundaries and expectations are communicated to children in nurseries.

(8)

As children in nurseries haven't fully developed their language, they may not <sup>listen</sup> ~~understand~~ if adults try to explain the reasons for rules. Instead, they should put up posters around 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 tell 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 know that what they are doing is wrong and will know not to do it again. Expectations must also be realistic and 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 boundaries are kept the same between home and the setting. This can keep things consistent and prevent confusion in the children as they're allowed to do one thing at home but not at school. It can also help children feel more secure.

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 them they will get a reward if they show wanted behaviour.
- 2 Giving them a smile of approval or verbal praise which will encourage them to continue.

The response above gained 2 marks

### 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 unwanted behaviour such as being distracting to others
- 2 Children may show they are bored

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.

**17 Give two ways a cognitive delay may affect children's behaviour.**

- 1 They may become frustrated easier as they don't understand things
- 2 They may pay less attention because they don't understand and display unwanted behaviours.

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.**

Children get a strong relationship with their key person who is then a role model for the child

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.

19 Archie is **seven years** old and has delayed physical development. He gets frustrated when he cannot join in with activities.

*needs*

*S*

*PR*

*Calm approach*

Discuss how adults can use relevant theories to promote Archie's positive behaviour. (8)

The adults in the setting can listen to Archie and 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 whether he wants to play indoors or outdoors taking into consideration his delayed physical development. The adults can supply a self service

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 ringing the bell for snack time, this promotes his positive behaviour. In Albert Bandura's social learning theory we learn that children imitate the behaviour of adults and view them as role models. So if the adults show positive behaviour this will have a positive impact on Archie promoting positive behaviour. In Skinner's operant conditioning theory we learn that by showing children positive reinforcement for positive behaviour they are more likely to repeat the positive behaviour. If the adults reward Archie with a toy or 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 sanctions such as the removal of a toy or treat when Archie shows unwanted behaviour to promote more positive behaviours. Basic physical needs must be met before any other needs can be addressed states Maslow's hierarchy of needs. The adults should supply Archie with a range of varied and enjoyable opportunities in order for him to have higher self esteem. Archie should have a key person. Their relationship should be consistent and

positive involving affection, attention and a  
genuine interest.

The response above gained 8 marks



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