



# Mark Scheme (Results)

January 2021

BTEC First Certificate in Children's Play, Learning  
and Development

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	B) Role model	1

Question Number	Answer	Mark
2	C) Discussing the reasons for rules	1

Question Number	Answer	Mark
3	B) Using good manners	1

Question Number	Answer	Mark
4	A) Stimulated	1

Question Number	Answer	Mark
5	A) Destructive B) Verbal aggression	2

Question Number	Answer	Mark
6	Award one mark for a correct response.  <ul style="list-style-type: none"> <li>• If the child is not at risk</li> <li>• Showing age appropriate behaviour</li> </ul> Accept any other appropriate response.	1

Question Number	Answer	Mark
7	<p>Award one mark for an appropriate response up to a total of two marks.</p> <ul style="list-style-type: none"> <li>• Demonstrating good manners</li> <li>• Respecting others</li> <li>• Being thoughtful towards others</li> <li>• Valuing others</li> <li>• Encouraging children to play safely</li> <li>• Showing children how to share toys</li> <li>• Being consistent</li> <li>• Role-modelling</li> </ul> <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"> <li>• Maslow</li> <li>• Abraham Maslow</li> </ul>	1

Question Number	Answer	Mark
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8b	<p>Award one mark for an identification for a total of two marks.</p> <p><b>By providing</b></p> <ul style="list-style-type: none"> <li>• Areas for sleep/naps (1)</li> <li>• Regular snacks/food/drink (1)</li> <li>• Exercise (1)</li> <li>• Warmth (1)</li> <li>• Outdoor play (1)</li> <li>• Following health and safety requirements (1)</li> <li>• By developing friendships (1)</li> <li>• Safe/secure (1)</li> </ul> <p>Accept any other appropriate response.</p>	2
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Question Number	Answer	Mark
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<p>9</p>	<p><b>One</b> mark for each way and <b>one</b> mark for each development, up to a maximum of <b>four</b> marks.</p> <p><b>Ways</b></p> <p>An adult can:</p> <ul style="list-style-type: none"> <li>• ensure other adults promote positive behaviour (1)</li> <li>• use the key person approach (1)</li> <li>• model positive behaviour (1)</li> <li>• have age appropriate expectations of a child's behaviour (1)</li> <li>• discuss/listen to the child/considering their opinion (1)</li> <li>• allow the child to take responsibility for their actions/tasks/choices (1)</li> <li>• give rewards for positive behaviour (1)</li> <li>• ensure the children know the boundaries (1)</li> </ul> <p><b>Development</b></p> <p>This will promote:</p> <ul style="list-style-type: none"> <li>• consistency within the nursery (1)</li> <li>• children in feeling secure and developing confidence (1)</li> <li>• the child to copy this behaviour (1)</li> <li>• the child to meet these expectations (1)</li> <li>• the child's development of self-esteem/self-respect (1)</li> <li>• a child's confidence and independence (1)</li> </ul> <p>Accept any other appropriate responses.</p>	<p>4</p>
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Question Number	Answer	Mark
10	<p>Award <b>one</b> mark for each way and <b>one</b> mark for each development, up to a maximum of <b>four</b> marks.</p> <p><b>Ways</b></p> <p>The adult could:</p> <ul style="list-style-type: none"> <li>• remember the age/stage of the child (1)</li> <li>• say 'no'/with eye contact (1)</li> <li>• use facial expressions/body language (1)</li> <li>• use distraction (1)</li> <li>• remind older children that they are showing unwanted behaviour (1)</li> <li>• explain why the behaviour is not appropriate (1)</li> <li>• remind them of the boundaries and expectations (1)</li> <li>• stay calm and do not show anger (1)</li> <li>• remove treats/toys/restrictions of activities (1)</li> <li>• ignore the behaviour (1)</li> </ul> <p><b>Development</b></p> <p>This will:</p> <ul style="list-style-type: none"> <li>• affect the child's level of understanding (1)</li> <li>• enable the adult to act immediately if a child is in danger (1)</li> <li>• ensure the adult remains in control (1)</li> <li>• help to diffuse the situation (1)</li> <li>• enable the adult to consider if there are specific reasons or circumstances in terms of physical and emotional developmental factors that are affecting behaviour (1)</li> <li>• let children know that their behaviour is inappropriate (1)</li> <li>• make sure that the child does not carry on with the behaviour (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	4

Question Number	Answer	Mark
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11	<p>Award <b>one</b> mark for a correct response.</p> <p>Choosing:</p> <ul style="list-style-type: none"> <li>• activities/tasks (1)</li> <li>• where to play (1)</li> <li>• what to eat (1)</li> <li>• what to drink (1)</li> <li>• who to play with (1)</li> </ul> <p>Accept any other appropriate response.</p>	1
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Question Number	Answer	Mark
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<p>12</p>	<p><b>One</b> mark each for a strategy and <b>one</b> mark each for a development, up to a maximum of <b>four</b> marks.</p> <p><b>Way</b></p> <p>The adult:</p> <ul style="list-style-type: none"> <li>• can use a reward system (1)</li> <li>• can praise Raj (1)</li> <li>• should provide a reward that is appropriate to Raj's age and stage of development (1)</li> <li>• should be consistent in their approach to managing Raj's behaviour (1)</li> <li>• responds to Raj's verbal aggression by using sanctions (1)</li> </ul> <p><b>Development</b></p> <p>This will:</p> <ul style="list-style-type: none"> <li>• encourage Raj to repeat wanted/desired behavior (1)</li> <li>• encourage Raj to show positive behaviour (1)</li> <li>• ensure that Raj is likely to repeat this positive behaviour in the future (1)</li> <li>• ensure that Raj is not confused (1)</li> <li>• be enforced by removing treats/toys/restriction on activities (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	<p>4</p>
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Question Number	Answer	Mark
13	<p>Award <b>one</b> mark for a correct response for a total of up to <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Prevents children from continuing to use the items inappropriately (1)</li> <li>• Helps children to change focus (1)</li> <li>• Is a distraction (1)</li> <li>• By playing with other toys it supports development (1)</li> <li>• Health and safety /equipment is broken (1)</li> <li>• To keep children safe (1)</li> <li>• Children are showing unwanted behaviour (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
14	<p><b>Positive approaches</b></p> <ul style="list-style-type: none"> <li>Communicating the boundaries and expectations for behaviour for children and adults visually within the setting</li> <li>Ensuring the boundaries and expectations are suitable for the age and stage of children in a suitable format</li> <li>Discussing the boundaries and expectations between the home and the setting to support positive behaviour</li> <li>Discussing reasons for rules with the children</li> <li>Agreeing boundaries and expectations with children</li> <li>Reminding children of rules and boundaries</li> <li>To help children feel secure and to prevent confusion.</li> </ul> <p><b>Negative reactions</b></p> <ul style="list-style-type: none"> <li>Unrealistic expectation of children's behaviour results in children feeling insecure, frustrated and unable to meet expectations</li> <li>Inconsistency makes a child feel insecure and confused</li> <li>Children may take advantage of inconsistency by ignoring the rules</li> </ul> <p>Accept any other appropriate response.</p>	8
Level	Descriptor	Mark
0	No rewardable material.	0
1	A few key points identified, or one method described. The answer is likely to be brief giving only an outline of the method. It is likely to be superficial/generic and will be supplemented with little or no examples. The answer could 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 of methods. Most points will be relevant but clear links are not always made to practice.	4-6
3	The methods 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 links to practice.	7-8



Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for a correct response for a total of up to <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Being a positive role model (1)</li> <li>• Respect the child (1)</li> <li>• Praise (1)</li> <li>• Rewards (1)</li> <li>• Smile of approval (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
16	<p>Award <b>one</b> mark for a correct response for a total of up to <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Bored (1)</li> <li>• Show unwanted behaviour (1)</li> <li>• Attention seeking (1)</li> <li>• Frustration (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
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<p>17</p>	<p>Award <b>one</b> mark for a correct response for a total of up to <b>two</b> marks.</p> <p>Children may:</p> <ul style="list-style-type: none"> <li>• not understand rules (1)</li> <li>• not remember instructions for how to behave (1)</li> <li>• lack concentration (1)</li> <li>• show impulsive behaviour (1)</li> </ul> <p>Accept any other appropriate response.</p>	<p>2</p>
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Question Number	Answer	Mark
18	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Support a child's development (1)</li> <li>• Help them feel secure (1)</li> <li>• Consistency between home and setting (1)</li> <li>• Develop their confidence (1)</li> <li>• To support the development of strong relationships (1)</li> </ul> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
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19	<p><b>Positive factors</b></p> <ul style="list-style-type: none"> <li>• Support Archie to join in with activities</li> <li>• Help develop Archie's concentration</li> <li>• Support Archie to express himself</li> <li>• Good role models</li> <li>• Develop relationships with Archie and other adults</li> <li>• Show Archie affection</li> <li>• Show an interest in the activities that Archie is doing</li> <li>• Ensure that Archie feels secure</li> <li>• Show a consistent and positive relationship with Archie</li> <li>• Give Archie attention</li> </ul> <p><b>Bandura</b></p> <ul style="list-style-type: none"> <li>• Social learning theory</li> <li>• Reference to Bobo doll</li> <li>• Archie may learn undesired behaviour from adults and other children</li> <li>• Archie may imitate the behaviour of adults</li> <li>• Archie may watch how adults behave</li> </ul> <p><b>Maslow</b></p> <ul style="list-style-type: none"> <li>• Maslow's five-stage hierarchy of needs theory</li> <li>• Provide Archie with different forms of exercise</li> <li>• Provide Archie with sufficient time to rest</li> <li>• Provide Archie with food and drink</li> <li>• Provide Archie with learning opportunities</li> </ul> <p><b>Skinner</b></p> <ul style="list-style-type: none"> <li>• Operant conditioning theory</li> <li>• Repeat wanted behaviour if there is a reward</li> <li>• Provide Archie with rewards/praise to encourage positive behaviour</li> <li>• Rewards for Archie must be meaningful and appropriate to a seven year old</li> <li>• Consistent positive reinforcement is more likely to be effective for Archie</li> </ul> <p>Accept any other appropriate response.</p>	8
Level	Descriptor	Mark
0	No rewardable material.	0
1	A few key points identified, or one point described. The response is likely to be brief giving only an outline of the points.	1-3

	It is likely to be superficial/generic and will be supplemented with little or no examples or links to any theories. The response could be in the form a list.	
2	Some points identified, or a few key points described in detail. A detailed response includes at least two theories. Most points will be relevant but clear links are not always made to the reasons.	4-6
3	The points are explained in depth equally. The response is well balanced giving weight to all viewpoints. The majority of points made will be relevant and there will be clear links to relevant theories and practice.	7-8



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

