



**General Certificate of Education (A-level) Applied
June 2011**

Health and Social Care

HC10

**(Specification
8621/8623/8626/8627/8629)**

Unit 10: Psychological Perspectives

Report on the Examination

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**HC10 Psychological Perspectives
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Principal Moderator's Report**

Candidates' report writing and the diversity of topics covered has continued to improve. Candidates are required to identify a problem area relevant to health or social care and then apply a number of psychological perspectives by way of explanation. No centres chose inappropriate topic areas, all staying within the remit of: health, illness, medical treatment, social well-being, social care practice and human development. Explaining mental illness was by far the most popular choice and indeed a sensible one, with many candidates producing good portfolios. The work generally demonstrates independent input, with the stronger candidates producing concise reports containing both descriptive and explanatory materials with very few irrelevancies.

Centres followed advice and encouraged candidates to follow closely the guidance given in the specification relating to format. The required sections and subsections were used and formal reports submitted.

The introductions were brief and focused, suitable rationales were provided. Section B had the highest marks awarded. Candidates described, with supportive referencing, several perspectives; they did, however, tend to favour one and not go into sufficient detail on the others. More-able candidates provided everyday examples relevant to the problem area being discussed. Less-able candidates are still not applying the perspectives to the problem identified. If behaviourism is being applied to anorexia it is not appropriate to just write about Little Albert and his conditioned fear of white fluffy toys. The candidates need to give specific examples of how rewards can impact on eating behaviours. Abstract examples cannot be applied and this is an applied unit.

The specification clearly states that evidence section (section C) should include relevant evidence supporting and/or conflicting with the perspectives and/or your explanations. The quality of this section is improving year on year and brief descriptions of studies drawn from reputable sources were included. A few centres submitted work where candidates had carried out some research of their own and reported the results, which is acceptable. Indeed candidates who devised their own research question did include numerical data whilst those who relied on secondary sourcing often neglected to reference any numerical data and just reported general findings. Supporting studies were well described but their implications were not analysed deeply enough. The candidates need to be very specific about the extent to which a study supports or conflicts with the perspective under scrutiny.

Section D continues to be the section attracting fewest marks. Here candidates are required to criticize the evidence they have collected, Criticisms can be positive or negative and candidates should be encouraged to comment on methodological or theoretical aspects and/or ethical considerations. Approximately half of the marks available are for Sections C and D of the report, yet most candidates devoted considerably less time to these sections than to Section B. Teachers are again encouraged to take note of this and to take steps to rectify this imbalance.

Section E, attracts the most marks when a complete reference list of the studies included in the report is provided. These references should be in the conventional form for references in psychology, which can be seen in the 'References' section of any psychology textbook. Harvard referencing is welcome, but not mandatory.

Finally many centres were too harsh when awarding marks. The moderation team looked at some excellent pieces of work and had to adjust some marks upwards.

Grade boundaries

Grade boundaries and cumulative percentage grades are available on the AQA website at www.aqa.org.uk/over/stat.html