



**PSYCHOLOGY (PRINCIPAL)**

**9773/03**

Paper 3 Key Applications

**May/June 2019**

**3 hours**

Additional Materials: Answer Booklet/Paper



**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

There is a choice of five options in this question paper. Choose **two** options and answer questions from these two options only.

In each option there are **three** sections:

Section A Answer **all** questions for each of your chosen options.

Section B Answer **one** question for each of your chosen options.

Section C Answer **all** questions for each of your chosen options.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **6** printed pages and **2** blank pages.

## Psychology and Abnormality

### Section A

Answer **all** questions in this section.

- 1 From the key study by Ahn et al. on beliefs about essences:
- (a) Describe the aim of the study. [3]
  - (b) State **three** questions used to measure essentialism in the study. [3]
  - (c) Briefly discuss the usefulness of questionnaires to measure beliefs about mental disorders. [3]
- 2 (a) Describe the learning theory explanation for anxiety disorders. [3]
- (b) From the study by Watson on little Albert:
- Suggest **one** way in which the study can be generalised and **one** way in which the study cannot be generalised. [3]
- (c) Contrast the learning theory explanation of anxiety disorders with the psychodynamic explanation of anxiety disorders. [3]

### Section B

Answer **one** question in this section.

- 3 (a) Describe theory and research on schizophrenia. [12]
- (b) Evaluate theory and research on schizophrenia. [16]
- 4 (a) Describe the key study by Simeon et al. on depersonalisation disorder. [12]
- (b) Evaluate the key study by Simeon et al. on depersonalisation disorder. [16]

### Section C

Answer the question in this section.

- 5 Online (internet) gambling is growing in popularity, but why this is so popular is not known.
- (a) Using your knowledge of psychology, design a study using a questionnaire to investigate why online gambling is popular. [8]
  - (b) Explain the evidence on which your study is based. [6]

## Psychology and Crime

### Section A

Answer **all** questions in this section.

- 6 The key study by Farrington et al. looked at criminal careers.
- (a) Outline **three** ways in which data was gathered directly from participants in this study. [3]
- (b) Suggest why data was also collected by searching criminal records. [3]
- (c) Suggest **two** weaknesses of using 'criminal convictions' as a measure of crime in this study. [3]
- 7 From the key study by Cann on cognitive skills programmes in prisons:
- (a) Describe the findings for the two-year reconviction rates. [3]
- (b) Suggest **two** weaknesses of the quantitative method used to measure reconviction rates. [3]
- (c) Cann discusses several limitations of the programmes in her study.
- Describe **one** of these limitations. [3]

### Section B

Answer **one** question in this section.

- 8 (a) Describe the key study by Rubin et al. on the London bombings. [12]
- (b) Evaluate the key study by Rubin et al. on the London bombings. [16]
- 9 (a) Describe theory and research on offender profiling. [12]
- (b) Evaluate theory and research on offender profiling. [16]

### Section C

Answer the question in this section.

- 10 It is argued that people who tell lies are better at detecting lying in others, than people who do not tell lies.
- (a) Using your knowledge of psychology, design an experiment to investigate whether people who tell lies are better at detecting lies. [8]
- (b) Explain the evidence on which your study is based. [6]

## Psychology and Environment

### Section A

Answer **all** questions in this section.

- 11** From the key study by Drury et al. on behaviour in emergency situations:
- (a) Outline the **three** ways in which interviewees were recruited. [3]
  - (b) Describe **one** of the events the interviewees had survived. [3]
  - (c) Contrast the face-to-face interview technique used in this study with **one** alternative way of conducting interviews. [3]
- 12** The laboratory experiment by Zimbardo and the key study by Diener et al. both investigated deindividuation.
- (a) Briefly describe the laboratory experiment by Zimbardo. [3]
  - (b) Contrast the experiment by Zimbardo with the key study by Diener et al. [3]
  - (c) Briefly discuss the ethics of research on deindividuation. [3]

### Section B

Answer **one** question in this section.

- 13** (a) Describe what psychologists have learned about personal space. [12]
- (b) Evaluate what psychologists have learned about personal space. [16]
- 14** (a) Describe theory and research on environmental cognition. [12]
- (b) Evaluate theory and research on environmental cognition. [16]

### Section C

Answer the question in this section.

- 15** Research suggests that playing music by Mozart to children makes them more intelligent. Perhaps playing music by Mozart to babies before they are born will be even more effective.
- (a) Using your knowledge of psychology, design a study to test the effect on intelligence of playing music by Mozart to babies before they are born. [8]
  - (b) Explain the evidence on which your suggestion is based. [6]

**Psychology and Health****Section A**

Answer **all** questions in this section.

- 16** From the key study by Tapper et al. on the 'Food Dudes':
- (a) Tapper et al. believed that the Food Dude programme would work in three main ways.  
Give these **three** ways. [3]
  - (b) Explain the perspective on which this study is based. [3]
  - (c) Briefly discuss the usefulness of this perspective to motivate children. [3]
- 17** (a) Briefly describe **one** piece of research which used a physiological measure of stress. [3]
- (b) Suggest **two** strengths of using physiological measures when studying stress. [3]
  - (c) Suggest **two** weaknesses of using physiological measures when studying stress. [3]

**Section B**

Answer **one** question in this section.

- 18** (a) Describe what psychologists have learned about the doctor-patient relationship. [12]
- (b) Evaluate what psychologists have learned about the doctor-patient relationship. [16]
- 19** (a) Describe the key study by Simons et al. on pain in newborn babies. [12]
- (b) Evaluate the key study by Simons et al. on pain in newborn babies. [16]

**Section C**

Answer the question in this section.

- 20** Patients missing doctors' appointments is a problem. Perhaps if patients were fined when they missed appointments, this problem would be reduced.
- (a) Using your knowledge of psychology, design an experiment to assess the effectiveness of fining patients for missed appointments. [8]
  - (b) Explain the evidence on which your suggestion is based. [6]

## Psychology and Sport

### Section A

Answer **all** questions in this section.

- 21 (a) Describe what is meant by 'social loafing' in humans, using any example from sport psychology. [3]
- (b) Outline **two** explanations for social loafing outlined by Kerr and Bruun. [3]
- (c) Suggest **two** weaknesses of conducting experiments to investigate social loafing. [3]
- 22 The key study by Widmeyer and Williams on group cohesion in a coaching sport used correlations to analyse data.
- (a) Identify **three** variables that were positively correlated with the variable of 'attraction to their group's task' (ATG-T). [3]
- (b) Suggest why this study found a positive correlation between team size and task cohesion when other studies found a negative correlation. [3]
- (c) Suggest **one** strength and **one** weakness of using correlations in this study. [3]

### Section B

Answer **one** question in this section.

- 23 (a) Describe what psychologists have learned about motivation in sport. [12]
- (b) Evaluate what psychologists have learned about motivation in sport. [16]
- 24 (a) Describe the key study by Kajtna et al. on personality in high-risk sports athletes. [12]
- (b) Evaluate the key study by Kajtna et al. on personality in high-risk sports athletes. [16]

### Section C

Answer the question in this section.

- 25 It is not known whether athletes experience more performance anxiety when competing on their 'home' track than when they are competing on an 'away' track.
- (a) Using your knowledge of psychology, design a study to investigate 'home' and 'away' performance anxiety. [8]
- (b) Explain the evidence on which your suggestion is based. [6]



**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.