



# Cambridge Pre-U

**PSYCHOLOGY**

**9773/02**

Paper 2 Methods, Issues and Applications

**For examination from 2020**

SPECIMEN PAPER

**1 hour 30 minutes**



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

## INSTRUCTIONS

- Answer **all** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

## INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

The specimen paper is for general illustrative purposes. Please see the syllabus for the relevant year of the examination for details of the current topics and studies.

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

This document has **2** pages. Blank pages are indicated.

## 1 Methodology

**Table 1.1**

Distribution of 'Yes' and 'No' responses to the question, 'Did you see any broken glass?'

Response	Verb condition		
	Smashed	Hit	Control
Yes	16	7	6
No	34	43	44

- (a) What are the independent variable and dependent variable in this study? [4]
- (b) Outline **two** conclusions that can be drawn from the table above and explain why the conclusions about eyewitness testimony may not be valid. [8]
- (c) Debate the use of the experimental method to investigate eyewitness testimony. [8]

## 2 Issues, Approaches and Perspectives

- (a) Outline the free-will and determinism debate using examples. [6]
- (b) Contrast the free-will approach with the deterministic approach when investigating driving ability. [6]
- (c) Using examples, explain why determinism inevitably implies reductionism. [8]

## 3 Applications

It is trite and irresponsible to accuse violent video games of promoting crime, argues Daniel Etherington of BBCi Collective in his weekly games column. It has long been a key argument – are we formulated more by our genes or our environment? If a gene can dictate that your eyesight will be bad, can another dictate a propensity for violence? Or can certain experiences make you violent? As a consumer of games that are regularly deemed bad influences, I have to wonder. Can they nurture violence in oneself? Or were the killers whose activities have been linked to games already psychopaths before they ever played the games? Add to this that often the crimes associated with specific games are perpetrated by young people, many of whom technically should not have been playing games given a mature rating in the first place.

- (a) Describe psychological evidence to explain the issues/assumptions raised in the source. [10]
- (b) Suggest what research could be done to investigate further one of the issues/assumptions raised in the source. [10]

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