

---

**PSYCHOLOGY**

**9990/31**

Paper 3 Specialist Options: Theory

**October/November 2019**

**1 hour 30 minutes**

No Additional Materials are required.

---

**READ THESE INSTRUCTIONS FIRST**

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

There is a choice of four specialist options in this question paper. In each of your **two** chosen specialist options, answer **all** questions.

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 document consists of **3** printed pages, **1** blank page and **1** Insert.

**Psychology and abnormality**

Answer **all** questions.

- 1 (a) Explain what is meant by 'schizophrenia'. [2]
- (b) Describe the genetic explanation of schizophrenia, as outlined by Gottesman and Shields (1972). [4]
- (c) Explain **one** similarity and **one** difference between cognitive and genetic explanations of schizophrenia. [6]
- 2 (a) Describe the treatment and management of depression. [8]
- (b) Evaluate the treatment and management of depression, including a discussion of ethics. [10]

**Psychology and consumer behaviour**

Answer **all** questions.

- 3 (a) Explain what is meant by the term 'choice heuristics' in consumer decision-making. [2]
- (b) Outline **two** aims of the study by Wansink et al. (1998) on consumer decision-making. [4]
- (c) Explain the validity of the study by Wansink et al. (1998). [6]
- 4 (a) Describe what psychologists have discovered about communication and advertising models. [8]
- (b) Evaluate what psychologists have discovered about communication and advertising models, including a discussion about applications to everyday life. [10]

## 3

**Psychology and health**

Answer **all** questions.

- 5 (a) Explain what is meant by 'self-reports' as a subjective measure of non-adherence to medical advice. [2]
- (b) From the health belief model by Becker and Rosenstock (1974):
- (i) State **two** beliefs of this model. [2]
- (ii) Explain how **one** of these beliefs applies to non-adherence to medical advice. [2]
- (c) Explain **one** strength and **one** weakness of the health belief model, as applied to non-adherence to medical advice. [6]
- 6 (a) Describe what psychologists have discovered about patient and practitioner diagnosis and style. [8]
- (b) Evaluate what psychologists have discovered about patient and practitioner diagnosis and style, including a discussion about validity. [10]

**Psychology and organisations**

Answer **all** questions.

- 7 (a) Explain what is meant by 'open plan offices'. [2]
- (b) Describe the findings of the study by Cowpe (1989) of a safety promotion campaign to avoid chip pan fires. [4]
- (c) Explain **one** strength and **one** weakness of the study by Cowpe (1989) of a safety promotion campaign to avoid chip pan fires. [6]
- 8 (a) Describe what psychologists have discovered about cognitive theories about motivation to work. [8]
- (b) Evaluate what psychologists have discovered about cognitive theories about motivation to work, including a discussion about determinism. [10]

**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.