



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/02

Paper 2 Methods, Issues and Applications

May/June 2012

1 hour 30 minutes

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, highlighters, glue or correction fluid.

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 and **1** blank page.



1 Methodology

The following table is taken from the study by Bandura et al (1961) on the transmission of aggression through imitation of aggressive models.

Mean aggression scores for experimental and control subjects

| Response category | Experimental groups | | | | Control group |
|-------------------------------|---------------------|------------|----------------|------------|---------------|
| | Aggressive | | Non-aggressive | | |
| | Female model | Male model | Female model | Male model | |
| Imitative physical aggression | | | | | |
| Female subjects | 5.5 | 7.2 | 2.5 | 0.0 | 1.2 |
| Male subjects | 12.4 | 25.8 | 0.2 | 1.5 | 2.0 |
| Imitative verbal aggression | | | | | |
| Female subjects | 13.7 | 2.0 | 0.3 | 0.0 | 0.7 |
| Male subjects | 4.3 | 12.7 | 1.1 | 0.0 | 1.7 |
| Mallet aggression | | | | | |
| Female subjects | 17.2 | 18.7 | 0.5 | 0.5 | 13.1 |
| Male subjects | 15.5 | 28.8 | 18.7 | 6.7 | 13.5 |
| Punches Bobo | | | | | |
| Female subjects | 6.3 | 16.5 | 5.8 | 4.3 | 11.7 |
| Male subjects | 18.9 | 11.9 | 15.6 | 14.8 | 15.7 |
| Non-imitative aggression | | | | | |
| Female subjects | 21.3 | 8.4 | 7.2 | 1.4 | 6.1 |
| Male subjects | 16.2 | 36.7 | 26.1 | 22.3 | 24.6 |
| Aggressive gun play | | | | | |
| Female subjects | 1.8 | 4.5 | 2.6 | 2.5 | 3.7 |
| Male subjects | 7.3 | 15.9 | 8.9 | 16.7 | 14.3 |

- (a) Outline **two** findings that can be drawn from the table above. [4]
- (b) Identify **two** ways in which this study lacked ecological validity and explain how the ecological validity of this study could have been improved. [8]
- (c) Using examples from research, debate the use of the observational method when investigating learned behaviour. [8]

2 Issues, Approaches and Perspectives

- (a) Outline the reductionism and holism debate in psychology using examples from any research. [6]
- (b) Contrast the reductionist and holistic approaches when explaining emotion. [6]
- (c) Using examples from research, outline the problems that psychologists face when they investigate behaviour using a reductionist approach. [8]

3 Applications

Ben is thirty-three years old. When he was a baby his mother often let him cry for long periods of time without attending to him. As a schoolboy he was often in trouble for beating up other children in the playground. He used to imitate martial arts tackles from video games. He was also arrested for shoplifting twice. He got the nickname 'Billy No Mates', which stuck with him into adulthood. He found social situations very difficult and was unable to understand other points of view. As an adult, relationships with women never last. On his infrequent dates, he spends most of the evening telling his companion that she is nothing like his mother.

- (a) Describe psychological evidence and/or theories that could be relevant to the issues raised in the source. [10]
- (b) Explain the issues raised in the source using the evidence and/or theories you described in part (a). [10]

BLANK PAGE

Copyright Acknowledgements:

Question 1 © Table from Albert Bandura, Dorothea Ross and Sheila A Ross; *Transmission of aggression through imitation of aggressive models*; Journal of Abnormal and Social Psychology; Vol. 63; No. 3, 1961; American Psychological Association.

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.

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