GradeMax

Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/33**

Paper 3 Specialist Options: Approaches, Issues and Debates **October/November 2025**

1 hour 30 minutes

6405796499

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **eight** questions in total:
  - Answer questions from **two** options.
  - Answer **all** questions from the options you have studied.
- 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 document has **8** pages. Any blank pages are indicated.

DC (JP) 356205
© UCLES 2025

GradeMax

Answer questions from **two** options.
Answer **all** questions from the options you have studied.

Section A: Clinical Psychology

Answer **all** questions.

1 Hugh has obsessive-compulsive disorder (OCD). Hugh's childhood was difficult. His mother had an obsession with germs, insisting on excessive cleanliness.

Suggest **two** different explanations of why Hugh has OCD. [4]

2 **(a)** Outline what is meant by 'cultural differences'. [2]

(b) Explain **one** reason why cultural differences could affect the diagnosis of an anxiety disorder. [2]

3 Habiba has a phobia of flying insects. She is afraid of the noise they make and is very scared if one lands on her. Habiba's therapist recommends that she is treated using systematic desensitisation.

(a) Suggest how Habiba's therapist can use systematic desensitisation to treat Habiba's phobia. [4]

(b) Explain **one** weakness of systematic desensitisation. [2]

4 **(a)** Describe what psychologists investigating the treatment and management of mood (affective) disorders have discovered about:
- MAOI anti-depressants, and
- Ellis's rational emotive behaviour therapy (REBT). [6]

(b) Evaluate what psychologists investigating the treatment and management of mood (affective) disorders have discovered about:
- MAOI anti-depressants, and
- Ellis's rational emotive behaviour therapy (REBT),

including a discussion of reductionism versus holism.

Evaluation in your answer can include strengths, weaknesses and a discussion of issues and debates. [10]

© UCLES 2025

GradeMax

Section B: Consumer Psychology

Answer **all** questions.

5 Abdul wants to purchase a chair from a website. The website is designed so that comparisons between items are **not** easy to make.

Suggest **two** decision-making strategies Abdul is likely to use when purchasing his chair. [4]

6 **(a)** Outline what is meant by 'determinism', including an example from choice heuristics. [2]

(b) Explain **one** strength of using the determinism side of the determinism versus free-will debate to understand choice heuristics. [2]

7 Supermarket shoppers do **not** all behave in the same way. Shoppers can be categorised into five types based on their different spatial behaviour patterns. Zelda visits all of the aisles of the supermarket when she does her main shopping. However, Louis spends a short time in the supermarket and visits only a few aisles.

(a) **(i)** Identify which type of shopper spatial behaviour pattern would be **most** appropriate to describe:
- Zelda
- Louis. [2]

(ii) Frank is a different type of shopper from Zelda and Louis. He shows a different spatial behaviour pattern.

Suggest how Frank could behave in the supermarket. [2]

(b) Explain **one** problem that psychologists may have when investigating shoppers' spatial behaviour patterns. [2]

8 **(a)** Describe what psychologists have discovered about types of advertising and advertising techniques:
- the Yale model of communication, and
- a study about types of advertising media. [6]

(b) Evaluate what psychologists have discovered about types of advertising and advertising techniques:
- the Yale model of communication, and
- a study about types of advertising media,

including a discussion of objective and subjective data.

Evaluation in your answer can include strengths, weaknesses and a discussion of issues and debates. [10]

© UCLES 2025

[Turn over

GradeMax

Section C: Health Psychology

Answer **all** questions.

9 A university student, Chloe, thinks that she has less chance of becoming ill than other students. She also thinks that she has more chance of living longer than other students. This suggests unrealistic optimism in Chloe's health beliefs.

Suggest **two** reasons why Chloe may have unrealistic optimism in her health beliefs. [4]

10 **(a)** Outline what is meant by the debate between individual and situational explanations. [2]

(b) Explain why **one** strategy for improving health has a situational explanation. [2]

11 Omar is in hospital with chest pain. His practitioner wants to investigate this by assessing Omar's pain.

(a) Suggest **two** different measures of pain that Omar's practitioner could use with him. [4]

(b) For **one** of the measures of pain you suggested in part **(a)**:

Explain **one** weakness of this measure of pain. [2]

12 **(a)** Describe what psychologists investigating practitioner diagnosis have discovered about:
- making a diagnosis (disclosure of information, false positive and false negative diagnosis), and
- presenting a diagnosis. [6]

(b) Evaluate what psychologists investigating practitioner diagnosis have discovered about:
- making a diagnosis (disclosure of information, false positive and false negative diagnosis), and
- presenting a diagnosis,

including a discussion of validity.

Evaluation in your answer can include strengths, weaknesses and a discussion of issues and debates. [10]

© UCLES 2025

GradeMax

Section D: Organisational Psychology

Answer **all** questions.

13 Celeste is a member of a newly formed school council. This is a group of student representatives who make decisions, such as what should be on the school menu and whether to have recycling bins or a new drinks machine.

Suggest the stages of group development that the school council could go through as they make decisions. [4]

14 **(a)** Outline what is meant by a 'nomothetic approach', including an example from a need theory of motivation at work. [2]

(b) Explain how a need theory of motivation at work could be investigated using an idiographic approach. [2]

15 Tatpara is the manager at a carpet factory. He is concerned about low production at his factory. Tatpara believes this may be due to a lack of motivation in the workers.

(a) Suggest **two** ways Tatpara could use extrinsic motivators with the carpet factory workers to increase production. [4]

(b) For **one** of your suggestions in part **(a)**:

Explain **one** strength of this suggestion, other than to increase production. [2]

16 **(a)** Describe what psychologists have discovered about temporal conditions of work environments:
- rapid rotation and slow rotation shiftwork, and
- a study about the effects of shiftwork on health and accidents. [6]

(b) Evaluate what psychologists have discovered about temporal conditions of work environments:
- rapid rotation and slow rotation shiftwork, and
- a study about the effects of shiftwork on health and accidents,

including a discussion of quantitative and qualitative data.

Evaluation in your answer can include strengths, weaknesses and a discussion of issues and debates. [10]

© UCLES 2025

GradeMax

BLANK PAGE

© UCLES 2025

GradeMax

BLANK PAGE

GradeMax

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 after the live examination series.

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

© UCLES 2025