Cambridge Assessment International Education

Cambridge International AS & A Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

2619459490

PSYCHOLOGY **9990/11**

Paper 1 Approaches, Issues and Debates **May/June 2021**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

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.

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Answer **all** questions.

1 From the study by Milgram (obedience):

(a) State the lowest voltage shock that was labelled on the shock generator.

..... [1]

(b) Describe the shock instructions the participant (teacher) was told to follow when the victim (learner) gave an incorrect answer.

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..... [3]

(c) Milgram suggested one reason for obedience was the payment to the participant (teacher).

Suggest **one** reason for obedience in this study, other than the payment.

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..... [1]

2 From the study by Piliavin et al. (subway Samaritans):

(a) Outline **one** aim of the study, other than to test the effect of race on helping behaviour.

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..... [2]

(b) Describe **one** result about same-race helping in the cane (ill) condition.

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..... [2]

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(c) Outline **two** comments made by participants who did **not** help the victim.

1 .....

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2 .....

..... [2]

3 From the study by Laney et al. (false memory):

(a) Identify **three** features of the sample used in Experiment 2.

1 .....

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2 .....

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3 .....

..... [3]

(b) Suggest **one** real-world application based on the results of the study.

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..... [2]

4 **(a)** Describe **one** assumption of the learning approach, using an example other than the study by Pepperberg (parrot learning).

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..... [2]

(b) (i) Explain how **one** finding from the study by Pepperberg supports the assumption of the learning approach that you have described in **(a)**.

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..... [2]

(ii) Explain how **one** finding from the study by Pepperberg does **not** support the assumption of the learning approach that you have described in **(a)**.

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..... [2]

5 From the study by Saavedra and Silverman (button phobia):

(a) During diagnosis, the boy did **not** meet the DSM-IV criteria for one disorder.

Name this disorder.

..... [1]

(b) Describe the Feelings Thermometer.

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..... [2]

(c) Outline **one** strength of this study.

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..... [2]

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6 Describe the procedure from the study by Bandura et al. (aggression) from when a participant entered the experimental room until the model began to assemble tinker toys.

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..... [5]

7 From the study by Baron-Cohen et al. (eyes test):

(a) Describe the procedure used to select the target words and foils before the main study.

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..... [3]

(b) Group 1 consisted of 15 adults recruited using adverts in a specialist magazine.

Identify **three** other characteristics of Group 1.

1 .....

2 .....

3 ..... [3]

8 **(a)** Research has shown that males' brains respond to positive imagery more than females' brains.

Explain **two** ways the study by Canli et al. (brain scans and emotions) differs from this research.

1 .....

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2 .....

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..... [4]

(b) Explain **one** similarity and **one** difference between the study by Canli et al. (brain scans and emotions) and **one** other core study from the biological approach.

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..... [8]

9 Evaluate the study by Yamamoto et al. (chimpanzee helping) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about the use of quantitative data.

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..... [10]

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