Cambridge Assessment International Education

# Cambridge International AS & A Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

*5070981004*

**PSYCHOLOGY** **9990/11**

Paper 1 Approaches, Issues and Debates **May/June 2023**

**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 **12** pages. Any blank pages are indicated.


© UCLES 2023

Answer **all** questions.

**1** From the study by Schachter and Singer (two factors in emotion):

**(a)** Identify which **one** of the following groups scored the highest on the Activity Index in the Euphoria condition.

- ☐ Epinephrine Ignorant (Epi Ign)
- ☐ Epinephrine Informed (Epi Inf)
- ☐ Epinephrine Misinformed (Epi Mis)
- ☐ Placebo [1]

**(b)** In the Anger condition, an observer recorded the participant's response to the stooge using several categories.

Outline how the category of 'Ignores' was operationalised in this study.

.....

.....

.....

..... [2]

**2** From the study by Andrade (doodling):

**(a)** Identify **two** features of the sample used in this study.

1 .....

2 .....
[2]

**(b)** Identify **one** strength of the sample used in this study.

.....

..... [1]

© UCLES 2023

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

**(a)** Describe the Disgust/Fear hierarchy used in this study.

.....

.....

.....

.....

.....

..... [3]

**(b)** Explain **one** weakness of the Disgust/Fear hierarchy used in this study.

.....

.....

.....

..... [2]

**4** The study by Piliavin et al. (subway Samaritans) used 'victims' who needed help.

**(a)** Describe the victims used in this study.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(b)** One conclusion was that in a field setting, diffusion of responsibility did **not** happen.

Outline **one** other conclusion from this study.

.....

.....

.....

..... [2]

© UCLES 2023

**5** In Experiment 1 of the study by Laney et al. (false memory), participants completed both the Food History Inventory and the Restaurant Questionnaire.

Describe **one** result from the Food History Inventory and **one** result from the Restaurant Questionnaire.

You **must** use data for **one** of these results.

Result – Food History Inventory .....

.....

.....

.....

.....

Result – Restaurant Questionnaire .....

.....

.....

.....

.....

[5]

**6** Outline **two** assumptions of the cognitive approach.

You **must** use an example from a core study for each assumption.

1 .....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

[6]

**7** Suggest **two** real-world applications based on the study by Milgram (obedience).

Your suggestions **must** be ethical.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

**8** Two friends, Danilo and Noah, are discussing the validity of the study by Baron-Cohen et al. (eyes test). Danilo thinks the study has validity but Noah thinks the study does **not** have validity.

Explain **one** reason why Danilo is correct and **one** reason why Noah is correct, using evidence from this study.

Danilo (has validity) .....

.....

.....

.....

.....

.....

.....

Noah (does **not** have validity) .....

.....

.....

.....

.....

.....

.....

[6]

**9** From the study by Dement and Kleitman (sleep and dreams):

**(a)** Describe what is meant by REM sleep.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(b)** Explain **one** similarity and **one** difference between the study by Dement and Kleitman (sleep and dreams) and the study by Canli et al. (brain scans and emotions).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

**10** Evaluate the study by Bandura et al. (aggression) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about reliability.

© UCLES 2023

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [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 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 2023