Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

8001101984

PSYCHOLOGY **9990/13**

Paper 1 Approaches, Issues and Debates **October/November 2019**

1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

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 **8** printed pages.

© UCLES 2019

Cambridge Assessment International Education

Answer **all** questions.

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

(a) One female observer noted features of every rider (passenger) standing or seated in the critical area.

Identify **two** features she noted about every rider (passenger) in the critical area.

1 .....

2 ..... [2]

(b) State **one** reason why the experiment was conducted between the two stations used.

.....

..... [1]

(c) Outline **one** conclusion from this study.

.....

.....

.....

..... [2]

2 From the study by Milgram (obedience):

(a) Describe the instructions given to the 'teacher' about how to deliver the shocks to the 'learner'.

.....

.....

.....

.....

.....

..... [3]

(b) Identify **two** examples of signs of 'tension' that were shown by the 'teachers' during the study.

1 .....

2 ..... [2]

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

(a) Explain why this study is from the learning approach.

.....

.....

.....

..... [2]

(b) Explain **one** problem when using children in psychological research, using this study as an example.

.....

.....

.....

..... [2]

4 Describe how the target words and foils were developed for the revised 'Reading the Mind in the Eyes' test in the study by Baron-Cohen et al.

.....

.....

.....

.....

.....

.....

.....

..... [4]

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

(a) Identify **two** behaviours from participants in the euphoria condition that would be coded as 'joins in activity'.

1 .....

2 ..... [2]

(b) Explain **one** methodological strength of this study.

.....

.....

.....

..... [2]

6 Describe the psychology being investigated in the study by Bandura et al. (aggression).

.....

.....

.....

.....

.....

.....

.....

..... [4]

© UCLES 2019

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

(a) Outline the rating scale used in the Food History Inventory.

.....

.....

.....

..... [2]

(b) Outline **one** result from Experiment 1, using data collected from the Food History Inventory.

.....

.....

.....

..... [2]

(c) Suggest **one** real life application of this study.

.....

.....

.....

..... [2]

8 Two friends, Kim and Alphonse, are discussing the ethics of the study by Pepperberg (parrot learning). Kim thinks the study is ethical but Alphonse thinks it is unethical.

Explain **one** reason why Kim is correct and **one** reason why Alphonse is correct, using evidence from this study.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

9 **(a)** Describe the **two** tasks the chimpanzees had to solve in the study by Yamamoto et al. (chimpanzee helping).

.....

.....

.....

.....

.....

.....

.....

..... [4]

© UCLES 2019

(b) Explain **one** similarity and **one** difference between the study by Yamamoto et al. (chimpanzee helping) and the study by Piliavin et al. (subway Samaritans).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

10 Evaluate the study by Dement and Kleitman (sleep and dreams) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about laboratory-based studies.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [10]

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 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.