



**EXAM PAPER MAKER**  
Your Ultimate Past Papers Hub

# YEARLY PAST PAPERS WITH TOPICAL QUESTIONS TRACKER

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Cambridge AS & A Level  
**Psychology (9990) Paper 1**  
[The Core Studies]

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**SAMPLE EDITION**  
**2020 QUESTION PAPERS & MARK SCHEMES**

*Note:*

Provided for preview purposes to demonstrate format, organisation, and content quality. The full edition contains all examination years listed. For more information, visit:

[Cambridge International AS & A Level Psychology \(9990\) Product Page](#)

# Introduction

## Topical Questions Tracker: An Efficient Study Tool

A Topical Questions Tracker is a powerful tool, integrated as an appendix to Yearly Past Papers, enhancing the functionality of utilising Past Papers. This tool allows you to locate specific questions by topic, providing a much more efficient way to study for exams.

## How the Topical Questions Tracker Works

The Topical Questions Tracker is organized according to the latest syllabus of the subject. Each topic includes a comprehensive list of all relevant questions from the yearly past papers. For each question, the tracker provides:

- The paper's code
- The question number
- The sub-question number (if applicable)
- The page number where the question is located, which is hyperlinked for easy navigation

By clicking on the linked page number, you can jump directly to the corresponding page in the document, making it quick and simple to find the exact question you're looking for.

## Advantages of Topical Questions Trackers Over Traditional Past Papers

While traditional Topical Past Papers classify entire questions under a single topic, many questions contain sub-questions that may cover different topics. This can make it difficult to find specific practice material for a particular area of study.

The Topical Questions Tracker overcomes this limitation by categorizing each sub-question individually. This precise classification ensures that each part of the question is assigned to the appropriate topic, providing a more targeted and effective revision tool.

## Efficient Navigation Tips

While the Topical Questions Tracker allows you to jump directly to specific questions by clicking on the linked page numbers, navigating back to the previous page to find the next question can be time-consuming and somewhat frustrating. To streamline this process, you can utilize the 'Previous View' and 'Next View' commands in Adobe Reader.

To access these commands, navigate to the menu and select View » Go to » Previous View or Next View. Alternatively, you can use the shortcut keys for quicker navigation:

- Previous View: ALT + Left Arrow
- Next View: ALT + Right Arrow

These commands enable you to seamlessly move back and forth between the last two pages visited, enhancing your study efficiency by minimizing unnecessary navigation steps.

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# 1 2020 | Feb/Mar | Variant 2 | 9990\_m20\_qp\_12

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|-----|--------|------------------|---------------------|------|
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## 9990/12

February/March 2020

You must answer on the question paper.

No additional materials are needed.

- 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.

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

DC (DH) 189966/1  
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**[Turn over**

Answer **all** questions.

1 From the study by Andrade (doodling):

(a) State the experimental design used in this study. Include a reason for your answer.

.....

.....

.....

..... [2]

(b) Outline the materials used by participants in the doodling condition.

.....

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..... [2]

(c) Outline the result for 'false alarms for places' (incidental information) in the study.

.....

.....

.....

..... [2]

2 From the case study by Saavedra and Silverman who gave therapy to a 9-year old boy after his negative experience with buttons:

(a) Outline **one** psychological concept that was investigated in this study.

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..... [2]

(b) Outline **one** result from the posttreatment assessment session.

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..... [2]

3 From the study by Pepperberg (parrot learning):

(a) Outline **one** result of the test on Alex the parrot which used familiar objects.

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..... [2]

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

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..... [2]

(c) Outline **one** ethical weakness of this study.

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..... [2]

- 4 (a) Describe the 'learning task' used in the study by Milgram (obedience).

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..... [4]

- (b) Outline how Milgram ensured that the participant was never the learner.

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..... [2]

- 5 Sai wants to replicate an experimental condition from the study by Bandura et al. (aggression) and needs your help. You must produce clear instructions for Sai, from when a child in the experimental condition arrives at the experimental room until the child observes a model assembling the tinker toys.

Suggest instructions that Sai could use to replicate this part of the study.

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..... [5]

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

(a) Identify **two** characteristics of the sample used in Group 1.

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..... [2]

(b) Describe how the participants were recruited for Group 1.

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..... [3]

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

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..... [2]

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

(a) Outline **one** aim of this study.

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..... [2]

(b) Suggest **one** real-world application of this study.

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..... [2]

8 The study by Piliavin et al. (subway Samaritans) is from the social approach.

(a) Outline **two** assumptions of the social approach, using any example for each.

1 .....

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2 .....

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..... [4]

- (b) Explain how **one** result from the study by Piliavin et al. supports the situational explanation of behaviour and how **one** result does **not** support diffusion of responsibility.

Result that supports the situational explanation of behaviour: .....

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Explain how: .....

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Result that does **not** support diffusion of responsibility: .....

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Explain how: .....

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[8]

- 9 Evaluate the study by Canli et al. (brain scans and emotions) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about laboratory-based research.

[10]

This image shows a full page of primary-ruled paper. It features approximately 20 horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The paper is otherwise blank, with no margins, text, or other markings.

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1.1 2020 | Feb/Mar | Variant 2 | 9990\_m20\_ms\_12



## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/12**

Paper 1 Approaches, Issues and Debates

**March 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **12** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Andrade (doodling):</b></p> <p><b>State the experimental design used in this study. Include a reason for your answer.</b></p> <p>Independent groups/independent measures/between subjects design.</p> <p>As different participants took part in the levels of the IV/different conditions;<br/>Participants took part in either the doodling or control conditions.</p>                                               | 2     |
| 1(b)     | <p><b>Outline the materials used by participants in the doodling condition.</b></p> <p>One mark per correct point made</p> <p>Used a pencil (for shading);<br/>Shapes on paper were approximately 1 cm (in diameter);<br/>The piece of paper was A4;<br/>There was a (4.5 cm) margin on left-hand side;<br/>This could be used to write information down;<br/>Alternating rows of shapes;<br/>The shapes were squares <b>and</b> circles.</p> | 2     |
| 1(c)     | <p><b>Outline the result for 'false alarms for places' (incidental information) in the study.</b></p> <p>Two marks for full result (compares the two conditions correctly)<br/>One mark for partial result (e.g. one condition)</p> <p>Both the doodling and control condition had the same average recall [0.3] (2)<br/>The average score for the doodling group was 0.3 (1)</p>                                                             | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(a)     | <p><b>From the case study by Saavedra and Silverman who gave therapy to a 9-year old boy after his negative experience with buttons:</b></p> <p><b>Outline <u>one</u> psychological concept that was investigated in this study.</b></p> <p>One mark for identifying<br/>One mark for outlining</p> <p>e.g.<br/>Phobias were investigated (1). These are when people develop some irrational fear of an object/situation (1).</p> <p>Operant Conditioning (1). One example of this is using a reward to increase the probability of a behaviour being repeated (1).</p> <p>Classical Conditioning (1). This is when stimuli are associated together after several pairings happen (1).</p> | 2     |
| 2(b)     | <p><b>Outline <u>one</u> result from the posttreatment assessment session.</b></p> <p>One mark per correct point.</p> <p>e.g.<br/>The boy reported minimal distress about buttons (1) and he no longer met the DSM criteria for a specific phobia (of buttons) (1)</p> <p>He was now wearing (clear) plastic buttons on his school uniform (1) and he was doing this every day/on a daily basis (1).</p>                                                                                                                                                                                                                                                                                   | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)     | <p><b>From the study by Pepperberg (parrot learning):</b></p> <p><b>Outline <u>one</u> result of the test on Alex the parrot which used familiar objects.</b></p> <p>Two marks for full result (meaningful comparison)<br/>One mark for partial result</p> <p>e.g.<br/>Alex's score was 76.7% [99/129] for all trials and 69.7% [69/99] on first-trial-only performances (2)<br/>Alex's score for all trials was better than his first-trial-only performance (2)<br/>He scored above chance on first-trial-only performance. (1)</p>                                                                                                                                                                                                                                     | 2     |
| 3(b)     | <p><b>Outline <u>one</u> methodological strength of this study.</b></p> <p>One mark for identifying an appropriate methodological strength<br/>One mark for applying it to Pepperberg</p> <p>e.g.<br/>There were examples of Pepperberg using 'blind' techniques to improve validity (1). For example, the trainer who conducted the trials had not trained Alex to learn same/different (1).</p> <p>The procedure was standardised to aid replicability/reliability (1). For example, the choice of objects/Model-Rival Technique was clearly outlined (to help someone replicate) (1).</p>                                                                                                                                                                              | 2     |
| 3(c)     | <p><b>Outline <u>one</u> ethical weakness of this study.</b></p> <p>One mark for outlining an appropriate ethical guideline/ethical issue<br/>One mark for applying it to Pepperberg</p> <p>e.g.<br/>Housing should take into account the social behaviour of species (e.g. caging);<br/>Alex was housed alone which might be stressful as parrots are social/might have been too small.<br/>Aversive stimuli should be avoided/punishment should be avoided;<br/>The parrot had 'no!' yelled at him when he got a question incorrect (and this could be stressful).<br/>Alex may have become bored in between/during trials;<br/>Keeping Alex isolated in a cage (at times) could be unethical (application) as parrots are a highly social species (ethical issue);</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(a)     | <p><b>Describe the 'learning task' used in the study by Milgram (obedience).</b></p> <p>One mark per correct point.</p> <p>It was a paired-associate (learning) task;<br/>The participant read out a series of word pairs (to the learner);<br/>The participant then read out one word;<br/>Along with four terms;<br/>The learner then had to indicate which word had been originally paired/responded with the corresponding word;<br/>This was done by him pressing one of four switches;<br/>This lit up one of four quadrants in the answer box;<br/>Each incorrect answer received a shock/correct answer moved to next word.</p> | <b>4</b> |
| 4(b)     | <p><b>Outline how Milgram ensured that the participant was never the learner.</b></p> <p>One mark per correct point.</p> <p>The 'participants' drew slips from a hat;<br/>Both slips always had the word 'teacher' on it;<br/>The 'true' participant was always first to choose.</p>                                                                                                                                                                                                                                                                                                                                                    | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Sai wants to replicate an experimental condition from the study by Bandura et al. (aggression) and needs your help. You must produce clear instructions for Sai, from when the child in the experimental condition arrives at the experimental room until the child observes a model assembling the tinker toys.</b></p> <p><b>Suggest instructions that Sai could use to replicate this part of the study.</b></p> <p>One mark per correct instruction.</p> <p>You must bring in each child individually (to the experimental room);<br/>         You must invite the model to join in a game with the child;<br/>         You must take the child to the corner of the room which looks like a play area (this will already be set up);<br/>         You must allow the child to sit at the table;<br/>         You must then demonstrate how the child can make pictures from potato prints/stickers;<br/>         You can then leave the child to produce their pictures;<br/>         You must get the experimenter to (initially) stay in the room so the child cannot leave;<br/>         You must take the model to the opposite corner of the room (to the child);<br/>         You must make sure the corner contains a table, chair, mallet, tinker toys and Bobo Doll (two named for mark);<br/>         You must explain that the toys in this corner are for the model to play with/tell them not play with them;<br/>         Once the model is seated you must leave the room.</p> | 5     |
| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
| 6(a)     | <p><b>From the study by Baron-Cohen (eyes test):</b></p> <p><b>Identify <u>two</u> characteristics of the sample used in Group 1.</b></p> <p>One mark per characteristic. If more than two given take the first two answers.</p> <p>Adults/average age of 29.7 years;<br/>         Diagnosed with AS/HFA;<br/>         Male;<br/>         Average IQ of 115.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 6(b)     | <p><b>Describe how the participants were recruited for Group 1.</b></p> <p>One mark per correct point</p> <p>Via volunteer/self-selecting sampling;<br/>           Advertisements were placed in UK National Autistic Society magazine;<br/>           All (potential) participants had been diagnosed with AS/HFA;<br/>           Using established criteria (DSM/ICD);<br/>           They had to be in an equivalent range of socioeconomic class/education as Group 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3</b> |
| 6(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>Two marks for full conclusion<br/>           One mark for partial conclusion<br/>           0 marks for purely results</p> <p>e.g.<br/>           The Revised 'Eyes Test' overcame the problems of the original version (1);<br/>           The Revised 'Eyes Test' overcame the problems of the original version making it a valid test of social intelligence (in adults) (2);<br/>           The Revised test could discriminate AS and non-AS participants (1);<br/>           People with autism have difficulties with Theory of Mind (1);<br/>           People with autism have difficulties with Theory of Mind as they cannot see the perspective of other people (2);<br/>           Males are more likely to be autistic/females less likely to be autistic (1);<br/>           Participants with AS/HFA scored lower on the Eyes Test than all other groups (0);</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7(a)     | <p><b>From the study by Laney et al. (false memory):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p>Two marks for full aim<br/>One mark for partial aim</p> <p>e.g.<br/>To investigate whether (positive) false memories about asparagus can be implanted into a person (2);<br/>To investigate whether people can have a positive false memory implanted creating a likeness for certain foods/asparagus (2);<br/>To investigate whether a person can change their opinion about something (e.g. food) if a false memory is implanted (2);<br/>To investigate false memories for food (1);<br/>To investigate if false memories can be implanted (1);</p>                                                                                                                                                       | 2     |
| 7(b)     | <p><b>Suggest <u>one</u> real-world application of this study.</b></p> <p>Two marks for application that clearly shows who would benefit/linked to study/how it would be done/has the what <u>and</u> how.<br/>One mark for brief application but linked to study OR plausible application outlined but not explained/only has the what <u>or</u> how.</p> <p>e.g.<br/>This could be used to help children improve their diets (1 mark: what). Children could be 'tricked' by their parents/dietician by telling them that they loved broccoli/asparagus/cabbage, etc. the first time they tried it by having a false memory implanted (1 mark: how).<br/><br/>Can be used to help cancer patients follow diets (1 mark: what). Patients can have a false memory implanted of tasty food to help them like it (1 mark: how).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 8(a)     | <p><b>The study by Piliavin et al. (subway Samaritans) is from the social approach.</b></p> <p><b>Outline <u>two</u> assumptions of the social approach, using any example for each.</b></p> <p>One mark for appropriate assumption (×2)<br/>One mark for any relevant example (×2)</p> <p>e.g.<br/>Behaviour/cognitions/emotions can be influenced by other individuals (1). For example, in Milgram the experimenter in the lab coat used prods to get them to continue to give electric shocks (1)</p> <p>Behaviour/cognitions/emotions can be influenced by groups (1). For example, in emergency situations people may believe other people are giving/calling for help so just walk on by when they usually help (1).</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------|-------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------|---|---|------------------------|---|---|
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Piliavin et al. supports the situational explanation of behaviour and how <u>one</u> result does <u>not</u> support diffusion of responsibility.</b></p> <table> <tr> <th>Level</th><th>Criteria for each result</th><th>Marks</th></tr> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains why it supports/does not support the named concept</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining why it supports/does not support the named concept<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains why it supports/does not support the named concept</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation;<br/>The result presented is not clear <b>but</b> there is an implicit attempt at explaining why it supports/does not support the named concept</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer</td><td>0</td></tr> </table> <p>e.g. does not support diffusion<br/>The median latency time for help when a group had 1–2 males in it (critical area) was around 300s whereas the median for groups of 7+ was around 80s (2). With diffusion of responsibility, the larger the group the less likely people will help. However, this clearly shows that larger groups responded faster giving help (more often) (2)</p> <p>e.g. does support situational<br/>Only around 3/4 of the time did a black drunk victim get help, compared to 100 per cent of white drunk victims (or any other condition) (2). Therefore, the situation participants found themselves in – someone needing help who was black and appeared drunk – stopped some people helping who may have helped in a different situation (2).</p> | Level | Criteria for each result | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains why it supports/does not support the named concept | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining why it supports/does not support the named concept<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains why it supports/does not support the named concept | 3 | 2 | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining why it supports/does not support the named concept | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining | 1 | 0 | No creditworthy answer | 0 | 8 |
| Level    | Criteria for each result                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains why it supports/does not support the named concept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4     |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining why it supports/does not support the named concept<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains why it supports/does not support the named concept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3     |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
| 2        | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining why it supports/does not support the named concept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2     |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1     |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |
| 0        | No creditworthy answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0     |                          |       |   |                                                                                                                                               |   |   |                                                                                                                                                                                                                                                                                                                |   |   |                                                                                                                                                                                                                                               |   |   |                                                                                                           |   |   |                        |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Canli et al. (brains scans and emotions) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about laboratory-based research.</b></p> <p>Strengths include: validity, reliability, quantitative measures<br/>Weaknesses include: ethics, sample, generalisability</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive.</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material.</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good.</li> <li>• Answer demonstrates some planning and is well organised.</li> <li>• Analysis is often evident but may not be consistently applied.</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited.</li> <li>• Answer demonstrates limited organisation or lacks clarity.</li> <li>• Analysis is limited.</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Answer demonstrates little organisation.</li> <li>• There is little or no evidence of analysis.</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

## 2 2020 | May/June | Variant 1 | 9990\_s20\_qp\_11

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## 9990/11

May/June 2020

No additional materials are needed.

- 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.

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

**[Turn over**

Answer **all** questions.

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

(a) Identify the main research method of this study.

..... [1]

(b) Describe the incident that the boy recalls that started his phobia of buttons.

.....  
.....  
.....  
.....  
.....  
..... [3]

(c) Outline the results from the 6-month follow-up.

.....  
.....  
.....  
..... [2]

**2** From the study by Yamamoto et al. that used chimpanzees as participants:

(a) Outline **one** psychological concept that was investigated in this study.

.....  
.....  
.....  
..... [2]

(b) Outline **one** result from the 'First "Can See" Condition'.

.....

.....

.....

..... [2]

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

(a) Outline **one** result about helping a victim with no model present.

.....

.....

.....

..... [2]

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

.....

.....

.....

..... [2]

(c) Outline **one** ethical weakness of this study.

.....

.....

.....

..... [2]

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

- (a)** Describe the procedure of this study from when the participant arrived at the laboratory until the participant fell asleep for the first time.

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..... [4]

- (b)** Outline how dream recall was recorded during this study.

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.....

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..... [2]

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- 5 Mark wants to replicate the Epinephrine Informed (Epi Inf) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Mark, from when the participant arrives until they are given the injection.

Suggest instructions that Mark could use to replicate this part of the study.

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..... [5]

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

(a) Identify **three** characteristics of the sample used in Experiment 1.

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..... [3]

(b) Describe how the participants were recruited for Experiment 1.

.....

.....

.....

..... [2]

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

.....

.....

.....

..... [2]

7 From the study by Andrade (doodling):

(a) Outline **one** aim of this study.

.....

.....

.....

..... [2]

(b) Suggest **one** real-world application of this study.

.....

.....

.....

..... [2]

8 The study by Milgram (obedience) is from the social approach.

(a) Outline **two** assumptions of the social approach, using any example for each.

- 1 .....
- .....
- .....
- .....
- 2 .....
- .....
- .....
- ..... [4]

- (b) Explain how **one** result from the study by Milgram supports the situational explanation of obedience and how **one** result does **not** support the situational explanation of obedience.

Result that supports the situational explanation of obedience: .....

.....

.....

.....

.....

Explain how: .....

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.....

Result that does **not** support the situational explanation of obedience: .....

.....

.....

.....

.....

Explain how: .....

.....

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.....

..... [8]

- 9 Evaluate the study by Pepperberg (parrot learning) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about quantitative data.

[illegible]



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2.1 2020 | May/June | Variant 1 | 9990\_s20\_ms\_11



## **Cambridge International AS & A Level**

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**PSYCHOLOGY**

**9990/11**

Paper 1 Approaches, issues and debates

**May/June 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **8** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Saavedra and Silverman (button phobia):</b></p> <p><b>Identify the main research method of this study.</b></p> <p>1 mark for the correct answer.</p> <p>Case study.</p>                                                                                                                                                                                                                                                                                                                                       | 1     |
| 1(b)     | <p><b>Describe the incident that the boy recalls that started his phobia of buttons.</b></p> <p>1 mark per correct point.</p> <p>There was an art project using buttons (in kindergarten);<br/>He had run out of buttons (for his project);<br/>He was asked to go to the front of the class to get more (buttons);<br/>They were in a large bowl (on the teacher's desk);<br/>His hand slipped as he reached for the bowl;<br/>All of the buttons fell down on him.</p>                                                              | 3     |
| 1(c)     | <p><b>Outline the results from the 6-month follow up.</b></p> <p>1 mark per correct point.</p> <p>He reported minimal distress (about buttons);<br/>He was in remission according to DSM (criteria);<br/>He (continued) to wear clear plastic buttons;<br/>He wore them daily/on his school uniform.</p>                                                                                                                                                                                                                              | 2     |
| 2(a)     | <p><b>From the study by Yamamoto et al. that used chimpanzees as participants:</b></p> <p><b>Outline <u>one</u> psychological concept that was investigated in this study</b></p> <p>1 mark for identifying<br/>1 mark for outlining</p> <p><i>Altruism</i><br/>The willingness to do certain things/doing certain things for someone else even if it disadvantages yourself.</p> <p><i>Empathy</i><br/>The ability to understand the emotional state of someone else by imagining what it would be like to be in that situation.</p> | 2     |
| 2(b)     | <p><b>Outline <u>one</u> result from the 'First "Can See" Condition'.</b></p> <p>2 marks = full result (with a meaningful comparison)<br/>1 mark = partial result</p> <p>e.g.<br/>All chimpanzees, except Pan, first offered potential tools significantly more often than nontools (2 marks)<br/>Pan offered a brush on 80% of trials (1 mark)</p>                                                                                                                                                                                   | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)     | <p><b>From the study by Piliavin et al. (subway Samaritans):</b></p> <p><b>Outline <u>one</u> result about helping a victim with no model present.</b></p> <p>2 marks = full result (compares two relevant conditions)<br/>1 mark = partial result (e.g. one condition)</p> <p>e.g.<br/>When the victim was black and drunk, help was only given on 73% of trials whereas when the victim was white and drunk this was 100% (2 marks).<br/>When the victim was white with a cane the rate of help was 100% (1 mark)</p>                                                                                   | 2     |
| 3(b)     | <p><b>Outline <u>one</u> methodological strength of this study.</b></p> <p>1 mark = an appropriate methodological strength<br/>1 mark = applied to Piliavin</p> <p>e.g.<br/>The study was in a natural setting so has increased levels of ecological validity (1 mark). People were travelling on a subway car which is a normal everyday event (1 mark).</p> <p>The sample size was large meaning results could be generalisable (1 mark). Over 4,400 people 'participated' from a wide range of backgrounds meaning that the behaviours probably represent a wide range of people/society (1 mark).</p> | 2     |
| 3(c)     | <p><b>Outline <u>one</u> ethical weakness of this study.</b></p> <p>1 mark = an appropriate/possible ethical issue<br/>1 mark = applied to Piliavin</p> <p>e.g.<br/>The participants were deceived by the whole set up (1 mark). The victim was acting ill/drunk but the participants never knew this (1 mark).</p> <p>As there were so many participants, debriefing never happened so not everyone knew it was a fake set up/had taken part in a study (1 mark). Debriefing after the event happened would have ensured people knew it was fake (1 mark).</p>                                           | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4(a)     | <p><b>From the study by Dement and Kleitman (sleep and dreams):</b></p> <p><b>Describe the procedure of this study from when the participant arrived at the laboratory until the participant fell asleep for the first time.</b></p> <p>1 mark per correct procedural point.</p> <p>They were told to eat normally (that day);<br/>But refrain from alcohol/caffeine (on that day);<br/>Each participant had 2+ electrodes placed near their eyes;<br/>Two or three electrodes were placed on the scalp;<br/>The participant then went to bed in a dark/quiet room;<br/>All electrode wires were (further) attached to top of the head;</p> | 4     |
| 4(b)     | <p><b>Outline how dream recall was recorded in this study.</b></p> <p>1 mark per correct point.</p> <p>Participants were woken up (to record their dreams);<br/>Participants spoke into a recording device (near to their bed);<br/>They were asked to state whether or not they had been dreaming;<br/>If they could, they were asked to recall the dream;<br/>When they had finished the experimenter sometimes entered the room to question them more;</p>                                                                                                                                                                               | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Mark wants to replicate the Epinephrine Informed (Epi Inf) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Mark, from when the participant arrives until they are given the injection.</b></p> <p><b>Suggest instructions that Mark could use to replicate this part of the study.</b></p> <p>1 mark per correct instruction.</p> <p>Max 3 for instructions given that are not specific to the Epi Inf condition.</p> <p>General:<br/>You must tell the participant that the study is about vision;<br/>You must tell them that it is about how vitamins affect vision;<br/>You must tell them that a vitamin compound/Suproxin is being assessed;<br/>You must then gain their permission to be injected (with Suproxin);<br/>You must tell them that the injection is mild/harmless;</p> <p>Epi Inf specific:<br/>You must also tell them/reveal that there may be side effects;<br/>Tell them that they are short-lived;<br/>Tell them they will last about 15 minutes or so;<br/>Tell them that their hand will begin to shake/heart will pound/face may get warm;</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6(a)     | <p><b>From the study by Laney <i>et al.</i> (false memory):</b></p> <p><b>Identify <u>three</u> characteristics of the sample used in Experiment 1.</b></p> <p>1 mark per characteristic.</p> <p>Undergraduates;<br/>(studying at the) University of California;<br/>Mostly female (77%)/Minority male (23%);<br/>Mean age approx. 20–21 years;</p>                                                                                                                             | 3     |
| 6(b)     | <p><b>Describe how the participants were recruited for Experiment 1.</b></p> <p>1 mark per correct point made.</p> <p>Participants were studying at a university (California);<br/>They chose to take part to receive course credits;</p>                                                                                                                                                                                                                                       | 2     |
| 6(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>1 mark = partial conclusion<br/>0 marks = purely results</p> <p>e.g.<br/>It is possible to implant false beliefs/false memories for a positive childhood experience of loving asparagus (2 marks)<br/>It is possible to implant false beliefs/false memories (1 mark)<br/>About one-quarter of participants in the Love group reported a memory of trying asparagus (0 marks)</p> | 2     |
| 7(a)     | <p><b>From the study by Andrade (doodling):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/>1 mark = partial aim</p> <p>e.g.<br/>To test whether doodling aided concentration/improved memory (2 marks)<br/>To test what could improve concentration/memory (1 mark)<br/>To test the effects of doodling (1 mark)</p>                                                                                                                     | 2     |
| 7(b)     | <p><b>Suggest <u>one</u> real-world application of this study.</b></p> <p>1 mark for application (clearly based on Andrade)<br/>1 mark for who it would benefit/elaboration</p> <p>e.g.<br/>Let workers draw/doodle/colour-in whilst working on a job that is boring/tiring as this will improve their concentration (2 marks);<br/>Let school children doodle in class to help them (1 mark)</p>                                                                               | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------|---|---|-------------------------|---|---|
| 8(a)     | <p><b>The study by Milgram study (obedience) is from the social approach.</b></p> <p><b>Outline <u>two</u> assumptions of the social approach, using any example for each.</b></p> <p>1 mark = appropriate assumption (x2)<br/>1 mark = any relevant example (x2)</p> <p>e.g.<br/>Behaviour/cognitions/emotions can be influenced by other individuals (1 mark). For example, in Milgram's study, the experimenter in the lab coat used prods to get them to continue to give electric shocks (1 mark)</p> <p>Behaviour/cognitions/emotions can be influenced by groups (1 mark). For example, in emergency situations people may believe other people are giving/calling for help so just walk on by when they usually help (1 mark).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 8(b)     | <p>Explain how <b>one</b> result from the study by Milgram supports the situational explanation of obedience and how <b>one</b> result does <b>not</b> support the situational explanation of obedience.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the situational explanation.</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the situational explanation;<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the situational explanation.</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the situational explanation;<br/>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the situational explanation.</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td>0</td></tr> </tbody> </table> | Level | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the situational explanation. | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the situational explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the situational explanation. | 3 | 2 | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the situational explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the situational explanation. | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | 1 | 0 | No creditworthy answer. | 0 | 8 |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the situational explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the situational explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the situational explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 2        | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the situational explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the situational explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0     |          |       |   |                                                                                                                                                                  |   |   |                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                            |   |   |                         |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Pepperberg (parrot learning) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about quantitative data.</b></p> <div> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive.</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material.</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good.</li> <li>• Answer demonstrates some planning and is well organised.</li> <li>• Analysis is often evident but may not be consistently applied.</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited.</li> <li>• Answer demonstrates limited organisation or lacks clarity.</li> <li>• Analysis is limited.</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Answer demonstrates little organisation.</li> <li>• There is little or no evidence of analysis.</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

### 3 2020 | May/June | Variant 2 | 9990\_s20\_qp\_12

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## 9990/12

May/June 2020

No additional materials are needed.

- 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.

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

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**[Turn over**

Answer **all** questions.

**1** From the study by Milgram (obedience):

(a) Identify the sampling technique used in this study.

..... [1]

(b) Identify **two** examples of 'signs of extreme tension' shown by participants in this study.

1 .....

.....

2 .....

..... [2]

(c) Describe the 'preliminary run' that participants had to complete before the 'regular run' in this study.

.....

.....

.....

.....

.....

..... [3]

**2** From the study by Laney et al. who investigated whether new information about liking asparagus can change old information:

(a) Outline **one** psychological concept that was investigated in this study.

.....

.....

.....

..... [2]

(b) Outline **one** result from the Food History Inventory in Experiment 2 of this study.

.....

.....

.....

..... [2]

3 From the study by Andrade (doodling):

(a) Outline **one** result from the memory scores for names (monitored information) in this study.

.....

.....

.....

..... [2]

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

.....

.....

.....

..... [2]

(c) Outline **one** ethical weakness of this study.

.....

.....

.....

..... [2]

- 4** In the study by Pepperberg (parrot learning), a principal trainer and secondary trainers were used during the 'test procedures'.

**(a)** Describe what the principal trainer would do during the 'test procedures'.

.....

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.....

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..... [4]

**(b)** Outline how the overall test score was calculated in this study.

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.....

.....

..... [2]

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- 5 Adelia wants to replicate the Epinephrine Misinformed (Epi Mis) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Adelia, from when the participant arrives until they are given the injection.

Suggest instructions that Adelia could use to replicate this part of the study.

.....

.....

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..... [5]

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

(a) Identify **two** characteristics of the sample used in Group 3.

.....

.....

.....

..... [2]

(b) Describe how the participants were recruited for Groups 2 and 3.

.....

.....

.....

.....

.....

..... [3]

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

.....

.....

.....

..... [2]

7 From the study by Canli et al. (brain scans and emotions):

(a) Outline **one** aim of this study.

.....

.....

.....

..... [2]

(b) Suggest **one** real-world application of this study.

.....

.....

.....

..... [2]

8 The study by Yamamoto et al. (chimpanzee helping) is from the social approach.

(a) Outline **two** assumptions of the social approach, using any example for each.

- 1 .....
- .....
- .....
- .....
- 2 .....
- .....
- .....
- ..... [4]

- (b) Explain how **one** result from the study by Yamamoto et al. supports the individual explanation of prosocial behaviour and how **one** result does **not** support the individual explanation of prosocial behaviour.

Result that supports the individual explanation of prosocial behaviour: .....

.....

.....

.....

.....

Explain how: .....

.....

.....

.....

Result that does **not** support the individual explanation of prosocial behaviour: .....

.....

.....

.....

.....

Explain how: .....

.....

.....

.....

[8]

- 9 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 observations.

[illegible]



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3.1 2020 | May/June | Variant 2 | 9990\_s20\_ms\_12



## **Cambridge International AS & A Level**

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**PYSCHOLOGY**

**9990/12**

Paper 1 Approaches, issues and debates

**May/June 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

### Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

#### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

#### GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

#### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

#### GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

#### GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

#### GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Milgram (obedience):</b></p> <p><b>Identify the sampling technique used in this study.</b></p> <p>1 mark for correct answer.</p> <p>Volunteer/self-selecting</p>                                                                                                                                                                                                                                                                                          | 1     |
| 1(b)     | <p><b>Identify <u>two</u> examples of ‘signs of extreme tension’ shown by participants in this study.</b></p> <p>1 mark for ‘sign’ – if more than one written in either scaffolded slot then take the first answer for each.</p> <p>Signs of extreme tension:</p> <p>Sweat;</p> <p>Tremble;</p> <p>Stutter;</p> <p>Bit lip;</p> <p>Groan;</p> <p>Dig fingernails into flesh;</p> <p>Nervous laughing (fits);</p> <p>Smiling;</p> <p>Full-blown seizures;</p>                      | 2     |
| 1(c)     | <p><b>Describe the ‘preliminary run’ that participants had to complete before the ‘regular run’ in this study.</b></p> <p>1 mark per correct point.</p> <p>The participant/teacher was given 10 words to read (to the learner);</p> <p>Three of these were neutral/ones the learner would get correct;</p> <p>Seven of these were ‘incorrect’ answers;</p> <p>So a voltage of 105v was administered;</p>                                                                          | 3     |
| 2(a)     | <p><b>From the study by Laney et al. who investigated whether new information about liking asparagus can change old information:</b></p> <p><b>Outline <u>one</u> psychological concept that was investigated in this study.</b></p> <p>1 mark for identifying</p> <p>1 mark for outlining</p> <p>e.g.</p> <p>(Positive) false memories (1 mark). These are memories that are an apparent recollection of an event/behaviour/situation that never actually happened (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(b)     | <p><b>Outline <u>one</u> result from the Food History Inventory in Experiment 2 of this study.</b></p> <p>2 marks = full result (with a meaningful comparison)<br/>1 mark = partial result</p> <p>e.g.<br/>The mean confidence of the Love Group increased <i>more</i> than the Control Group (2 marks)<br/>The mean confidence of the Love Group increased (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)     | <p><b>From the study by Andrade (doodling):</b></p> <p><b>Outline <u>one</u> result from the memory scores for names (monitored information) in this study.</b></p> <p>2 marks = full result (compares the two conditions correctly)<br/>1 mark = partial result (e.g. one condition)</p> <p>e.g.<br/>The doodling condition scored (on average) higher than the control condition (2 marks)<br/>The average score for the doodling group was 5.1 (1 mark)</p>                                                                                                       | 2     |
| 3(b)     | <p><b>Outline <u>one</u> methodological strength of this study.</b></p> <p>1 mark = an appropriate methodological strength<br/>1 mark = applied to Andrade</p> <p>e.g.<br/>The study had controls so we could establish cause and effect (1 mark);<br/>The study controlled things like the length of the script/the time the participant was spoken to before recall, meaning that Andrade could be confident it was doodling causing changes in recall rate(s) (2 marks)<br/>There was a standardised procedure meaning reliability could be assessed (1 mark)</p> | 2     |
| 3(c)     | <p><b>Outline <u>one</u> ethical weakness of this study.</b></p> <p>1 mark = an appropriate/possible ethical issue<br/>1 mark = applied to Andrade</p> <p>e.g.<br/>Participants were deceived (1 mark); They did not know that they would have to remember the names/places in telephone message (1 mark)<br/>Participants might have experienced some psychological distress (1 mark) because they were not expecting a memory test/could not remember the names/places (1 mark)</p>                                                                                | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4(a)     | <p><b>In the study by Pepperberg (parrot learning), a principal trainer and secondary trainers were used during the ‘test procedures’.</b></p> <p><b>Describe what the principal trainer would do during the ‘test procedures’.</b></p> <p>1 mark per correct point.</p> <p>She was sat in the room with her back to Alex/the parrot;<br/>         She did not look at Alex/the parrot during the presentation of (test) objects;<br/>         She did not know what object was being presented;<br/>         She repeated out loud what Alex/the parrot said;<br/>         It was then decided if the response was correct/incorrect/indistinct.</p> | 4     |
| 4(b)     | <p><b>Outline how the overall test score was calculated in this study.</b></p> <p>Dividing the total number of correct identifications (1 mark) by the total number of presentations required (1 mark).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Adelia wants to replicate the Epinephrine Misinformed (Epi Mis) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Adelia, from when the participant arrives until they are given the injection.</b></p> <p><b>Suggest instructions that Adelia could use to replicate this part of the study.</b></p> <p>1 mark per correct instruction.</p> <p>Max 3 for instructions given that are not specific to the Epi Mis condition.</p> <p>General:</p> <p>You must tell the participant that the study is about vision;<br/>         You must tell them that it is about how vitamins affect vision;<br/>         You must tell them that a vitamin compound/Suproxin is being assessed;<br/>         You must then gain their permission to be injected (with Suproxin);<br/>         You must tell them that the injection is mild/harmless;</p> <p>Epi Mis specific:</p> <p>You must also tell them/reveal that there may be side effects;<br/>         Tell them that they are short-lived;<br/>         Tell them they will last about 15 minutes or so;<br/>         Tell them that their feet will feel numb/itching sensation/might get a slight headache;</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 6(a)     | <p><b>From the study by Baron-Cohen et al. (eyes test):</b></p> <p><b>Identify <u>two</u> characteristics of the sample used in Group 3.</b></p> <p>1 mark per characteristic.</p> <p>(normal) adults;<br/>Students;<br/>Males and females (even split);<br/>Studying at Cambridge University;</p>                                                                                                                                                                                                                                                                        | <b>2</b> |
| 6(b)     | <p><b>Describe how the participants were recruited for Groups 2 and 3.</b></p> <p>1 mark per correct point<br/>Max 2 for Group 2; Max 2 for Group 3</p> <p>Group 2:<br/>Opportunity/volunteer sampling;<br/>From adult community/education classes in Exeter;<br/>From public libraries in Cambridge;</p> <p>Group 3:<br/>Opportunity/volunteer sampling;<br/>From students studying degrees at Cambridge University;<br/>All students had performed well in Advanced Level qualifications;</p>                                                                           | <b>3</b> |
| 6(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>1 mark = partial conclusion<br/>0 marks = purely results</p> <p>e.g.<br/>The Revised 'Eyes Test' overcame the problems of the original version (1 mark)<br/>The Revised 'Eyes Test' overcame the problems of the original version making it a valid test of social intelligence (in adults) (2 marks)<br/>The Revised test could discriminate AS and non-AS participants (1 mark)<br/>AS/HFA participants scored lower on the Eyes Test than all other groups (0 marks)</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(a)     | <p><b>From the study by Canli et al. (brain scans and emotion):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/>1 mark = partial aim</p> <p>e.g.<br/>To investigate whether the amygdala is sensitive to different levels of experienced emotional intensities (2 marks)<br/>To investigate whether the degree of emotional intensity affects the role of the amygdala in enhancing memory (2 marks)<br/>To investigate the role of the amygdala in memories (1 mark)</p>                                                                                                                                                                                | <b>2</b> |
| 7(b)     | <p><b>Suggest <u>one</u> real-world application of this study.</b></p> <p>1 mark for application (clearly based on Canli)<br/>1 mark for who it would benefit/elaboration</p> <p>e.g.<br/>People in advertising may want to use emotionally intense imagery (1 mark).<br/>The images in this study that were rated emotionally intense were remembered better so products linked to this type of imagery may also be well remembered (1 mark)</p> <p>Psychologists may want to use the same procedure with people who have memory difficulties (1 mark). If a patient does not remember emotionally intense imagery then they may have a problem with/may have a damaged amygdala (1 mark)</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------|---|---|-------------------------|---|---|
| 8(a)     | <p><b>The study by Yamamoto et al. (chimpanzee helping) is from the social approach.</b></p> <p><b>Outline <u>two</u> assumptions of the social approach, using any example for each.</b></p> <p>1 mark = appropriate assumption (×2)<br/>1 mark = any relevant example (×2)</p> <p>e.g.<br/>Behaviour/cognitions/emotions can be influenced by other individuals (1 mark). For example, in the study by Milgram, the experimenter in the lab coat used prods to get them to continue to give electric shocks (1 mark)</p> <p>Behaviour/cognitions/emotions can be influenced by groups (1 mark). For example, in emergency situations people may believe other people are giving/calling for help so just walk on by when they usually help (1 mark).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Yamamoto et al. supports the individual explanation of prosocial behaviour and how <u>one</u> result does <u>not</u> support the individual explanation of prosocial behaviour.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the individual explanation.</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the individual explanation;<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the individual explanation.</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the individual explanation;<br/>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the individual explanation.</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td>0</td></tr> </tbody> </table> | Level | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the individual explanation. | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the individual explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the individual explanation. | 3 | 2 | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the individual explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the individual explanation. | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | 1 | 0 | No creditworthy answer. | 0 | 8 |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports/does not support the individual explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports/does not support the individual explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports/does not support the individual explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 2        | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the individual explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports/does not support the individual explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0     |          |       |   |                                                                                                                                                                 |   |   |                                                                                                                                                                                                                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                            |   |   |                         |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Bandura <i>et al.</i> (aggression) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about observations.</b></p> <div> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive.</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material.</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good.</li> <li>• Answer demonstrates some planning and is well organised.</li> <li>• Analysis is often evident but may not be consistently applied.</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited.</li> <li>• Answer demonstrates limited organisation or lacks clarity.</li> <li>• Analysis is limited.</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Answer demonstrates little organisation.</li> <li>• There is little or no evidence of analysis.</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

## 4 2020 | May/June | Variant 3 | 9990\_s20\_qp\_13

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9990/13

May/June 2020

**1 hour 30 minutes**

You must answer on the question paper.

No additional materials are needed.

- 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.

- 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. Blank pages are indicated.

Answer **all** questions.

**1** From the study by Canli et al. (brain scans and emotions):

**(a)** Identify the sampling technique used in this study.

..... [1]

**(b)** Outline the scale that was used by participants to indicate their emotional arousal to each picture.

.....  
.....  
.....  
..... [2]

**(c)** Describe what happened to a participant during the 'recognition test' in this study.

.....  
.....  
.....  
.....  
.....  
..... [3]

**2** From the study by Pepperberg that used a parrot as the participant:

**(a)** Outline **one** psychological concept that was investigated in this study.

.....  
.....  
.....  
..... [2]

- (b) Outline **one** result for first-trial-only performance from this study. You must use data in your answer.

.....

.....

.....

..... [2]

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

- (a) Outline **one** result from this study. Refer only to results from the eyes test in your answer.

.....

.....

.....

..... [2]

- (b) Outline **one** methodological strength of this study.

.....

.....

.....

..... [2]

- (c) Outline **one** ethical weakness of this study.

.....

.....

.....

..... [2]

- 4 In the study by Saavedra and Silverman (button phobia), the boy with the phobia went through a 'behavioural exposures' procedure as part of his treatment.

(a) Describe the 'behavioural exposures' procedure as used in this study.

.....

.....

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..... [4]

(b) Outline the posttreatment follow-up assessment session.

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.....

.....

..... [2]

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- 5 Maria wants to replicate the Epinephrine Ignorant (Epi Ign) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Maria, from when the participant arrives until they are given the injection.

Suggest instructions that Maria could use to replicate this part of the study.

.....

.....

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..... [5]

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

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

.....

.....

.....

..... [2]

(b) Describe how the sample was obtained for this study.

.....

.....

.....

.....

.....

..... [3]

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

.....

.....

.....

..... [2]

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

(a) Outline **one** aim of this study.

.....

.....

.....

..... [2]

(b) Suggest **one** real-world application of this study.

.....

.....

.....

..... [2]

8 The study by Bandura et al. (aggression) is from the learning approach.

(a) Outline **two** assumptions of the learning approach, using any example for each.

- 1 .....
- .....
- .....
- .....
- 2 .....
- .....
- .....
- ..... [4]

- (b) Explain how **one** result from the study by Bandura et al. supports the nature side of the nature–nurture debate and how **one** result supports the nurture side of the nature–nurture debate.

Result that supports the nature side of the nature–nurture debate: .....

.....

.....

.....

.....

Explain how: .....

.....

.....

.....

Result that supports the nurture side of the nature–nurture debate: .....

.....

.....

.....

.....

Explain how: .....

.....

.....

.....

[8]

- 9 Evaluate the study by Laney et al. (false memory) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about generalisations.

[illegible]



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## **Cambridge International AS & A Level**

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**PSYCHOLOGY**

**9990/13**

Paper 1 Approaches, issues and debates

**May/June 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

---

This document consists of **9** printed pages.

### Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

#### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

#### GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

#### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

#### GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

#### GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

#### GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Canli et al. (brain scans and emotions):</b></p> <p><b>Identify the sampling technique used in this study.</b></p> <p>1 mark for correct answer</p> <p>Volunteer/self-selecting</p>                                                                                                                                                                                                                                                                                                                                                                                                | 1     |
| 1(b)     | <p><b>Outline the scale that was used by participants to indicate their emotional arousal to each picture.</b></p> <p>1 mark per correct point.</p> <p>(The scale was) 0 = not emotionally intense at all;<br/>To 3 = extremely emotionally intense;<br/>There were four choices (per image);<br/>It was a scale of buttons that they had to press.</p>                                                                                                                                                                                                                                                    | 2     |
| 1(c)     | <p><b>Describe what happened to a participant during the ‘recognition test’ in this study.</b></p> <p>1 mark per correct point.</p> <p>Participants were asked if they had seen the picture before;<br/>If they said ‘yes’ they had two choices;<br/>Whether they had remembered with certainty;<br/>Whether they had a feeling of familiarity (rather than certainty);<br/>Participants responded with a no if the picture had not been seen before;<br/>They were shown a mixture of pictures they had and had not seen before;<br/>The foils were balanced for valence and arousal characteristics;</p> | 3     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(a)     | <p><b>From the study by Pepperberg that used a parrot as the participant:</b></p> <p><b>Outline <u>one</u> psychological concept that was investigated in this study.</b></p> <p>1 mark for identifying<br/>1 mark for outlining</p> <p>e.g.<br/>Social Learning (1 mark). This is when a person/animal observes and imitates a chosen behaviour (1 mark).</p> <p>The concepts of same and different (1 mark). This is about understanding whether two objects share a feature such as matter or not (1 mark)</p> <p>Animal cognition (1 mark). This is about whether non-humans have the ability to think and reason (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(b)     | <p><b>Outline <u>one</u> result for first-trial-only performance from this study. You must use data in your answer.</b></p> <p>2 marks = full result with data + naming the test<br/>1 mark = partial result or result does not name the test but is identifiable</p> <p>e.g. Familiar objects<br/>On familiar objects he scored 70% (2 marks)<br/>He scored above chance on familiar objects (1 mark)</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)     | <p><b>From the study by Baron-Cohen et al. (eyes test):</b></p> <p><b>Outline <u>one</u> result from this study. Refer only to results from the eyes test in your answer.</b></p> <p>2 marks = full result (compares the two conditions correctly)<br/>1 mark = partial result (e.g. one condition)</p> <p>e.g.<br/>The AS/HFA participants/Group 1 scored lower on the eyes test compared to the students/Group 3 (2 marks)<br/>The AS/HFA participants /Group 1 scored lowest on the eyes test (1 mark)<br/>The distributions of scores followed a (rough) normal distribution with the modal score being 24/36 (2 marks)</p> | 2     |
| 3(b)     | <p><b>Outline <u>one</u> methodological strength of this study.</b></p> <p>1 mark = an appropriate methodological strength<br/>1 mark = applied to Baron-Cohen</p> <p>e.g.<br/>The Revised Eyes Test follows a standardised procedure (1 mark). All participants had the same 36 pairs of eyes to judge so direct comparisons could be made across groups (1 mark)<br/>The Revised Eyes Test is a standardised measure (of Theory of Mind) (1 mark)</p>                                                                                                                                                                         | 2     |
| 3(c)     | <p><b>Outline <u>one</u> ethical weakness of this study.</b></p> <p>1 mark = an appropriate/possible ethical issue<br/>1 mark = applied to Baron-Cohen</p> <p>e.g.<br/>Participants (especially AS/HFA) may have felt psychological distress (1 mark). They may not have understood the emotions in any of the eyes which could have stressed them (1 mark)</p>                                                                                                                                                                                                                                                                 | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4(a)     | <p><b>In the study by Saavedra and Silverman (button phobia), the boy with the phobia went through a ‘behavioural exposures’ procedure as part of his treatment.</b></p> <p><b>Describe the ‘behavioural exposures’ procedure as used in this study.</b></p> <p>1 mark per correct point.</p> <p>It was based on contingency management (procedures);<br/>The mother would provide positive reinforcement;<br/>Contingent on the child successfully completing the gradual exposure to buttons;<br/>Treatment sessions lasted about 30 minutes with the boy;<br/>And then another 20 minutes with the boy and mother;<br/>A hierarchy of distress was constructed (for buttons);<br/>A series of buttons were rated from 0–8;<br/>This was using a Feeling Thermometer.</p> | 4     |
| 4(b)     | <p><b>Outline the posttreatment follow-up assessment session.</b></p> <p>1 mark per correct point.</p> <p>They re-administered two measures;<br/>One was the ADIS-C-P/measured his anxiety towards buttons;<br/>He was also assessed against DSM (IV) criteria;<br/>To see if he still had a diagnosed phobia (of buttons)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Maria wants to replicate the Epinephrine Ignorant (Epi Ign) condition from the study by Schachter and Singer (two factors in emotion) and needs your help. You must produce clear instructions for Maria, from when the participant arrives until they are given the injection.</b></p> <p><b>Suggest instructions that Maria could use to replicate this part of the study.</b></p> <p>1 mark per correct instruction.</p> <p>Max 3 for instructions given that are not specific to the Epi Ign condition.</p> <p>General:<br/>You must tell the P that the study is about vision;<br/>You must tell them that it is about how vitamins affect vision;<br/>You must tell them that a vitamin compound/Suproxin is being assessed;<br/>You must then gain their permission to be injected (with Suproxin);<br/>You must tell them that the injection is mild/harmless;</p> <p>Epi Ign specific:<br/>You must <b>not</b> tell them about any side effects;<br/>You must then leave the room;<br/>You must remind the physician to re-iterate no side effects/harmless/mild;</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 6(a)     | <p><b>From the study by Piliavin et al. (subway Samaritans):</b></p> <p><b>Identify <u>two</u> characteristics of the sample used in this study.</b></p> <p>1 mark per characteristic.</p> <p>Males and females;<br/>45% black;<br/>55% white;<br/>Travellers on a subway (in New York);</p>                                                                                                             | <b>2</b> |
| 6(b)     | <p><b>Describe how the sample was obtained for this study.</b></p> <p>1 mark per correct point</p> <p>They were unsolicited people on a New York Subway;<br/>They would be travelling between 11 am and 3 pm;<br/>From Harlem to the Bronx;<br/>On a weekday;<br/>Between April and June;<br/>Recruited/obtained via opportunity sampling/from those available at the time;</p>                          | <b>3</b> |
| 6(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>1 mark = partial conclusion<br/>0 marks = purely results</p> <p>e.g.<br/>People help ill victims more often (1 mark);<br/>A person who is 'ill' is more likely to receive help than a person who is 'drunk' (2 marks)<br/>100% of the white drunk victims got help when no model was present (0 marks)</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(a)     | <p><b>From the study by Dement and Kleitman (sleep and dreams):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/>1 mark = partial aim</p> <p>e.g.<br/>To investigate if dream recall differs between REM and nREM stages of sleep (2 marks);<br/>To investigate dream recall and stages of sleep (1 mark);</p> <p>To investigate if there was a (positive) correlation between estimates of dream duration and length of REM sleep (2 marks);<br/>To investigate estimates of dream duration (1 mark);</p> <p>To investigate if eye movement patterns were related to dream content (2 marks);<br/>To investigate eye movement and dreams (1 mark);</p> | <b>2</b> |
| 7(b)     | <p><b>Suggest <u>one</u> real-world application of this study.</b></p> <p>1 mark for application (clearly based on Dement and Kleitman)<br/>1 mark for who it would benefit/elaboration</p> <p>e.g.<br/>This could be useful to help diagnose a (potential) sleep disorder in a patient (1 mark). They could undergo an EEG whilst sleeping to see if REM and nREM sleep is happening 'correctly' (1 mark).</p>                                                                                                                                                                                                                                                                              | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------|---|---|-------------------------|---|---|
| 8(a)     | <p><b>The study by Bandura et al. (aggression) is from the learning approach.</b></p> <p><b>Outline <u>two</u> assumptions of the learning approach, using any example for each.</b></p> <p>1 mark = appropriate assumption (×2)<br/>1 mark = any relevant example (×2)</p> <p>e.g.<br/>Conditioning can help to explain our behaviour (1 mark); If we reward someone they are likely to want to repeat that behaviour (1 mark)</p> <p>Social learning can help explain our behaviour (1 mark); Bandura found that children will observe and imitate an aggressive role model (1 mark)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Bandura et al. supports the nature side of the nature–nurture debate and how <u>one</u> result supports the nurture side of the nature–nurture debate.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports the nature/nurture explanation.</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports the nature/nurture explanation;<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports the nature/nurture explanation.</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the nature/nurture explanation;<br/>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports the nature/nurture explanation.</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td>0</td></tr> </tbody> </table> | Level | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports the nature/nurture explanation. | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports the nature/nurture explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports the nature/nurture explanation. | 3 | 2 | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the nature/nurture explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports the nature/nurture explanation. | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | 1 | 0 | No creditworthy answer. | 0 | 8 |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports the nature/nurture explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports the nature/nurture explanation;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports the nature/nurture explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 2        | The result presented has a meaningful comparison <b>but</b> there is no attempt at explanation or explanation is not about the nature/nurture explanation;<br>The result presented is not clear <b>but</b> there is an implicit attempt at explaining how the result supports the nature/nurture explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0     |          |       |   |                                                                                                                                                    |   |   |                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                               |   |   |                                                                                                            |   |   |                         |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Laney et al. (false memory) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about generalisations.</b></p> <div> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive.</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material.</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good.</li> <li>• Answer demonstrates some planning and is well organised.</li> <li>• Analysis is often evident but may not be consistently applied.</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited.</li> <li>• Answer demonstrates limited organisation or lacks clarity.</li> <li>• Analysis is limited.</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Answer demonstrates little organisation.</li> <li>• There is little or no evidence of analysis.</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

## 5 2020 | Oct/Nov | Variant 1 | 9990\_w20\_qp\_11

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## 9990/11

October/November 2020

**1 hour 30 minutes**

You must answer on the question paper.

No additional materials are needed.

- 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.

- 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. Blank pages are indicated.

Answer **all** questions.

- 1 From the study by Baron-Cohen et al. testing theory of mind in participants with Asperger's syndrome and autism:

(a) Name the test that was being revised in this study.

..... [1]

(b) Identify **two** problems with the original test.

1 .....

.....

2 .....

..... [2]

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

.....

.....

.....

..... [2]

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

(a) Describe what the observers recorded about participants in the adjacent area.

.....

.....

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.....

..... [3]

- (b) Describe **one** result about the sex of 'spontaneous first helpers'. You **must** use data in your answer.

.....

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..... [3]

- 3 Explain one or more real-world applications of the study by Dement and Kleitman (sleep and dreams). Do **not** refer to more than three applications in your answer.

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..... [5]

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

(a) (i) Name **one** stimulus given a Distress Rating of 2 or 3 on the Disgust/Fear Hierarchy.

..... [1]

(ii) Name **one** stimulus given a Distress Rating of 7 or 8 on the Disgust/Fear Hierarchy.

..... [1]

(b) Describe the participant used in this study.

.....  
.....  
.....  
.....  
.....  
..... [3]

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

.....  
.....  
.....  
..... [2]

- 5 From the study by Yamamoto et al. (chimpanzee helping):

Describe the procedure of the First “Can See” condition **and** the “Cannot See” condition.

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..... [4]

- 6 Describe the psychology that is being investigated in the study by Canli et al. (brain scans and emotions).

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..... [5]

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

(a) Outline **one** aim of this study.

.....

.....

.....

..... [2]

(b) Outline **one** methodological weakness of this study.

.....

.....

.....

..... [2]

(c) Suggest **one** real-world application based on the procedure of this study.

.....

.....

.....

..... [2]

8 From the study by Bandura et al. (aggression):

(a) Describe how the children were rated on aggressive behaviour in their nursery school, prior to the study.

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.....

..... [4]

(b) Explain whether each guideline below was broken in the study by Bandura et al.:

confidentiality: .....

.....

.....

.....

protection from physical harm: .....

.....

.....

.....

protection from psychological harm: .....

.....

.....

.....

right to withdraw: .....

.....

.....

..... [8]

- 9 Evaluate the study by Milgram (obedience) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about qualitative data.

[illegible]







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## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/11**

Paper 1 Approaches, Issues and Debates

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **11** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)     | <p><b>From the study by Baron-Cohen et al. testing theory of mind in participants with Asperger's syndrome and autism:</b></p> <p><b>Name the test that was being revised in this study.</b></p> <p>1 mark for correct answer</p> <p>(Reading the Mind in the) Eyes Test;</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1     |
| 1(b)     | <p><b>Identify <u>two</u> problems with the original test.</b></p> <p>1 mark per problem identified/described</p> <p>Forced-choice using two options;<br/>           Parents of AS children scored low;<br/>           Narrow range of total scores/ceiling effect of scores;<br/>           Too few questions/used 25 questions;<br/>           Contained basic and complex mental states;<br/>           Some items could be solved by looking at gaze direction;<br/>           More female faces (than male);<br/>           Target and foil were (semantic) opposites;</p>                                                                                                                                                                                                                                                                                                      | 2     |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>           1 mark = partial conclusion<br/>           0 marks = purely results</p> <p>e.g.:</p> <p>People diagnosed with AS/HFA lack theory of mind (1 mark);<br/>           People diagnosed with AS/HFA lack theory of mind, so they find it difficult show empathy/difficult to understand the emotions of others (2 marks);<br/>           The Revised 'Eyes Test' overcame the problems of the original version (1 mark);<br/>           The Revised 'Eyes Test' overcame the problems of the original version making it a valid test of social intelligence (in adults) (2 marks);<br/>           The Revised test could discriminate AS and non-AS participants (1 mark);<br/>           AS/HFA participants scored lower on the Eyes Test than all other groups (0 marks).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2        | <b>From the study by Piliavin et al. (subway Samaritans):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| 2(a)     | <p><b>Describe what the observers recorded about participants in the adjacent area.</b></p> <p><b>1 mark per correct point</b></p> <p>Coded race, sex, location of people (any 2 gets <b>1 mark</b>);<br/> Latency/time taken for first helper to arrive if no model present;<br/> Latency/time taken for (extra) help to arrive after model helped;<br/> Spontaneous comments from people;<br/> Elicited comments from people.</p>                                                                                                                                                                                                                                      | <b>3</b> |
| 2(b)     | <p><b>Describe <u>one</u> result about the sex of ‘spontaneous first helpers’. You <u>must</u> use data in your answer.</b></p> <p><b>3 marks</b> = comparison result with correct data<br/> <b>2 marks</b> = comparison result with no data or using qualitative data as comparison or implicit<br/> <b>1 mark</b> = one result (e.g. for just males) or basic result</p> <p>e.g. <b>3 marks</b><br/> More males were spontaneous first helpers compared to females as 90% of spontaneous first helpers were male.</p> <p>e.g. <b>2 marks</b><br/> More males were spontaneous first helpers compared to females.</p> <p>e.g. <b>1 mark</b><br/> More males helped.</p> | <b>3</b> |

| Question   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------|---|
| 3          | <p><b>Explain one or more real-world applications of the study by Dement and Kleitman (sleep and dreams). Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Suitable examples include:</p> <p>Sleep disorders;<br/>Insomnia.</p> <p>This will be band-marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td><b>5</b></td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td><b>3–4</b></td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.</td></tr><tr><td><b>1–2</b></td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td><b>0</b></td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | <b>5</b> | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved. | <b>3–4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved. | <b>1–2</b> | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | <b>0</b> | No creditworthy real-world application or description of study only. | 5 |
| Marks      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>5</b>   | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth, but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>3–4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>1–2</b> | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>0</b>   | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |             |          |                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |

| Question | Answer                                                                                                                                                                                                                                                                           | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4        | <b>From the study by Saavedra and Silverman (button phobia):</b>                                                                                                                                                                                                                 |          |
| 4(a)(i)  | <p><b>Name <u>one</u> stimulus given a Distress Rating of 2 or 3 on the Disgust/Fear Hierarchy.</b></p> <p><b>1</b> mark for correct answer<br/>Take first answer only.</p> <p>Large denim jean (buttons);<br/>Small denim jean (buttons);<br/>Clip-on denim jean (buttons).</p> | <b>1</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(a)(ii) | <p><b>Name <u>one</u> stimulus given a Distress Rating of 7 or 8 on the Disgust/Fear Hierarchy.</b></p> <p><b>1</b> mark for correct answer<br/>Take first answer only.</p> <p>Hugging Mom when she was wearing regular medium plastic (buttons);<br/>Small coloured plastic (buttons);<br/>Small clear plastic (buttons).</p>                                                                                                                                                                                                                                                                                                           | <b>1</b> |
| 4(b)     | <p><b>Describe the participant used in this study.</b></p> <p><b>1</b> mark per correct point</p> <p>One boy;<br/>9-year old;<br/>Hispanic/American;<br/>He was presented by his mum to a Child Anxiety and Phobic Program;<br/>He did not meet the criteria for OCD;<br/>He did meet the criteria (DSM–IV) for a phobia;<br/>He had experienced a bowl of buttons falling on him (at school).</p>                                                                                                                                                                                                                                       | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the learning approach.</b></p> <p><b>2</b> marks = clearly linked to learning approach (either through example or assumption)<br/><b>1</b> mark = partially linked to learning approach/assumption of the learning approach only</p> <p>e.g.<br/>Part of this therapy was based on operant conditioning (<b>1</b> mark). He was rewarded for being able to handle buttons on the Feeling Thermometer (<b>1</b> mark).</p> <p>He had an experience of the bowl of buttons falling on to him (<b>1</b> mark). He never had this phobia before then so the phobia has been learnt (<b>1</b> mark).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>From the study by Yamamoto et al. (chimpanzee helping): Describe the procedure of the First ‘Can See’ condition <u>and</u> the ‘Cannot See’ condition.</b></p> <p><b>1 mark per correct point</b><br/><b>Max 3 for either condition</b></p> <p>e.g. First Can See:<br/>The chimpanzees were in adjacent/separate (experimental) booths/rooms;<br/>There was a transparent panel / wall divider separating both booths;<br/>Each chimp was either a helper or recipient;<br/>There was a task that needed a stick or straw to solve;<br/>All chimps had a tray of seven objects;<br/>The helper could give the recipient an object through the hole / hole in the wall so chimpanzee could pass a tool through.</p> <p>e.g. Cannot See:<br/>The chimpanzees were in adjacent/separate (experimental) booths/rooms (only awarded if not awarded for the First Can See condition);<br/>The wall between them was opaque;<br/>Except for a small window that could only be accessed if a chimpanzee purposely wanted to look through it (to help).</p> | 4     |
| 6        | <p><b>Describe the psychology that is being investigated in the study by Canli et al. (brain scans and emotion).</b></p> <p><b>1 mark per ‘psychology’ point made</b><br/><b>1 identification mark is available</b><br/><b>1 mark available for an explicit example from the study</b></p> <p>Creditworthy ‘psychology’ includes emotions, amygdala, brain scans, memories.</p> <p>e.g.:<br/>An fMRI is a non-invasive technique / measures brain activity;<br/>Radio waves are coupled with a strong magnetic field to create the scan output;<br/>This allows a researcher to look at blood flow in the brain during mental activities / processing of information.</p> <p>The amygdala was investigated about its links with memories;<br/>It is part of the brain in the temporal lobe / part of the limbic system;<br/>The amygdala has different functions in different hemispheres of the brain.</p>                                                                                                                                              | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(a)     | <p><b>From the study by Laney et al. (false memory):</b></p> <p><b>Outline <u>one</u> aim of this study.</b></p> <p><b>2 marks = full aim</b><br/><b>1 mark = partial aim</b></p> <p>e.g.:<br/>To investigate whether (positive) false memories about asparagus can be implanted into a person (<b>2 marks</b>);<br/>To investigate false memories for food (<b>1 mark</b>).</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>2</b> |
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p><b>1 mark = appropriate methodological weakness</b><br/><b>1 mark = applying it to Laney</b></p> <p>e.g.:<br/>Some of the questionnaires used fixed choice answers so this may not represent what would happen in reality (<b>1 mark</b>). For example, the Food Costs questionnaire have seven choices, but in reality not one of those might represent what a participant would pay for that food item (<b>1 mark</b>).</p> <p>Only undergraduate students were used in both studies which may limit generalisability (<b>1 mark</b>). They were all of a similar age/educational level so they may not represent how older adults (potentially) form (positive) false memories (<b>1 mark</b>).</p> | <b>2</b> |
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p><b>1 mark for what the application is (clearly based on Laney)</b><br/><b>1 mark for how it will be achieved</b></p> <p>e.g.:<br/>This could be used to help children improve their diets (<b>1 mark: what</b>). Children could be 'tricked' by their parents/dietician by telling them that they loved broccoli/asparagus/cabbage, etc., the first time they tried it and keep repeating the false information (<b>1 mark: how</b>).</p>                                                                                                                                                                                                                                        | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 8(a)     | <p><b>From the study by Bandura et al. (aggression):</b></p> <p><b>Describe how the children were rated on aggressive behaviour in their nursery school, prior to the study.</b></p> <p><b>1</b> mark per correct statement<br/><b>1</b> mark available for naming two of the scales used</p> <p>Rated on four different scales about aggression;<br/>All five point scales;<br/>By experimenter <b>and</b> nursery school teacher;<br/>Scales = physical aggression / verbal aggression / aggression towards inanimate objects / aggression inhibition (2 named = <b>1</b> mark);<br/>They were rated independently;<br/>A composite score was given to all children / scores for scales were added up for each child.</p> | <b>4</b> |

8(b)

**Explain whether each guideline below was broken in the study by Bandura et al.**

- confidentiality
- protection from physical harm
- protection from psychological harm
- right to withdraw

Use the following Levels marking for each guideline separately.

| Level | Descriptor                                                                                                                                                                                                                                                                                                                                                  | Marks |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2     | The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study. <b>OR</b> The ethical guideline is <i>implicit</i> from the use of a well argued example contextualised from the named study.                                                                                                          | 2     |
| 1     | The answer explicitly describes the ethical <i>without</i> correct contextualisation/no contextualisation. <b>OR</b> The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study. <b>OR</b> The ethical guideline is incorrectly described but the contextualised example from the named study is correct. | 1     |
| 0     | The description of the ethical guideline is incorrect and/or the contextualised example is incorrect <b>OR</b> No answer given.                                                                                                                                                                                                                             | 0     |

Confidentiality:

e.g. Any data should not be identifiable as a single participants' response / participants' data must not be named as theirs.

All we know is that they were children from a nursery at Stanford University / we only know the gender and age (range).

Protection from physical harm:

e.g. Participants should leave the study in the same physical state as they entered / Participants should not be potentially harmed by the procedure of a study.

The children could have injured themselves when they were playing/hitting / being aggressive with the Bobo doll / toys in the room so this was broken.

Protection from psychological harm:

e.g. Participants should leave the study in the same mental/psychological state as they entered / Participants should not be potentially harmed by the procedure of a study.

The children could have left the study thinking that aggression was good/frightening so their way of thinking had been changed / not reduced before leaving the study.

Right to withdraw:

e.g. participants should be able to leave the study at any point (without penalty);

In the experimental room the experimenter remained with the child so they could not leave the room, so it was broken.

8

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9<br>9   | <p><b>Evaluate the study by Milgram (obedience) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about qualitative data.</b></p> <p>Strengths include: reliability, qualitative data, quantitative data.<br/>Weaknesses include: ethics, validity (external), generalisability.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

## 6 2020 | Oct/Nov | Variant 2 | 9990\_w20\_qp\_12

### Topic & Sub-topic Index of Questions

| No. | Sub Q. | Topic            | Subtopic            | Page                |
|-----|--------|------------------|---------------------|---------------------|
| 4   | a      | The core studies | Social approach     | <a href="#">126</a> |
| 4   | b      | The core studies | Social approach     | <a href="#">126</a> |
| 4   | c      | The core studies | Social approach     | <a href="#">126</a> |
| 5   |        | The core studies | Cognitive approach  | <a href="#">127</a> |
| 6   |        | The core studies | Learning approach   | <a href="#">127</a> |
| 8   | b      | The core studies | Social approach     | <a href="#">129</a> |
| 9   |        | The core studies | Biological approach | <a href="#">130</a> |

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## 9990/12

October/November 2020

**1 hour 30 minutes**

No additional materials are needed.

- 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.

- 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. Blank pages are indicated.

Answer **all** questions.

1 From the study by Yamamoto et al. (chimpanzee helping):

(a) Name **one** of the objects on the tray for the chimpanzees, other than the stick or the straw.

..... [1]

(b) Outline the difference between an 'upon-request' offer and a 'voluntary' offer in this study.

.....

.....

.....

..... [2]

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

.....

.....

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..... [2]

2 In the euphoria condition in the study by Schachter and Singer (two factors in emotion), a stooge performed a series of standardised behaviours. An observer categorised any behaviours shown by the participant. One category was 'initiates new activity'.

(a) (i) Outline how the category of 'initiates new activity' was operationalised in this study.

.....

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.....

..... [2]

(ii) Name **one** behaviour shown by a participant in this study that was categorised as 'initiates new activity'.

..... [1]

- (b) Describe the results from the Activity Index in the euphoria condition for the Epinephrine Informed (Epi Inf) group compared to the Epinephrine Misinformed (Epi Mis) groups. You **must** use data in your answer.

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..... [3]

- 3 Explain one or more real-world applications of the study by Laney et al. (false memory). Do **not** refer to more than three applications in your answer.

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..... [5]

4 From the study by Milgram (obedience):

(a) Identify **two** characteristics of the learner in this study.

- 1 .....  
.....
- 2 .....  
..... [2]

(b) Describe the sample of participants used in this study.

.....  
.....  
.....  
.....  
.....  
..... [3]

(c) Explain why this study is from the social approach.

.....  
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.....  
..... [2]

- 5 Describe the procedure of the study by Andrade (doodling) from the point when the tape had finished playing.

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..... [4]

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

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..... [5]

7 From the study by Pepperberg (parrot learning):

(a) Outline **one** aim of this study.

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..... [2]

(b) Outline **one** methodological weakness of this study.

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..... [2]

(c) Suggest **one** real-world application based on the procedure of this study.

.....

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.....

..... [2]

8 (a) Outline what is meant by individual and situational explanations of behaviour, using any examples. Do **not** refer to the study by Piliavin et al. (subway Samaritans) in your answer.

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..... [4]

- (b) Explain how **one** result from the study by Piliavin et al. supports the individual explanation of helping behaviour and how **one** result supports the situational explanation of helping behaviour.

Result that supports the individual explanation of helping behaviour: .....

.....

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Explain how: .....

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Result that supports the situational explanation of helping behaviour: .....

.....

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.....

.....

Explain how: .....

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.....

.....

[8]

- 9 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 generalisations.

[illegible]







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6.1 2020 | Oct/Nov | Variant 2 | 9990\_w20\_ms\_12



## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/12**

Paper 1 Approaches, Issues and Debates

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1        | <b>From the study by Yamamoto et al. (chimpanzee helping):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 1(a)     | <p><b>Name <u>one</u> of the objects on the tray for the chimpanzees, other than the stick or the straw.</b></p> <p><b>1</b> mark for a correct answer</p> <p>Hose;<br/>Chain;<br/>Rope,<br/>(Paint) Brush;<br/>Belt.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>1</b> |
| 1(b)     | <p><b>Outline the difference between an ‘upon-request’ offer and a ‘voluntary’ offer in this study.</b></p> <p><b>1</b> mark for correct definition used in study</p> <p>Upon-request:<br/>The helper gave a tool to the chimp who had requested it.</p> <p>Voluntary offer:<br/>The helper gave a tool to the chimp <i>without</i> any request (from the recipient).</p>                                                                                                                                                                                                                                                                                                                                                                     | <b>2</b> |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p><b>2</b> marks = full conclusion<br/><b>1</b> mark = partial conclusion<br/><b>0</b> marks = purely results</p> <p>The study suggests that chimpanzees can target help; when they understand the needs of another chimpanzee (<b>2</b> marks);<br/>Chimpanzees do show altruistic behaviour but they need to see the situation (<b>2</b> marks);<br/>Chimpanzees can understand what other chimpanzees want (<b>1</b> mark);<br/>Chimpanzees help other chimpanzees / show altruism towards other chimpanzees (<b>1</b> mark);<br/>Ayumu was the only chimpanzee to look through the window in the Can’t See Condition hence he was better at this task (<b>0</b> marks).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2        | <b>In the euphoria condition in the study by Schachter and Singer (two factors in emotion), a stooge performed a series of standardised behaviours. An observer categorised any behaviours shown by the participant. One category was ‘initiates new activity’.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| 2(a)(i)  | <b>Outline how the category of ‘initiates new activity’ was operationalised in this study.</b><br><br>1 mark per correct point<br><br>If the participant gave creative euphoria;<br>That is, they initiated euphoric behaviour outside of the stooge’s routine;<br>Therefore, the behaviour had to be one that had never been seen by the participant (from the stooge).                                                                                                                                                                                                                                                                                                                                                                                 | <b>2</b> |
| 2(a)(ii) | <b>Name <u>one</u> behaviour shown by a participant in this study that was categorised as ‘initiates new activity’.</b><br><br>1 mark for correct answer.<br><br>(Threw) open the window;<br>Laughing;<br>Throwing paper basketballs;<br>Hula hooped (on neck and leg).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b> |
| 2(b)     | <b>Describe the results from the Activity Index in the euphoria condition for the Epinephrine Informed (Epi Inf) group compared to the Epinephrine Misinformed (Epi Mis) group. You <u>must</u> use data in your answer.</b><br><br>3 marks = comparison result with correct data<br>2 marks = comparison result with incorrect data/no data<br>1 mark = one result (e.g. for just for EPI-INF)<br><br>e.g. 3 marks:<br>The EPI-INF scored lower with a score of 12 compared to the EPI-MIS with a score of 22.<br><br>e.g. 2 marks:<br>The EPI-INF scored lower on the index compared to the EPI-MIS;<br>The EPI-MIS scored higher on the index compared to the EPI-INF.<br><br>e.g. 1 mark:<br>The EPI-MIS scored the higher/The EPI-INF scored lower. | <b>3</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------|---|
| 3        | <p><b>Explain one or more real-world applications of the study by Laney et al. (false memory). Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Examples include:</p> <p>Healthier diets;<br/>Helping cancer patients improve their diets / likelihood of eating;<br/>Treating PTSD.</p> <p>This will be band marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>5</td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td>3–4</td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved.</td></tr><tr><td>1–2</td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td>0</td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | 5 | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved. | 3–4 | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved. | 1–2 | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | 0 | No creditworthy real-world application or description of study only. | 5 |
| Marks    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 5        | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 3–4      | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 1–2      | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |
| 0        | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |   |                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                   |     |                                                                                                                                               |   |                                                                      |   |

|      |                                                                                                                                                                                                                                            |   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 4    | <b>From the study by Milgram (obedience):</b>                                                                                                                                                                                              |   |
| 4(a) | <p><b>Identify <u>two</u> characteristics of the learner in this study.</b></p> <p><b>1 mark per correct characteristic</b></p> <p>47 year old;<br/>Male;<br/>Accountant;<br/>Irish-American (stock);<br/>Mild-mannered;<br/>Likeable.</p> | 2 |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(b)     | <p><b>Describe the sample of participants used in this study.</b></p> <p><b>1</b> mark per correct point</p> <p>N=40;<br/>           (all) male;<br/>           Aged 20–50 years;<br/>           From New Haven area;<br/>           Wide range of occupations;<br/>           Postal clerks, teachers, salesman, engineers, laborers (<b>1</b> mark for any 2);<br/>           Range of educational levels;<br/>           Readers of a local newspaper;<br/>           Recruited via volunteer sampling.</p>                                                                                                                                                                                                                                | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the social approach.</b></p> <p><b>2</b> marks = clearly linked to social approach (either through example or assumption)<br/> <b>1</b> mark = partially linked to social approach/assumption of social approach only</p> <p>e.g.:<br/>           The study was looking at how an individual affects people's ability to be obedient (<b>1</b> mark). The experimenter would give prods to participants when they refused to stop to try to keep them giving larger and larger shocks (<b>1</b> mark).</p>                                                                                                                                                                                               | <b>2</b> |
| 5        | <p><b>Describe the procedure of the study by Andrade (doodling) from the point when the tape had finished playing.</b></p> <p><b>1</b> mark per correct procedural point made</p> <p>The experimenter collected in the response sheets;<br/>           They engaged participants (for 1 minute) in conversation;<br/>           The experimenter apologised for misleading them about the memory test / they were given a surprise recall test;<br/>           Half the participants were asked to recall names/party-goers first;<br/>           Half the participants were asked to recall the places mentioned first;<br/>           Debriefing then happened;<br/>           Participants were asked if they suspected a memory test.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6        | <p><b>Describe the psychology that is being investigated in the study by Bandura et al. (aggression).</b></p> <p>1 mark per 'psychology' point made<br/> 1 identification mark is available<br/> 1 mark available for an explicit example from the study</p> <p>Creditworthy 'psychology' includes Social Learning Theory, frustration-aggression, delayed imitation.</p> <p>e.g.:<br/> Social Learning theory was being investigated which centres around observing and imitating behaviours;<br/> People pay attention to a role model;<br/> They retain this information in their memory;<br/> They must feel like they are capable of imitating the behaviour;<br/> They must feel motivated to want to imitate the behaviour / feel will get rewarded for imitation.</p> <p>Aggression can be physical (hitting) and verbal (shouting).</p> <p>Delayed imitation is when someone witnesses a behaviour at one time point, but only reproduces that behaviour at a different time point.</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7        | <b>From the study by Pepperberg (parrot learning):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |       |
| 7(a)     | <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/> 1 mark = partial aim</p> <p>e.g.:<br/> To investigate whether a parrot could learn the concepts of same/different (2 marks);<br/> To investigate whether a parrot could comprehend symbolic understanding of same/different (2 marks);<br/> To see if a parrot can differentiate between objects (1 mark);<br/> To test animal cognition in a parrot (1 mark).</p>        | 2     |
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p>1 mark = appropriate methodological weakness<br/> 1 mark = applying it to Pepperberg</p> <p>e.g.:<br/> The sample size was one, making generalisability difficult (1 mark). Alex may have been 'qualitatively' different to other parrots so he may not represent a large population of them / wild parrots (1 mark);<br/> The study lacked ecological validity (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p><b>1</b> mark for what the application is (clearly based on Pepperberg)<br/> <b>1</b> mark for how it will be achieved</p> <p>e.g.:<br/> Teaching animals using the Model/Rival Technique can be used in other settings / therapy settings (<b>1</b> mark: how);<br/> Service dogs may be taught which tablets are same/different for people who need help identifying the correct medication (<b>1</b> mark: what);<br/> Teaching children using the Model/Rival Technique can be used in the classroom (<b>1</b> mark: how).</p>                                                                                                                                                                                                                                                                                                   | <b>2</b> |
| 8(a)     | <p><b>Outline what is meant by individual and situational explanations of behaviour, using any examples. Do <u>not</u> refer to the study by Piliavin et al. (subway Samaritans) in your answer.</b></p> <p><b>1</b> mark = defining individual + <b>1</b> mark example (non-Piliavin)<br/> <b>1</b> mark = defining situational + <b>1</b> mark example (non-Piliavin)</p> <p>e.g.:<br/> The individual explanation states that we behave because of our personality (<b>1</b> mark). For example, a person wants to go snowboarding because they are an extravert (<b>1</b> mark);</p> <p>The situational explanation states that we behaviour because of the environment we find ourselves in / our surroundings / other people around us (<b>1</b> mark). For example, in the Bandura study the children imitated the model later on because they had already witnessed/observed the model acting aggressively (so they did).</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------|---|---|-------------------------|---|---|
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Piliavin et al. supports the individual explanation of helping behaviour and how <u>one</u> result supports the situational explanation of helping behaviour.</b></p> <p>For each result:</p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br/>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational.</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br/>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational.</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td>0</td></tr> </tbody> </table> <p>e.g. individual:<br/>The observers recorded comments from people about their helping or non-helping behaviour. Examples of these were 'I wish I could help him but I am not strong enough' or 'It's for men to help'.<br/>These are individual beliefs about the incident and can help to explain helping/non-helping behaviour. Each person had a different 'take' on the incident and decided what to do based on that.</p> <p>e.g. situational:<br/>Only on 73% of trials did people help a black drunk victim whereas for the other three conditions (e.g. white drunk victim), on 100% of trials was help given when no model as present.<br/>Clearly, the situation that involved an interaction between a particular race and condition of victim stopped some people from helping. This situation had decreased helping behaviour in people in those trials.</p> | Level | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational. | 4 | 3 | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational. | 3 | 2 | The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational. | 2 | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | 1 | 0 | No creditworthy answer. | 0 | 8 |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 3        | The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;<br>The result presented has <b>no</b> meaningful comparison <b>but</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 2        | The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;<br>The result presented is not clear <b>but</b> there is an attempt at explaining how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0     |          |       |   |                                                                                                                                            |   |   |                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                       |   |   |                                                                                                            |   |   |                         |   |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Dement and Kleitman (sleep and dreams) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about generalisations.</b></p> <p>Strengths include: reliability, qualitative data, quantitative data<br/>Weaknesses include: ethics, validity (external), generalisability</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 0 (0 marks)</b><br/>No response worthy of credit.</p> </div> | 10    |

## 7 2020 | Oct/Nov | Variant 3 | 9990\_w20\_qp\_13

### Topic & Sub-topic Index of Questions

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9990/13

October/November 2020

**1 hour 30 minutes**

You must answer on the question paper.

No additional materials are needed.

- 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.

- 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. Blank pages are indicated.

Answer **all** questions.

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

- (a) Two stooges were used to manipulate emotional states. One of these stooges attempted to manipulate euphoria.

Name the other emotional state manipulated in this study.

..... [1]

- (b) Name **two** categories an observer used to code the participants' behaviour during the euphoria conditions.

1 .....

.....

2 .....

..... [2]

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

.....

.....

.....

..... [2]

2 (a) In the study by Pepperberg, Alex the parrot was trained using the Model/Rival technique. Outline the procedure of this technique.

.....

.....

.....

.....

.....

..... [3]

- (b) Name **one** colour, **one** shape and **one** material that Alex the parrot could already vocalise before the study began.

Colour: .....

Shape: .....

Material: ..... [3]

- 3 Explain one or more real-world applications of the study by Milgram (obedience).  
Do **not** refer to more than three applications in your answer.

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..... [5]

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

(a) Outline **one** way in which the participants were deceived in this study.

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..... [2]

(b) Describe the sample of participants used in this study.

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..... [3]

(c) Explain why this study is from the social approach.

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..... [2]

- 5 Describe how Saavedra and Silverman used the Child Anxiety and Phobia Program to diagnose the boy who had a phobia of buttons.

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..... [4]

- 6 Describe the psychology that is being investigated in the study by Dement and Kleitman (sleep and dreams).

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..... [5]

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

(a) Outline **one** aim of this study.

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..... [2]

(b) Outline **one** methodological weakness of this study.

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..... [2]

(c) Suggest **one** real-world application based on the procedure of this study.

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..... [2]

8 (a) Outline what is meant by individual and situational explanations of behaviour, using any examples. Do **not** refer to the study by Bandura et al. (aggression) in your answer.

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- (b) Explain how **one** result from the study by Bandura et al. supports the individual explanation of aggression and how **one** result supports the situational explanation of aggression.

Result that supports the individual explanation of aggression: .....

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Explain how: .....

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Result that supports the situational explanation of aggression: .....

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Explain how: .....

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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 using repeated measures.

[illegible]







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## Cambridge International AS & A Level

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**PSYCHOLOGY**

**9990/13**

Paper 1 Approaches, Issues and Debates

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 60

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|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1        | <b>From the study by Schachter and Singer (two factors in emotion):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| 1(a)     | <p><b>Two stooges were used to manipulate emotional states. One of these stooges attempted to manipulate euphoria.</b></p> <p><b>Name the other emotional state manipulated in this study.</b></p> <p>1 mark for correct answer</p> <p>Anger/angry.</p>                                                                                                                                                                                                                                  | 1     |
| 1(b)     | <p><b>Name <u>two</u> categories an observer used to code the participants' behaviour during the euphoria conditions.</b></p> <p>1 mark per correct category named</p> <p>Joins in activity;<br/>Initiates new activity;<br/>Ignores stooge;<br/>Watches stooge.</p>                                                                                                                                                                                                                     | 2     |
| 1(c)     | <p><b>Outline <u>one</u> conclusion from this study.</b></p> <p>2 marks = full conclusion<br/>1 mark = partial conclusion<br/>0 marks = purely results</p> <p>e.g.:<br/>There are two factors involved when we experience emotions:<br/>a physiological/biological one and a psychological/cognitive one (2 marks);</p> <p>The findings supported the two-factor theory of emotion (1 mark);</p> <p>The highest pulse rate change was in the anger condition with EPI-IGN (0 marks).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(a)     | <p><b>In the study by Pepperberg, Alex the parrot was trained using the Model/Rival technique.</b></p> <p><b>Outline the procedure of this technique.</b></p> <p>1 mark per correct point</p> <p>One human acts as a trainer to a second human;<br/>They present objects and ask questions about the objects;<br/>They are given praise and rewarded for correct answers;<br/>They show disapproval of incorrect answers;<br/>They also act as a rival for the trainer's attention;<br/>The parrot is allowed to participate in any verbal exchanges.</p> | 3     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(b)     | <p><b>Name <u>one</u> colour, <u>one</u> shape and <u>one</u> material that Alex the parrot could already vocalise before the study began.</b></p> <p><b>1 mark per correct answer</b><br/>If more than one given, only mark the first answer.</p> <p><b>Colour:</b> green, red/rose, blue, yellow, grey (<b>1 mark</b>).</p> <p><b>Shape:</b> 2-corners, 3-corners, 4-corners, 5-corners, football, triangular, square, pentagon (<b>1 mark</b>);</p> <p><b>Material:</b> paper, wood, (raw)hide, cork (<b>1 mark</b>).</p> | <b>3</b> |

| Question   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------|---|
| 3          | <p><b>Explain one or more real-world applications of the study by Milgram (obedience).</b><br/><b>Do <u>not</u> refer to more than three applications in your answer.</b></p> <p>Suitable example include:</p> <p>War crimes;<br/>Explaining antisocial behaviours.</p> <p>This will be band marked as follows:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td><b>5</b></td><td><b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.</td></tr><tr><td><b>3-4</b></td><td><b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br/><b>OR</b><br/><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.</td></tr><tr><td><b>1-2</b></td><td><b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td></tr><tr><td><b>0</b></td><td>No creditworthy real-world application or description of study only.</td></tr></table> | Marks | Description | <b>5</b> | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved. | <b>3-4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved. | <b>1-2</b> | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved. | <b>0</b> | No creditworthy real-world application or description of study only. | 5 |
| Marks      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>5</b>   | <b>One</b> application suggested in depth and it is clear what the application is and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested in less depth but still clearly showing what the application is and how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>3-4</b> | <b>One</b> application suggested which has some detail with the application identifiable and how it will be achieved;<br><b>OR</b><br><b>More than one</b> application suggested that are brief, but the application is identifiable with how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>1-2</b> | <b>One or more</b> application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |
| <b>0</b>   | No creditworthy real-world application or description of study only.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |             |          |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                    |            |                                                                                                                                               |          |                                                                      |   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4        | <b>From the study by Piliavin et al. (subway Samaritans):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| 4(a)     | <p><b>Outline <u>one</u> way in which the participants were deceived in this study.</b></p> <p><b>2 marks = full answer</b><br/><b>1 mark = partial answer</b></p> <p>e.g.:<br/>The incident of someone falling over was not real (1 mark). The ‘participants’ witnessing it did not know that it was part of a study (1 mark).<br/>They thought the victim was drunk (1 mark).</p> <p>They thought that the model was just another person (like them) (1 mark).</p>                                                                                                                                                                                                                                                                               | <b>2</b> |
| 4(b)     | <p><b>Describe the sample of participants used in this study.</b></p> <p><b>1 mark per correct point</b></p> <p>(Approximately) 4450;<br/>Travelling on a (New York) subway;<br/>45% black / 55% white;<br/>Unsolicited / never knew / never asked to participate;<br/>Males <b>and</b> females;<br/>between X and Y stations / between X and Y times / in either direction.</p>                                                                                                                                                                                                                                                                                                                                                                   | <b>3</b> |
| 4(c)     | <p><b>Explain why this study is from the social approach.</b></p> <p><b>2 marks = clearly linked to social approach (either through example or assumption)</b><br/><b>1 mark = partially linked to social approach / assumption of the social approach only</b></p> <p>e.g.:<br/>One of the assumptions of the social approach is that behaviour is influenced by other individuals. This was clearly shown here as fewer people helped when a model had already offered help (compared to when no model was present (2 marks).</p> <p>They were affected by the social context of witnessing a drunk person needing help (1 mark).</p> <p>When there was a larger group, it affected their behaviour as they were faster at helping (1 mark).</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5        | <p><b>Describe how Saavedra and Silverman used the Child Anxiety and Phobia Program to diagnose the boy who had a phobia of buttons.</b></p> <p>1 mark per correct point</p> <p><b>Both</b> mother and child were interviewed;<br/>Using a standardised interview schedule for phobia;<br/>This was the ADIS-C/P;<br/>He was also assessed against DSM-IV;<br/>Both of these had to produce a 'positive' result of a phobia of buttons.</p> | 4     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6        | <p><b>Describe the psychology that is being investigated in the study by Dement and Kleitman (sleep and dreams).</b></p> <p>1 mark per 'psychology' point made<br/>1 identification mark is available<br/>1 mark available for an explicit example from the study</p> <p>Creditworthy 'psychology' includes sleep patterns, dreaming, REM, nREM, EEGs.</p> <p>e.g.:<br/>Rapid Eye Movement / REM sleep is a phase of sleep where a person is paralysed;<br/>Their eyes flicker and they can breathe but all other muscles are paralysed;<br/>Non Rapid Eye Movement / nREM sleep are the other stages of sleep and they differ in brain activity;</p> <p>Dreaming is a subjective experience of imagery while we are asleep;</p> <p>Electroencephalograms (EEGs) measure brain wave activity;<br/>They are used to measure the amplitude and frequency of brain waves.</p> | 5     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7        | <b>From the study by Baron-Cohen et al. (eyes test):</b>                                                                                                                                                                                                                                                                                                    |       |
| 7(a)     | <p><b>Outline <u>one</u> aim of this study.</b></p> <p>2 marks = full aim<br/>1 mark = brief/partial aim</p> <p>e.g.:<br/>To investigate if people diagnosed with AS/HFA perform less well / poorly on the (Revised) Eyes Test (2 marks);<br/>To improve the original eyes test (1 mark);<br/>To investigate sex differences in the eyes test (1 mark).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7(b)     | <p><b>Outline <u>one</u> methodological weakness of this study.</b></p> <p>1 mark = identifying an appropriate methodological weakness<br/>1 mark = applying it to Baron-Cohen</p> <p>e.g.:<br/>The eyes test lacks mundane realism (1 mark). People do not judge emotions purely on eyes as they may use other cues like body language and speech to judge (1 mark).</p> <p>The sample size for the AS/HFA group was small (1 mark).</p>                                                                                                                                                                                                                        | 2     |
| 7(c)     | <p><b>Suggest <u>one</u> real-world application based on the procedure of this study.</b></p> <p>1 mark for what the application is (clearly based on Baron-Cohen)<br/>1 mark for how it will be achieved</p> <p>e.g.:<br/>Teachers may wish to use the Eyes Test to see what level of social intelligence their students have (1 mark: how). Those scoring low could have extra lessons to help improve their detection of emotions (1 mark: what).</p> <p>Psychologists may wish to use the Eyes Test to help diagnose autism (1 mark: what). Patients could take the test alongside DSM/ICD criteria to ensure a correct diagnosis happens (1 mark: how).</p> | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 8(a)     | <p><b>Outline what is meant by individual and situational explanations of behaviour, using any examples. Do <u>not</u> refer to the study by Bandura et al. (aggression) in your answer.</b></p> <p>1 mark = defining individual + 1 mark example (non-Bandura)<br/>1 mark = defining situational + 1 mark example (non-Bandura)</p> <p>e.g.:<br/>The individual explanation states that we behave because of our personality (1 mark). For example, a person wants to go snowboarding because they are an extravert (1 mark);</p> <p>The situational explanation states that we behaviour because of the environment we find ourselves in / our surroundings / other people around us (1 mark). For example, in the Milgram study people were obedient because they were in a (prestigious) university.</p> | 4     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-------|---|--------------------------------------------------------------------------------------------------------------------------------------------|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|------------------------------------------------------------------------------------------------------------|----------|---|-------------------------|----------|----------|
| 8(b)     | <p><b>Explain how <u>one</u> result from the study by Bandura et al. supports the individual explanation of aggression and how <u>one</u> result supports the situational explanation of aggression.</b></p> <p>For each result:</p> <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.</td><td><b>4</b></td></tr> <tr> <td>3</td><td> <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p> </td><td><b>3</b></td></tr> <tr> <td>2</td><td> <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p> </td><td><b>2</b></td></tr> <tr> <td>1</td><td>The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.</td><td><b>1</b></td></tr> <tr> <td>0</td><td>No creditworthy answer.</td><td><b>0</b></td></tr> </tbody> </table> <p>e.g. individual:<br/>Around one-third of participants in the aggressive conditions imitated the <i>nonaggressive</i> remarks/speech made by the model. None of the nonaggressive/control group did. This could indicate that some of the participants (the 1/3) had a personality type, etc., that meant they were more likely to imitate <i>any</i> behaviour.</p> <p>e.g. situational:<br/>Participants were much more likely to imitate physical/verbal aggression after observing an aggressive model compared to a non-aggressive model. This could indicate that the situation of having to witness aggression increased the likelihood that the participant imitated aggressive acts (physical/verbal).</p> | Level    | Criteria | Marks | 4 | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational. | <b>4</b> | 3 | <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p> | <b>3</b> | 2 | <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p> | <b>2</b> | 1 | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining. | <b>1</b> | 0 | No creditworthy answer. | <b>0</b> | <b>8</b> |
| Level    | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks    |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 4        | The result presented has a meaningful comparison <b>and</b> the candidate clearly explains how the result supports individual/situational.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>4</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 3        | <p>The result presented has a meaningful comparison <b>and</b> there is a brief attempt at explaining how the result supports individual/situational;</p> <p>The result presented has <b>no</b> meaningful comparison, <b>but</b> the candidate clearly explains how the result supports individual/situational.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>3</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 2        | <p>The result presented has a meaningful comparison, <b>but</b> there is no attempt at explanation or explanation is not about individual/situational;</p> <p>The result presented is not clear, <b>but</b> there is an implicit attempt at explaining how the result supports individual/situational.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>2</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 1        | The result presented has <b>no</b> meaningful comparison <b>or</b> there is a basic attempt at explaining.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>1</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |
| 0        | No creditworthy answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>0</b> |          |       |   |                                                                                                                                            |          |   |                                                                                                                                                                                                                                                                                                                      |          |   |                                                                                                                                                                                                                                                                                                            |          |   |                                                                                                            |          |   |                         |          |          |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9        | <p><b>Evaluate the study by Yamamoto et al. (chimpanzee helping) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about using repeated measures.</b></p> <p>Strengths include: use of repeated measures, validity (internal), reliability, ethics</p> <p>Weaknesses include: use of repeated measures, ethics, validity (external)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 4 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is comprehensive;</li> <li>• Answer demonstrates evidence of careful planning, organisation and selection of material;</li> <li>• Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout;</li> <li>• Answer demonstrates an excellent understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 3 (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is good;</li> <li>• Answer demonstrates some planning and is well organised;</li> <li>• Analysis is often evident but may not be consistently applied;</li> <li>• Answer demonstrates a good understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 2 (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is mostly appropriate but limited;</li> <li>• Answer demonstrates limited organisation or lacks clarity;</li> <li>• Analysis is limited;</li> <li>• Answer lacks consistent levels of detail and demonstrates a limited understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Evaluation is basic;</li> <li>• Answer demonstrates little organisation;</li> <li>• There is little or no evidence of analysis;</li> <li>• Answer does not demonstrate understanding of the material.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Level 0 (0 marks)</b></p> <p>No response worthy of credit.</p> </div> | 10    |

## A Topical Questions Tracker

### A.1 The core studies

#### A.1.1 Biological approach

|                |               |                           |
|----------------|---------------|---------------------------|
| 9990_m20_qp_12 | Question: 9   | Page: <a href="#">11</a>  |
| 9990_s20_qp_11 | Question: 4 a | Page: <a href="#">33</a>  |
| 9990_s20_qp_11 | Question: 4 b | Page: <a href="#">33</a>  |
| 9990_s20_qp_12 | Question: 7 a | Page: <a href="#">58</a>  |
| 9990_s20_qp_12 | Question: 7 b | Page: <a href="#">58</a>  |
| 9990_s20_qp_13 | Question: 1 a | Page: <a href="#">76</a>  |
| 9990_s20_qp_13 | Question: 1 b | Page: <a href="#">76</a>  |
| 9990_s20_qp_13 | Question: 1 c | Page: <a href="#">76</a>  |
| 9990_s20_qp_13 | Question: 7 a | Page: <a href="#">81</a>  |
| 9990_s20_qp_13 | Question: 7 b | Page: <a href="#">81</a>  |
| 9990_w20_qp_11 | Question: 3   | Page: <a href="#">100</a> |
| 9990_w20_qp_11 | Question: 6   | Page: <a href="#">102</a> |
| 9990_w20_qp_12 | Question: 9   | Page: <a href="#">130</a> |
| 9990_w20_qp_13 | Question: 6   | Page: <a href="#">151</a> |

#### A.1.2 Cognitive approach

|                |               |                           |
|----------------|---------------|---------------------------|
| 9990_m20_qp_12 | Question: 1 a | Page: <a href="#">5</a>   |
| 9990_m20_qp_12 | Question: 1 b | Page: <a href="#">5</a>   |
| 9990_m20_qp_12 | Question: 1 c | Page: <a href="#">5</a>   |
| 9990_m20_qp_12 | Question: 6 a | Page: <a href="#">8</a>   |
| 9990_m20_qp_12 | Question: 6 b | Page: <a href="#">8</a>   |
| 9990_m20_qp_12 | Question: 6 c | Page: <a href="#">8</a>   |
| 9990_s20_qp_11 | Question: 7 a | Page: <a href="#">36</a>  |
| 9990_s20_qp_11 | Question: 7 b | Page: <a href="#">36</a>  |
| 9990_s20_qp_12 | Question: 3 a | Page: <a href="#">54</a>  |
| 9990_s20_qp_12 | Question: 3 b | Page: <a href="#">54</a>  |
| 9990_s20_qp_12 | Question: 3 c | Page: <a href="#">54</a>  |
| 9990_s20_qp_12 | Question: 6 a | Page: <a href="#">57</a>  |
| 9990_s20_qp_12 | Question: 6 b | Page: <a href="#">58</a>  |
| 9990_s20_qp_12 | Question: 6 c | Page: <a href="#">58</a>  |
| 9990_s20_qp_13 | Question: 3 a | Page: <a href="#">77</a>  |
| 9990_s20_qp_13 | Question: 3 b | Page: <a href="#">77</a>  |
| 9990_s20_qp_13 | Question: 3 c | Page: <a href="#">77</a>  |
| 9990_w20_qp_11 | Question: 1 a | Page: <a href="#">99</a>  |
| 9990_w20_qp_11 | Question: 1 b | Page: <a href="#">99</a>  |
| 9990_w20_qp_11 | Question: 1 c | Page: <a href="#">99</a>  |
| 9990_w20_qp_12 | Question: 5   | Page: <a href="#">127</a> |
| 9990_w20_qp_13 | Question: 7 a | Page: <a href="#">152</a> |
| 9990_w20_qp_13 | Question: 7 b | Page: <a href="#">152</a> |
| 9990_w20_qp_13 | Question: 7 c | Page: <a href="#">152</a> |

#### A.1.3 Learning approach

|                |               |                          |
|----------------|---------------|--------------------------|
| 9990_m20_qp_12 | Question: 2 a | Page: <a href="#">5</a>  |
| 9990_m20_qp_12 | Question: 2 b | Page: <a href="#">6</a>  |
| 9990_m20_qp_12 | Question: 5   | Page: <a href="#">7</a>  |
| 9990_s20_qp_11 | Question: 1 a | Page: <a href="#">31</a> |
| 9990_s20_qp_11 | Question: 1 b | Page: <a href="#">31</a> |
| 9990_s20_qp_11 | Question: 1 c | Page: <a href="#">31</a> |

|                |                   |                           |
|----------------|-------------------|---------------------------|
| 9990_s20_qp_12 | Question: 9       | Page: <a href="#">61</a>  |
| 9990_s20_qp_13 | Question: 4 a     | Page: <a href="#">78</a>  |
| 9990_s20_qp_13 | Question: 4 b     | Page: <a href="#">78</a>  |
| 9990_s20_qp_13 | Question: 8 a     | Page: <a href="#">82</a>  |
| 9990_s20_qp_13 | Question: 8 b     | Page: <a href="#">83</a>  |
| 9990_w20_qp_11 | Question: 4 a(i)  | Page: <a href="#">101</a> |
| 9990_w20_qp_11 | Question: 4 a(ii) | Page: <a href="#">101</a> |
| 9990_w20_qp_11 | Question: 4 b     | Page: <a href="#">101</a> |
| 9990_w20_qp_11 | Question: 4 c     | Page: <a href="#">101</a> |
| 9990_w20_qp_11 | Question: 8 a     | Page: <a href="#">103</a> |
| 9990_w20_qp_11 | Question: 8 b     | Page: <a href="#">104</a> |
| 9990_w20_qp_12 | Question: 6       | Page: <a href="#">127</a> |
| 9990_w20_qp_13 | Question: 5       | Page: <a href="#">151</a> |
| 9990_w20_qp_13 | Question: 8 b     | Page: <a href="#">153</a> |

#### **A.1.4 Social approach**

|                |               |                           |
|----------------|---------------|---------------------------|
| 9990_m20_qp_12 | Question: 4 a | Page: <a href="#">7</a>   |
| 9990_m20_qp_12 | Question: 4 b | Page: <a href="#">7</a>   |
| 9990_m20_qp_12 | Question: 8 a | Page: <a href="#">9</a>   |
| 9990_m20_qp_12 | Question: 8 b | Page: <a href="#">10</a>  |
| 9990_s20_qp_11 | Question: 3 a | Page: <a href="#">32</a>  |
| 9990_s20_qp_11 | Question: 3 b | Page: <a href="#">32</a>  |
| 9990_s20_qp_11 | Question: 3 c | Page: <a href="#">32</a>  |
| 9990_s20_qp_11 | Question: 8 a | Page: <a href="#">37</a>  |
| 9990_s20_qp_11 | Question: 8 b | Page: <a href="#">38</a>  |
| 9990_s20_qp_12 | Question: 1 a | Page: <a href="#">53</a>  |
| 9990_s20_qp_12 | Question: 1 b | Page: <a href="#">53</a>  |
| 9990_s20_qp_12 | Question: 1 c | Page: <a href="#">53</a>  |
| 9990_s20_qp_12 | Question: 8 a | Page: <a href="#">59</a>  |
| 9990_s20_qp_13 | Question: 6 a | Page: <a href="#">80</a>  |
| 9990_s20_qp_13 | Question: 6 b | Page: <a href="#">81</a>  |
| 9990_s20_qp_13 | Question: 6 c | Page: <a href="#">81</a>  |
| 9990_w20_qp_11 | Question: 2 a | Page: <a href="#">99</a>  |
| 9990_w20_qp_11 | Question: 2 b | Page: <a href="#">100</a> |
| 9990_w20_qp_11 | Question: 9   | Page: <a href="#">105</a> |
| 9990_w20_qp_12 | Question: 4 a | Page: <a href="#">126</a> |
| 9990_w20_qp_12 | Question: 4 b | Page: <a href="#">126</a> |
| 9990_w20_qp_12 | Question: 4 c | Page: <a href="#">126</a> |
| 9990_w20_qp_12 | Question: 8 b | Page: <a href="#">129</a> |
| 9990_w20_qp_13 | Question: 3   | Page: <a href="#">149</a> |
| 9990_w20_qp_13 | Question: 4 a | Page: <a href="#">150</a> |
| 9990_w20_qp_13 | Question: 4 b | Page: <a href="#">150</a> |
| 9990_w20_qp_13 | Question: 4 c | Page: <a href="#">150</a> |