



Cambridge International AS & A Level

CANDIDATE
NAME

CENTRE
NUMBER

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

CANDIDATE
NUMBER

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|



PSYCHOLOGY

9990/11

Paper 1 Approaches, Issues and Debates

May/June 2021

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

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

INFORMATION

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

This document has **8** pages.

Answer **all** questions.

1 From the study by Milgram (obedience):

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

..... [1]

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

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

(c) Milgram suggested one reason for obedience was the payment to the participant (teacher).
Suggest **one** reason for obedience in this study, other than the payment.

.....
..... [1]

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

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

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

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

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

3

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

1

.....

2

..... [2]

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

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

1

.....

2

.....

3

..... [3]

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

.....

.....

.....

..... [2]

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

.....

.....

.....

..... [2]

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

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

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

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

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

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

Name this disorder.

..... [1]

(b) Describe the Feelings Thermometer.

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

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

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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

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

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

.....

.....

.....

.....

.....

.....

..... [3]

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

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

1

2

3 [3]

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

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

1

.....

.....

.....

2

.....

.....

..... [4]

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [10]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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