



# Cambridge International AS & A Level

CANDIDATE  
NAME

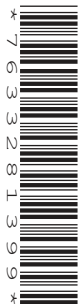
--

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**PSYCHOLOGY**

**9990/12**

Paper 1 Approaches, Issues and Debates

**February/March 2020**

**1 hour 30 minutes**

You must answer on the question paper.

No additional materials are needed.

## INSTRUCTIONS

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

## INFORMATION

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

This document has **12** pages. Blank pages are indicated.

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.

.....  
.....  
.....  
..... [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.

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

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

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

3 From the study by Pepperberg (parrot learning):

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

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

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

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

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

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

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

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

.....  
.....  
.....  
..... [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.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [5]

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

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

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

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

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

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

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

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

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

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

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

.....  
.....  
.....  
..... [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 .....

.....  
.....  
.....  
.....

2 .....

.....  
.....  
.....  
..... [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: .....

.....  
.....  
.....  
.....

Explain how: .....

.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....

Explain how: .....

.....  
.....  
.....  
.....

[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]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





**BLANK PAGE**

---

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

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