

## **Cambridge International Examinations**

Cambridge International Advanced Subsidiary and Advanced Level

CANDIDATE NAME					
CENTRE NUMBER			CANDIDATE NUMBER		

7097533833

PSYCHOLOGY 9990/13

Paper 1 Approaches, Issues and Debates

May/June 2018

1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

## **READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams and graphs.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer all questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.



## Answer all questions.

1	Froi	m the study by Pepperberg (parrot learning):	
	(a)	State the aim of this study.	
			[ו]
	(b)	Three categories were used when training Alex the parrot. The first was colour and the second was shape.	nd
		What was the third category?	
			[1]
	(c)	Outline <b>one</b> result about the performance of Alex the parrot from the 'probes' questions.	
2	The	study by Laney et al. (false memory) used a sample of adults in Experiment 1.	
_		Identify <b>two</b> other features of this sample.	
		1	
		2	
			 [2]
	(b)	Outline <b>one</b> methodological problem that could arise if children were used as participants this study.	in
			ر – ،

© UCLES 2018 9990/13/M/J/18

`	he study by Canli et al. (brain scans and emotions) used a procedure with participants in an flunctional magnetic resonance imaging) scanner.							
(a)	Describe the presentation of the images in the scanner.							
(b)	Identify one control used within the scanner, other than the way the images were present							
	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can							
Con								
Con Des	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.							
Con Des	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  Scribe the results of the performance from Cleo and Pan in this condition.							
Con Des	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  Scribe the results of the performance from Cleo and Pan in this condition.							
Con Des	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  Scribe the results of the performance from Cleo and Pan in this condition.							
Con Des Cled	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  Scribe the results of the performance from Cleo and Pan in this condition.							
Con Des Cled	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  cribe the results of the performance from Cleo and Pan in this condition.							
Con Des Cled	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  cribe the results of the performance from Cleo and Pan in this condition.							
Con Des Cled	ne study by Yamamoto et al. (chimpanzee helping), the first test was called the 'First "Can idition'.  cribe the results of the performance from Cleo and Pan in this condition.							

The	e study by Baron-Cohen et al. (eyes test) is based on the concept of 'Theory of Mind'.	
(a)	Describe what is meant by 'Theory of Mind'.	
		[4]
(b)	Outline how <b>one</b> result from this study supports the concept of 'Theory of Mind'.	
		[2]

© UCLES 2018 9990/13/M/J/18

6	(a)	At the start of the procedure of the study by Milgram (obedience), the participant and the stooge were apparently randomly allocated to the roles of teacher or learner. Later the paired-associate learning task began.
		Describe the procedure <b>between</b> these two events.
		[5]
	(b)	Explain <b>one</b> reason why the procedure was standardised in the study by Milgram.
		[3]

7	(a)	Outline <b>one</b> assumption of the learning approach, including any example in your answer.
		[2]
	(b)	Studies from the learning approach can help with real-world applications.
		Describe how the results of the study by Saavedra and Silverman (button phobia) can help with understanding and/or treating phobias.
		[4]
	(c)	Outline <b>one</b> other real-world application based on the results or conclusions from the study by Saavedra and Silverman.

© UCLES 2018 9990/13/M/J/18

8 (a)	Describe the materials that were used in <b>both</b> the 'doodling' condition <b>and</b> the 'control' condition in the study by Andrade.
	[4]
(b)	Explain <b>one</b> similarity and <b>one</b> difference between the study by Andrade and <b>one</b> other core
(D)	study from the cognitive approach.

measures.	esses. At least	, , ,		. po		
measures.						
•••••			•••••		 	

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 International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

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