

Cambridge Assessment International Education

Cambridge International Advanced Subsidiary and Advanced Level

CANDIDATE NAME			
CENTRE NUMBER		CANDIDATE NUMBER	
	_		222244

511919340

PSYCHOLOGY 9990/12

Paper 1 Approaches, Issues and Debates

May/June 2019
1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

You may use an HB pencil for any diagrams 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	In h	is stu	udy, Milgram used a fake shock generator to measure levels of obedience.
	(a)	(i)	What was the voltage increment from one switch to the next on the generator?
			[1
		(ii)	What label was underneath the switches from 375–420 volts on the generator?
			[1
	((iii)	How many participants pressed the maximum voltage switch, labelled 450 volts?
			[1
	(b)	Out	line one conclusion from this study.
			[2
2	Fror	n the	e study by Schachter and Singer (two factors in emotion):
	(a)		line what the participants in the 'Epinephrine Ignorant (EPI IGN)' group were told during rinjection.
	(b)	'Ері	cribe the results from the Activity Index measure in the Euphoria condition for the nephrine Ignorant (EPI IGN)' group compared to the 'Epinephrine Misinformed (EPI MIS) up. You must use data in your answer.

(a)	Desc	cribe on	e aim	of this	study.								
												 	[2
(b)	Desc	cribe on	e strer	ngth of	this s	tudy.							
Des	scribe	the 'Age										 	[2
Des	escribe	the 'Age							/ by Ba	andura	et al.		
			gressic	on Aro	usal' p	rocedu	ıre in th	e study	/ by Ba	andura	et al.		
			gressic	on Aro	usal' p	rocedu	ıre in th	e study	/ by Ba	andura	et al.	 	[2
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			gressio	on Aro	usal' p	rocedu	ire in th	e study	/ by Ba	andura	et al.	 	
			gressio	on Aro	usal' p	rocedu	ire in th	e study	/ by Ba	andura	et al.	 	
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			gressio	on Aro	usal' p	rocedu	ire in th	e study	/ by Ba	andura	et al.	 	

5	Fro	m the study by Laney et al. (false memory):
	(a)	Identify two characteristics of the sample used in Experiment 1.
		1
		2
		[2]
	(b)	The Restaurant Questionnaire measures the likelihood of eating certain foods.
		Explain one reason why it may not measure this accurately.
		[2]
6		eacher, Rachael, has a new class of children aged six years. She wants the children to help h other more often in the classroom and asks you for advice.
		line the advice you would give to Rachael, using your knowledge of the study by Yamamoto I. (chimpanzee helping).
	••••	
	••••	
	••••	
		[4]

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7	From the study by Canli et al. (brain scans and emotions):
	Describe and result about the ratings of emotional intensity of the scenes and and result about

7

Describe **one** result about the ratings of emotional intensity of the scenes and **one** result about the percentage of participants who 'remembered' the scene across intensity ratings. You must use data for **one** of these results.

the ratings of emotional intensity of the scenes	
the percentage of participants who 'remembered' the scene across intensity ratings	
1	5

8

9

(a)	Outline what is meant by the 'nature-nurture debate'.
	[2
(b)	Outline why Duncan is correct, using evidence in your answer.
	[4
(a)	Describe two of the independent variables in the study by Piliavin et al. (subway Samaritans)
	1
	2
	[4

7 (b) Explain whether each guideline below was broken in the study by Piliavin et al. (subway Samaritans): debriefing deception confidentiality protection debriefing confidentiality protection[8]

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