



Cambridge International AS & A Level

PSYCHOLOGY

9990/11

Paper 1 Approaches, Issues and Debates

May/June 2022

MARK SCHEME

Maximum Mark: 60

Published

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.

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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:

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**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	From the study by Bandura et al. (aggression): State the number of participants used in <u>each</u> of the experimental groups in this study. 1 mark for the correct answer 6 or 24	1
1(b)	Outline how the participants were allocated to one of the conditions in this study. 1 mark for: By adding (summing) the scores on the (four) aggression scales OR Using the aggression ratings given by the teacher/experimenter. Plus 1 mark for either of the following: Participants were arranged in triplets/matched in groups; Participants assigned at random (to one of the conditions/groups).	2
1(c)	Identify <u>one</u> example of imitative verbal aggression shown in this study. 1 mark for a correct example Sock him; Hit him down; Kick him; Throw him in the air; Pow.	1

Question	Answer	Marks
2(a)	From the study by Canli et al. (brain scans and emotions): Scenes from the International Affective Picture System stimuli set were used. Each scene had been rated in two ways. Name these two ways. 1 mark per correct answer Valence; Arousal.	2

Question	Answer	Marks
2(b)	Describe <u>one</u> methodological weakness of this study. 1 mark for the methodological weakness. 1 mark for linking to the study. e.g. The tasks lacked mundane realism (1 mark). Rating pictures whilst having a brain scan/fMRI is not an everyday task (1 mark). There could be issues of generalisability (1 mark). The sample consisted of only females so the findings may not be generalizable (to emotions in males). (1 mark). Other creditworthy weaknesses include: use of self-reports, ecological validity, everyday application, repeated measures, volunteer sample.	2

Question	Answer	Marks
3(a)	From the study by Laney et al. (false memory): Describe the sample used in Experiment 1 of this study. 1 mark per correct point made n=128; Students/undergraduates; University of California; Received course credit (for participation); Mostly female (77%); Mean age of 20.8 years.	3
3(b)	Describe <u>one</u> result from the ‘Memory or Belief?’ questionnaire in Experiment 1 of this study. 2 marks full result (with meaningful comparison). 1 mark partial/brief result (no meaningful comparison). e.g. More participants in the Love group reported having a memory of loving asparagus compared to the Control group (2 marks); More participants in the Love group reported having a belief of loving asparagus compared to the Control group (2 marks); More participants in the Control group reported never having a memory of loving asparagus compared to the Love group (2 marks); The Love group reported more memories of loving asparagus (1 mark);	2

Question	Answer	Marks
4(a)	From the study by Milgram (obedience): Describe the experimenter feedback given to a participant if they did not want to continue with this study. 1 mark per correct point made. The experimenter responded with a series of (four) prods; These were standardised/scripted; For example, please continue / please go on was the first (1 mark available for any example) If the first prod was unsuccessful / the participant insisted to stop / participant refused to continue, then the experimenter moved on to the next one (and so on); The tone was firm (but not impolite); The prods were started again if the participant showed reluctance to continue; There were special prods if physical injury was asked about; Experimenter stated that shocks are painful but no damage would happen; If the participant still refused a final prod was used; Experimenter stated that whether they liked it or not, all words must be learned; They were told that if the learner did not answer / absence of answer then a shock needed to be given; If the final prod was unsuccessful / participant stopped reading words, then the study ended.	4
4(b)	Studies in social psychology can be used to help teachers in the classroom. Suggest how this study could be used to help a teacher with a disobedient class. Your suggestion <u>must</u> be ethical. 1 mark for what the real-world application is. 1 mark for stating how it would be done based on the procedure of Milgram. e.g. A teacher could change the way they dress (1 mark: what) by wearing clothes that show authority like a technician's coat (1 mark: how). The class could be encouraged to be more obedient vocally (1 mark: what) as the teacher can give out commands in a firm tone/stern voice (1 mark: how). There are other creditworthy responses.	2

Question	Answer	Marks
5(a)	From the study by Baron-Cohen et al. (eyes test): Outline <u>one</u> aim of this study. 2 marks full aim/detailed aim. 1 mark brief aim. e.g., 2 marks To test people on a revised Eyes Test to see if some of the original deficits were no longer seen; To see if females would score higher on the Eyes Test compared to males; To see if people with AS/HFA lack/have a Theory of Mind; To investigate if there would be a relationship between AQ and Eyes Test scores; To investigate whether people with AS/HFA are impaired on the (revised version of the) Eyes Test; To investigate whether the Eyes Test can differentiate between a person with AS/HFA and a person without AS/HFA. e.g., 1 mark To improve the Eyes test; To test for Theory of Mind. There are other creditworthy responses.	2
5(b)	Explain <u>one</u> reason why the procedure was standardised in this study. 1 mark for identifying a reason. 1 mark for explaining why it is a reason. 1 mark for linking it to the study (can only be awarded if a reason has been explained). It would allow the study to be more easily replicated (1 mark). Therefore, it could be tested for reliability (1 mark). For example, knowing what was contained in the eyes test (e.g. how many pairs of eyes) means that the study can be replicated exactly (1 mark). It would increase the (internal) validity of the study (1 mark). Therefore, cause and effect are (more) likely to be seen (1 mark). For example, knowing it was autism affecting scores on the eyes test/AQ (1 mark). It can help to reduce extraneous/uncontrolled variables (1 mark). So that we know it is probably having autism or not – the IV (1 mark) causing the change ability to pass the eyes test/AQ – the DV (1 mark). There are other creditworthy responses.	3

Question	Answer	Marks
6	The debate about individual and situational explanations relates to the study by Pepperberg (parrot learning). Outline what is meant by this debate. Include <u>one</u> example from the individual explanation and <u>one</u> example from the situational explanation from the study by Pepperberg. 1 mark for the individual side of argument; 1 mark for example from study. 1 mark for the situational side of argument; 1 mark for example from study. e.g. definitions The individual side refers to behaviours from factors within the person (dispositional); The situational side refers to behaviour from factors in the external environment. e.g. examples Alex may have learned some of the same/different concepts because of his 'personality' type, e.g. being more sociable (individual); Alex may have learned some of the same/different concepts because of the model/rival technique and being placed in that scenario to learn (situational). There are other creditworthy responses.	4

Question	Answer	Marks
7	From the study by Yamamoto et al. (chimpanzee helping): Describe the procedure for the 'Cannot See' condition. 1 mark per correct point made. To be awarded maximum marks, one mark must come from the 'up to 2 marks for the following' section. up to 2 marks for the following: The wall between them was opaque; Except for a small window that could only be accessed if a chimpanzee purposely wanted to look through it (to help). up to 3 marks for the following: Each chimpanzee was either a helper or recipient; There was a task that needed a stick/straw to solve; One chimpanzee was in a 'box' with a juice reward out of reach; One chimpanzee had a tray of seven objects; The recipient chimpanzee could place their hand through the hole (to request a tool); The helper could give the recipient an object through the hole; The chimpanzees were in adjacent/separate booths.	4

Question	Answer	Marks
8(a)	From the study by Andrade (doodling) Outline how monitoring performance was scored. 1 mark for each correct component. (The number of) correct names minus (the number of) false alarms (2 marks: both components correct and the minus is mentioned); (The number of) correct names minus the number of places (1 mark: one component correct); The number of correct answers minus (the number of) false alarms (1 mark: one component correct).	2
8(b)	Two friends, Seth and Jamie, are discussing this study in terms of generalisability. Seth believes the study does have generalisability but Jamie believes the study does <u>not</u> have generalisability. Outline why you think <u>either</u> Seth <u>or</u> Jamie is correct, using evidence from the study. 1 mark per correct point made. Go with the intentions of the candidate. e.g., Seth The participants came from a wide age range (18-55 years) (1 mark) which means that the sample could represent a wide age range of people in the real world in relation to concentration (1 mark). Also, the sample size was (<u>quite</u>) <u>large being 40</u> (1 mark) with a range of ages and gender to increase the likelihood of it being generalisable (1 mark). The study could be generalisable to everyday life as people could be allowed to doodle at work to help them concentrate more (1 mark). e.g., Jamie The sample size was small for <u>both conditions</u> (1 mark) and there were <u>only</u> 5 males across the 2 groups (1 mark) so the findings about concentration and memory may only apply to females (1 mark). Also, they were <u>all from</u> a Medical Research group (1 mark) meaning that they might <u>all have similar</u> interests/motivations to be part of the study (1 mark) so the sample was <u>not very diverse</u> (1 mark). The overall sample is <u>not that large at n=40</u> (1 mark). It might not be able to be generalised to everyday life as some people in jobs may not have the opportunity to doodle in the workplace (1 mark). Also, as it was conducted in a laboratory, the behaviour of participants might be less realistic/generalisable to the real world (1 mark). There are other creditworthy responses.	4

Question	Answer	Marks
9(a)	Describe the psychology being investigated in the study by Saavedra and Silverman (button phobia). 1 mark for each correct statement about generic psychology. Example from the study by Saavedra and Silverman can gain credit (max 1). e.g. Phobias are an irrational fear of an object/situation; Classical conditioning is when we learn by association; A person comes to perceive (evaluate) a previously neutral object or an event negatively; The person negatively evaluates the object/event <i>without</i> anticipating any threat/danger; This negative evaluation elicits a feeling of disgust rather than fear; Operant conditioning is when you learn by consequences; If you are rewarded you are more likely to repeat that behaviour; Differs from Classical Conditioning as the person is being cognitively active by <i>thinking about disgust and consequences</i> rather than being a passive organism (2 marks); The boy was being treated for his phobia of buttons (1 mark: example); There are other creditworthy responses.	4

Question	Answer	Marks												
9(b)	Explain whether each ethical guideline below was broken in the study by Saavedra and Silverman (button phobia): • Confidentiality • Informed consent • Privacy • Protection from psychological harm Use the following levels marking for each guideline <u>separately</u>. <table border="1"> <thead> <tr> <th>Level</th><th>Descriptor</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR The ethical guideline is <i>implicit</i> from the use of a well-argued example contextualised from the named study.</td><td>2</td></tr> <tr> <td>1</td><td>The answer explicitly describes the ethical <i>without</i> correct contextualisation/no contextualisation OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR The ethical guideline is incorrectly described but the contextualised example from the named study is correct.</td><td>1</td></tr> <tr> <td>0</td><td>The description of the ethical guideline is incorrect and/or the contextualised example is incorrect OR no answer given.</td><td>0</td></tr> </tbody> </table> Confidentiality Any data should not be identifiable as a single participants' responses/ participants' data must not be named as theirs; We do not know the name of the participant, just that he was part of a Child Anxiety Program in Florida (not broken). Informed consent Participants should be given sufficient information about the study in order to choose if they want to participate or not; Both the child and mother gave full consent to take part in the procedures involved in the therapy (not broken). Privacy Participants should not be forced to reveal things about themselves they would not normally reveal / should have the right to not complete a certain task within the study; The child did have to reveal which buttons he was scared of, and he may have felt embarrassment whilst doing this (broken).	Level	Descriptor	Marks	2	The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR 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 OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR 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 OR no answer given.	0	8
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Question	Answer	Marks
9(b)	Protection from psychological harm Participants should leave the study in the same psychological state as they entered / Participants should not be potentially harmed by the procedure of a study; The child was exposed to buttons he was frightened of which may have caused mental distress to him (broken). There are other creditworthy responses.	

Question	Answer	Marks
10	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 qualitative data. Strengths include: use of qualitative data (validity), reliability, application to real world. Weaknesses include: generalisability, validity (external), social desirability. Level 4 (8–10 marks) • Evaluation is comprehensive. • Answer demonstrates evidence of careful planning, organisation and selection of material. • Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. • Answer demonstrates an excellent understanding of the material. Level 3 (6–7 marks) • Evaluation is good. • Answer demonstrates some planning and is well organised. • Analysis is often evident but may not be consistently applied. • Answer demonstrates a good understanding of the material. Level 2 (4–5 marks) • Evaluation is mostly appropriate but limited. • Answer demonstrates limited organisation or lacks clarity. • Analysis is limited. • Answer lacks consistent levels of detail and demonstrates a limited understanding of the material. Level 1 (1–3 marks) • Evaluation is basic. • Answer demonstrates little organisation. • There is little or no evidence of analysis. • Answer does not demonstrate understanding of the material. Level 0 (0 marks) No response worthy of credit.	10



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Question	Answer	Marks
1(a)	From the study by Piliavin et al. (subway Samaritans): State the approximate number of participants used in this study. 1 mark for correct answer 4450.	1
1(b)	Trials on a given day were always in the same victim condition. State how the victim condition was chosen. 1 mark for correct answer (Teams were told to) alternate (the conditions across days).	1
1(c)	Identify <u>two</u> differences between the models used in this study. 1 mark per correct difference Age; Clothes worn / attire; Location (before helping) / adjacent vs critical; Speed at which they gave help (if no one helped) / early vs late.	2

Question	Answer	Marks
2(a)	From the study by Pepperberg (parrot learning): Name <u>two</u> items that were always available to Alex the parrot without him having to request them. 1 mark per correct item named Water; Sunflower seeds; Dried corn; Kibble; Oats; Safflower.	2

Question	Answer	Marks
2(b)	Describe <u>one</u> methodological weakness of this study. 1 mark for the methodological weakness. 1 mark for linking to the study. e.g. The tasks lacked mundane realism (1 mark). Stating what is same/different about two objects not found in the wild is not an everyday task (1 mark). The study was only conducted on one parrot (1 mark), so this makes it difficult to generalise (to other parrots) (1 mark). There are other creditworthy responses.	2

Question	Answer	Marks
3(a)	From the study by Dement and Kleitman (sleep and dreams): One feature of the sample in this study was that they were all adults. Identify <u>three</u> other features of the sample used in this study. 1 mark per correct point made Mostly male / 7 males; 2 females; 9 in total; 5 studied intensively; 4 used minimally to confirm results.	3
3(b)	Describe <u>one</u> result about dream recall from REM awakenings in the first half of the night compared to the second half of the night. 2 marks full result with specific group mentioned. 1 mark partial/brief result with no specific group mentioned. e.g., group of 5 participants studied intensively There were (slightly) more dreams recalled in the first half compared to the second half for the 5 participants that were studied intensively (2 marks); There were (slightly) more dreams recalled in the first half (compared to the second half) (1 mark). e.g., entire sample There were more dreams recalled in the second half compared to the first half for the entire sample (2 marks); There were more dreams recalled in the second half (compared to the first half) (1 mark).	2

Question	Answer	Marks
4(a)	At the end of the study by Milgram (obedience), the experimenter used an ‘interview and dehoax’ procedure with his participants. Describe this procedure. 1 mark per correct point made At the end of the study each participant was debriefed; They were asked to rate how painful they thought the shocks were; (On a scale) out of 14 / 14 point scale / 14 = most painful; Open-ended questions were asked / asked them how they were feeling; Projective measures were used; Attitude-scales were employed; The participant met Mr Wallace / stooge; To show that no harm had happened / re-assure the participant that no harm had occurred; This was conducted in a friendly manner; The participant was allowed to ask any further questions.	4
4(b)	Studies in social psychology can be used to help managers in the workplace. Suggest how the study by Milgram could be used to help a manager with disobedient workers. Your suggestion <u>must</u> be ethical. 1 mark for what the real-world application is. 1 mark for stating how it would be done based on the procedure of Milgram. e.g. A manager could get workers to be more obedient in the workplace by changing what they wear / wear clothes that appear to be authoritative (1 mark: what) by wearing clothes that show this authority like a technician’s coat (1 mark: how). Workers could be encouraged to be more obedient vocally (1 mark: what) as an authority figure can give out commands in a firm tone / stern voice (1 mark: how). There are other creditworthy responses.	2

Question	Answer	Marks
5(a)	From the study by Canli et al. (brain scans and emotions): Outline <u>one</u> aim of this study. 2 marks full aim. 1 mark partial/brief aim. e.g. To investigate whether the amygdala is sensitive to different levels of experienced emotional intensities (2 marks); To investigate whether the degree of emotional intensity affects the role of the amygdala in enhancing memory (2 marks); To investigate the role of the amygdala in memories (1 mark). There are other creditworthy responses.	2
5(b)	Explain <u>one</u> reason why the procedure was standardised in this study. 1 mark for identifying a reason. 1 mark for explaining why it is a reason. 1 mark for linking it to the study (only be awarded if a reason has been explained). It would allow the study to be more easily replicated (1 mark); Therefore, it could be tested for reliability (1 mark); For example knowing how long the picture was presented for means exact replication is possible (1 mark). It would increase the (internal) validity of the study (1 mark); Therefore, cause and effect are (more) likely to be seen (1 mark); For example knowing it was the emotion of the picture causing brain activity (1 mark). It can help to reduce extraneous/uncontrolled variables (1 mark); So that we know it is probably the IV of emotion (1 mark) causing the change in brain activity – the DV (1 mark). There are other creditworthy responses.	3

Question	Answer	Marks
6	Outline what is meant by the ‘learning approach’ in psychology. Include examples from the study by Saavedra and Silverman (button phobia) in your answer. Up to two marks for outlining the learning approach (through an assumption or description). Up to two marks for examples from Saavedra and Silverman only. e.g. learning approach We learn through conditioning; This may be through rewards and punishment / operant conditioning; We can also learn through observation and imitation / social learning; We can also learn by association / classical conditioning. e.g. examples The boy may have been scared because of the incident in the classroom with the bowl of buttons; He was rewarded at times when he showed progress of not being scared by his mother. There are other creditworthy responses.	4

Question	Answer	Marks
7	From the study by Laney et al. (false memory): Describe the Restaurant Questionnaire. 1 mark per correct point made. Assessed desire to eat 32 dishes; There was a critical item of ‘(sautéed) asparagus (spears)’; Formatted to look like a menu; Five categories/courses of dish; Appetisers, soups, salads, entrees (main course), sides and desserts [name any 2 of these for 1 mark]; They had to imagine they were out for a special dinner; Then decide how likely they would order each item; They had to not take into account the price of the dish; Each choice was rated from 1–8; 8 point scale; 1 = definitely no / 8 = definitely yes.	4

Question	Answer	Marks
8(a)	From the study by Schachter and Singer (two factors in emotion): Outline the category of ‘initiates new activity’ for the behaviour of participants in the Euphoria condition. 1 mark per correct point made. This is when creative euphoria was exhibited (by the participant); These were behaviours not shown by the stooge; An example would be jumping on a table / laughing / spun hula hoop on neck / opened window / threw paper basketballs at passers-by.	2
8(b)	Two friends, Maryam and Zara, are discussing this study in terms of reliability. Maryam believes the study does have reliability but Zara believes the study does <u>not</u> have reliability. Outline why you think <u>either</u> Maryam <u>or</u> Zara is correct, using evidence from the study. 1 mark per point made, with: Up to 2 marks for any relevant finding(s)/part of study/example from study Up to 3 marks for outlining. e.g. Maryam There were parts of the study that were standardised (1 mark). There was a set script that had to be followed (1 mark) like the one for the experimenter when talking about the injection (1 mark) so this means other researchers could replicate the study (1 mark). The study also had good levels of inter-observer reliability (1 mark). The observers produced a score of +0.88 (which indicates high agreement) (1 mark). e.g. Zara There were parts of the study that were difficult to standardise (1 mark). The stooge did have a set way they were supposed to act but this may not have been the same each time (1 mark) therefore each participant might have got a slightly different set of behaviours/comments (1 mark) so this means that replication may be difficult to achieve (1 mark). There was large variation in some participant variables (1 mark). For example, some did not react to the adrenaline and were removed from the study (1 mark) and there was variation in reaction to the adrenaline across the participant group (1 mark). There are other creditworthy responses.	4

Question	Answer	Marks
9(a)	Describe the psychology being investigated in the study by Bandura et al. (aggression). 1 mark for each correct statement. Examples from the study by Bandura et al. can gain credit (max 1). e.g. People pay attention to / observe the behaviour of a role model; They watched a model being aggressive/non-aggressive towards a Bobo Doll (example mark); They then retain that information in their memory; They will then imitate/reproduce the behaviour if they feel capable; If they witnessed the model get rewarded (vicarious) then they are more likely to repeat / try to repeat; The imitation is seen as more probable if the role model is of the same sex (as the observer); Learned behaviour can be displayed in a situation where the model is not present. There are other creditworthy responses.	4

Question	Answer	Marks												
9(b)	Explain whether each ethical guideline below was broken in the study by Bandura et al. (aggression) • Confidentiality • Deception • Protection from physical harm • Protection from psychological harm Use the following levels marking for each guideline <u>separately</u>. <table border="1"> <thead> <tr> <th>Level</th><th>Descriptor</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR The ethical guideline is <i>implicit</i> from the use of a well-argued example contextualised from the named study.</td><td>2</td></tr> <tr> <td>1</td><td>The answer explicitly describes the ethical <i>without</i> correct contextualisation/no contextualisation OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR The ethical guideline is incorrectly described but the contextualised example from the named study is correct.</td><td>1</td></tr> <tr> <td>0</td><td>The description of the ethical guideline is incorrect and/or the contextualised example is incorrect OR no answer given.</td><td>0</td></tr> </tbody> </table> Confidentiality Any data should not be identifiable as a single participants' responses/ participants' data must not be named as theirs; The identities of the children were not revealed – all we know is that they attended a Nursery at Stanford (and their age range) (not broken). Deception A participant should not be deceived without a strong justification / only if revealing the deception would not cause discomfort; The children were deceived as they never knew they were being watched in the experimental room (broken). Protection from physical harm Participants should leave the study in the same physical state as they entered; The children witnessed and then repeated aggressive behaviours and these were not 'reversed' before leaving the study (broken); The child might have got harmed when hitting the Bobo Doll / playing with other toys like a mallet (broken).	Level	Descriptor	Marks	2	The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR 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 OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR 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 OR no answer given.	0	8
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0	The description of the ethical guideline is incorrect and/or the contextualised example is incorrect OR no answer given.	0												

Question	Answer	Marks
9(b)	Protection from psychological harm Participants should not be potentially distressed/stressed by the procedure of a study; The children may have been scared of watching a model acting aggressively towards the Bobo doll (broken); The children might have had longer term psychological effects of watching aggression/violence (broken). There are other creditworthy responses.	

Question	Answer	Marks
10	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 laboratory experiments. Strengths include: validity (internal), reliability, quantitative data, ethics. Weaknesses include: ethics, validity (external), generalisability. Level 4 (8–10 marks) • Evaluation is comprehensive. • Answer demonstrates evidence of careful planning, organisation and selection of material. • Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. • Answer demonstrates an excellent understanding of the material. Level 3 (6–7 marks) • Evaluation is good. • Answer demonstrates some planning and is well organised. • Analysis is often evident but may not be consistently applied. • Answer demonstrates a good understanding of the material. Level 2 (4–5 marks) • Evaluation is mostly appropriate but limited. • Answer demonstrates limited organisation or lacks clarity. • Analysis is limited. • Answer lacks consistent levels of detail and demonstrates a limited understanding of the material. Level 1 (1–3 marks) • Evaluation is basic. • Answer demonstrates little organisation. • There is little or no evidence of analysis. • Answer does not demonstrate understanding of the material. Level 0 (0 marks) No response worthy of credit.	10



Cambridge International AS & A Level

PSYCHOLOGY

9990/13

Paper 1 Approaches, Issues and Debates

May/June 2022

MARK SCHEME

Maximum Mark: 60

Published

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **13** 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.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	From the study by Baron-Cohen et al. (eyes test): State the number of participants diagnosed with AS/HFA in this study. 1 mark for correct answer 15.	1
1(b)	The AS/HFA participants were the only group asked to make two judgements about each photograph. One of these judgements was about the emotion in the photograph. Name the other judgement this group was asked to make about each photograph. 1 mark for correct answer Gender/sex.	1
1(c)	Identify the <u>two</u> ways that the revised eyes test increased the range of scores a participant could obtain. 1 mark per correct way identified Increased to 36 pairs of eyes Gave four response options.	2

Question	Answer	Marks
2(a)	In the study by Yamamoto et al., the chimpanzee helper had access to a tray containing seven objects. Two of these objects were the straw and the stick. Name <u>two</u> objects the chimpanzee helper could choose, other than the straw and the stick. 1 mark per correct object named Hose; Chain; Rope; Brush; Belt.	2

Question	Answer	Marks
2(b)	Describe <u>one</u> methodological weakness of this study. 1 mark for the methodological weakness. 1 mark for linking to the study. e.g. The tasks lacked mundane realism (1 mark). A chimpanzee does not have to reach for a juice box in a real life situation (1 mark). There could be issues of generalisability (1 mark). There were only five pairs of mother-child pairings and these may not represent chimpanzees in the wild (1 mark). Other creditworthy responses include: repeated measures, used in previous studies, familial altruism.	2

Question	Answer	Marks
3(a)	From the study by Dement and Kleitman (sleep and dreams): Describe the sample used in this study. 1 mark per correct point made Adults; Mostly male / 7 males; 2 females; 9 in total; 5 studied intensively; 4 used minimally to confirm results.	3
3(b)	Describe <u>one</u> result about <u>no</u> dream recall from REM awakenings in the first half of the night compared to the second half of the night. 2 marks full result with specific group mentioned. 1 mark partial/brief result with no specific group mentioned. e.g., group of 5 Ps studied intensively There were (slightly) less no dream recalls in the first half compared to the second half for the 5 participants that were studied intensively (2 marks); There were (slightly) less no dreams recalls in the first half (compared to the second half) (1 mark). e.g., entire sample There were more no dream recalls in the first half compared to the second half for the entire sample (2 marks); There were more no dreams recalls in the second half (compared to the first half) (1 mark).	2

Question	Answer	Marks
4(a)	From the study by Milgram (obedience): Describe the procedure after the ‘preliminary run’ until the participant pressed the 300-volt shock level switch. 1 mark per correct point made. The participants are presented with a (second) list of words / read out a series of words; They were asked to read a word and four response options; When the list is complete, the participant is asked to repeat from the beginning; They are asked to give a shock every time an incorrect word is given; No answer / absence of answer was to be treated as incorrect; If an answer was correct they would move on to the next word; This must continue until the learner has learned all word pairs; They were told to start at 15v; And increase the shock level one step / 15v; Prods were used if the participant refused to continue / to firmly ask the participant to continue.	4
4(b)	Studies in social psychology can be used to help government officials. Suggest how the study by Milgram could be used to help a government official make the general public follow a new public safety guideline. Your suggestion <u>must</u> be ethical. 1 mark for what the real-world application is. 1 mark for stating how it would be done based on the procedure of Milgram. e.g. A government official could get the general public to be more obedient by changing clothing (1 mark: what); wearing clothes that show authority like a technician’s coat (1 mark: how). The general public could be encouraged to be more obedient vocally (1 mark: what) as an authority figure can give out commands in a firm tone / stern voice (1 mark: how). Milgram found that an authoritative figure was obeyed (1 mark: what) so the government official needs to be stern and firm to show their authority so the public follow new guidelines / get scientists to wear lab coats to show their authority when giving a vaccine for instance (1 mark: how). There are other creditworthy responses.	2

Question	Answer	Marks
5(a)	From the study by Pepperberg (parrot learning): Outline <u>one</u> aim of this study. 2 marks full aim. 1 mark partial/brief aim. e.g. To test if an avian species / parrot can understand the concept of same <u>and</u> different (2 marks); To see if a bird knew same/different (1 mark); To test animal cognition in a parrot (1 mark) To test same and different (0 marks).	2
5(b)	Explain <u>one</u> reason why the procedure was standardised in this study. 1 mark for identifying a reason. 1 mark for explaining why it is a reason. 1 mark for linking it to the study (can only be awarded if a reason has been explained). It would allow the study to be more easily replicated (1 mark); Therefore, it could be tested for reliability (1 mark); For example, having a set model/rival procedure means exact replication is possible (1 mark). It would increase the (internal) validity of the study (1 mark); Therefore, cause and effect are (more) likely to be seen (1 mark); For example, knowing it was if object was novel causing a correct answer (1 mark) It can help to reduce extraneous/uncontrolled variables (1 mark); So that we know it is probably the IV of whether the object was familiar or novel (1 mark); causing the change in response to What's same / What's different – the DV (1 mark) [if this is split: IV affecting DV then the description, still 2 marks].	3

Question	Answer	Marks
6	Outline what is meant by the ‘cognitive approach’ in psychology. Include examples from the study by Andrade (doodling) in your answer. Up to two marks for outlining the cognitive approach (through an assumption or description). Up to two marks for examples from Andrade only. e.g. cognitive approach It is about the way we process information; It is about how our memory works; We process information in the same way: input–process–output; We think/process like a computer. e.g. examples People were able to process information from a telephone message without focusing on it; Participants could recall more names when they were doodling so they could selectively attend; Tested if doodling affect memory recall. There are other creditworthy responses.	4

Question	Answer	Marks
7	From the study by Schachter and Singer (two factors in emotion): Describe the procedure in the Euphoria condition from immediately after the participant was injected, until the stooge started their routine. 1 mark per correct point made. The doctor/physician left the room; The experimenter returned to the room; With a stooge who was introduced as another participant / the stooge also entered the room; They were told they had had Suproxin shots/injection; They would be taking some vision tests; They had to wait 20 mins for the Suproxin to enter the bloodstream; The room they were in had deliberately been left in disarray; The experimenter apologised for the ‘mess’; They were told that if they needed any paper, pencils etc. to help themselves; Once the experimenter had left, the stooge introduced himself again.	4

Question	Answer	Marks
8(a)(i)	From the study by Bandura et al. (aggression): Identify <u>one</u> example of ‘imitative verbal aggression’ said by the participants. 1 mark for correct example given. Sock him; Hit him (down); Kick him; Throw him (in the air); Pow.	1
8(a)(ii)	Identify <u>one</u> example of ‘imitative non-aggressive verbal response’ said by the participants. 1 mark for correct example given. He keeps coming back (for more); He sure is (a) tough (fella).	1

Question	Answer	Marks
8(b)	Two friends, Arturo and Gloria, are discussing this study in terms of validity. Arturo believes the study does have validity but Gloria believes the study does <u>not</u> have validity. Outline why you think <u>either</u> Arturo <u>or</u> Gloria is correct, using evidence from the study. 1 mark per point made, with: Up to 2 marks for any relevant finding(s)/part of study/example from study Up to 3 marks for outlining. e.g., Arturo There were strict controls in the study meaning cause-effect could be established (1 mark). Pre-aggression levels were matched across conditions to help conclude if the behaviour of the model was affecting (imitative) aggressive behaviours (1 mark). It was laboratory based so it reduces the effects of extraneous variables (1 mark). Participants were matched on aggression levels so this participant variable was controlled for (1 mark). Also, they did not know they were being watched so demand characteristics were low (1 mark). e.g., Gloria The task given to the participants lacked mundane realism (and validity) (1 mark). This is because they had to sit and watch an adult model playing with toys (and not participate) which is not an everyday activity (1 mark). It was in a laboratory so low ecological validity / was an artificial environment (1 mark). The set-up did not reflect a real-life setting as the children were deliberately frustrated / being watched through a one-way mirror (1 mark). There are other creditworthy responses.	4

Question	Answer	Marks
9(a)	Describe the psychology being investigated in the study by Laney et al. (false memory). 1 mark for each correct statement. Examples from the study by Laney et al. can gain credit (max 1). e.g. People may have memories for events etc. that never actually happened; Testing if positive false memories could be created as previous studies focused on negative ones; People can reconstruct memories of events that have real and false memories in them; These could alter our perception of childhood memories (or any memory); People can fill in the gaps using false information; The information can be post-event that gets embedded in the actual memory; They can be either negative (a crime) or positive (liking asparagus). There are other creditworthy responses.	4

Question	Answer	Marks												
9(b)	Explain whether each ethical guideline below was broken in the study by Laney et al. (false memories) • Confidentiality • Deception • Informed consent • Protection from psychological harm Use the following levels marking for each guideline <u>separately</u>. <table border="1"> <thead> <tr> <th>Level</th><th>Descriptor</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR The ethical guideline is <i>implicit</i> from the use of a well-argued example contextualised from the named study.</td><td>2</td></tr> <tr> <td>1</td><td>The answer explicitly describes the ethical <i>without</i> correct contextualisation/no contextualisation OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR The ethical guideline is incorrectly described but the contextualised example from the named study is correct.</td><td>1</td></tr> <tr> <td>0</td><td>The description of the ethical guideline is incorrect and/or the contextualised example is incorrect OR no answer given.</td><td>0</td></tr> </tbody> </table> Confidentiality Any data should not be identifiable as a single participants' responses/ participants' data must not be named as theirs; All we know is that they were students from Washington / California University (not broken). Deception A participant should not be deceived without a strong justification / only if revealing the deception would not cause discomfort; The participants were deceived into thinking that a computer report about their childhood when they liked asparagus (broken). Informed Consent Participants should be given sufficient information about the study in order to choose if they want to participate or not; Participants were not told anything about the study being on false memories (broken). Protection from psychological harm Participants should leave the study in the same psychological state as they entered / Participants should not be potentially stressed by the procedure of a study; Completing questionnaires about food or looking at slides of food should probably not agitate people too much mentally (not broken).	Level	Descriptor	Marks	2	The answer explicitly describes the ethical guideline <i>and</i> the example is contextualised from the named study OR 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 OR The ethical guideline is <i>implicit</i> from the use of a brief example contextualised from the named study OR 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 OR no answer given.	0	8
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0	The description of the ethical guideline is incorrect and/or the contextualised example is incorrect OR no answer given.	0												

Question	Answer	Marks
10	Evaluate the study by Piliavin et al. (subway Samaritans) 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. Strengths include: quantitative data, validity (external), real world application, reliability, generalisability. Weaknesses include: validity, reliability, ethics, generalisability. Level 4 (8–10 marks) • Evaluation is comprehensive. • Answer demonstrates evidence of careful planning, organisation and selection of material. • Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. • Answer demonstrates an excellent understanding of the material. Level 3 (6–7 marks) • Evaluation is good. • Answer demonstrates some planning and is well organised. • Analysis is often evident but may not be consistently applied. • Answer demonstrates a good understanding of the material. Level 2 (4–5 marks) • Evaluation is mostly appropriate but limited. • Answer demonstrates limited organisation or lacks clarity. • Analysis is limited. • Answer lacks consistent levels of detail and demonstrates a limited understanding of the material. Level 1 (1–3 marks) • Evaluation is basic. • Answer demonstrates little organisation. • There is little or no evidence of analysis. • Answer does not demonstrate understanding of the material. Level 0 (0 marks) No response worthy of credit.	10