



Cambridge International AS & A Level

PSYCHOLOGY

9990/11

Paper 1 Approaches, Issues and Debates

October/November 2021

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.

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This document consists of **11** 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 ...).
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- 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 this study. 1 mark for correct answer 72 / 36 males and 36 females	1
1(b)	Describe how the participants were rated on their aggressive behaviours before the experimental conditions. 1 mark per correct statement. 1 mark available for naming a scale Rated on four scales/five point scales; By experimenter and nursery school teacher; Scales = physical aggression / verbal aggression / aggression towards inanimate objects / aggression inhibition (2 named for 1 mark); They were rated independently.	2
1(c)	Outline <u>one</u> conclusion from this study. 2 marks full conclusion 1 mark brief/partial conclusion e.g. 2 marks Children will imitate aggression because they have observed it from someone that they can relate to / a model; Children will imitate aggressive behaviour even when a model is no longer present; Children are more likely to imitate aggression/behaviours observed from a same-sex model; Children who observe/witness aggressive behaviour are more likely to replicate/imitate that behaviour; Gender affects the type of aggression imitated, as boys more physical/girls more verbal; e.g. 1 mark People will imitate aggression; Aggression can be learnt from observation; Boys tend to imitate physical aggression more / girls tend to imitate verbal aggression more; e.g., 0 marks Boys produced the highest level of mallet aggression when the model was aggressive and male (result); There are other creditworthy responses.	2

Question	Answer	Marks
2(a)	From the study by Andrade (doodling): Describe the psychology being investigated in this study. 1 mark per correct statement made e.g. Looking at whether doodling aids (cognitive) concentration/memory/attention; Arousal levels need to be maintained to be able to concentrate; Cognitive processing of dual tasks compete for the same levels of performance; This may slow down our overall cognitive processing speed; Boredom plays a role in paying attention to information; Information processing when asked to do ‘two things at once’/multitasking; Removes attention / takes away concentration / acts as a distraction (a second task); There are other creditworthy responses.	3
2(b)	Outline <u>one</u> strength of this study in relation to the experimental design used. 1 mark for identifying a strength 1 mark for linking it to independent measures (in context of Andrade) e.g. There is a potential reduction in demand characteristics (1 mark); as the participants were only allowed to doodle or not, they would not have worked out the aim of the study (1 mark); The two groups could be compared without any risks of order/practice/boredom effects (1 mark); There are other creditworthy responses.	2

Question	Answer	Marks
3(a)	From the study by Canli et al. (brain scans and emotions): (a) Outline the sampling technique used in this study. 1 mark available for identifying the sampling technique 1 mark per correct description e.g. Volunteer/self-selected (1 mark) This is when the participants choose to be part of a study (1 mark). They may respond to an advertisement (1 mark)	2

Question	Answer	Marks
3(b)	Outline <u>two</u> questions that participants were asked during the recognition test. 1 mark per question Have you seen this picture/scene before? (if yes) do you remember it with certainty or less certainty / is it familiar or not familiar?;	2
3(c)	Describe the correlation between participants' intensity ratings and normative arousal ratings. 1 mark available for identifying the type of correlation 1 mark per correct description of correlation/direction of scores e.g. Positive correlation (1 mark); As one score went up so did the other (1 mark), so as the intensity rating increased so did the arousal rating (1 mark)	2

Question	Answer	Marks
4(a)	From the study by Piliavin et al. (subway Samaritans): Describe what the victim did during a trial. 1 mark per correct procedural point Always stood at the pole; In the critical area; After passing the first station (70s in); The victim was to stagger forward and collapse; They remained supine / face up / laid there until receiving help; If no help received they were helped up by the model; They then left the car at the next station.	5
4(b)	Identify <u>one</u> weakness of this study. 1 mark for the identification e.g. Lacks generalisability (1 mark) Generalisability (0 marks) Difficult to replicate (1 mark) Replication (0 marks) Difficult to control (extraneous) variables (1 mark) Control of variables (0 marks) Broke ethical guideline of deception / informed consent / harm / debriefing (1 mark) Ethical issues (0 marks) There are other creditworthy responses.	1

Question	Answer	Marks
5(a)	From the study by Laney et al. (false memory): Identify two characteristics of the sample used in Experiment 2. 1 mark per correct characteristic identified Undergraduates/students; Mainly female; Mean age c.20 years.	2
5(b)	Explain <u>one</u> reason why the Food Costs Questionnaire may <u>not</u> accurately measure the most someone is willing to pay for a food item in a grocery store. 1 mark for a problem 1 mark for linking it to the study e.g. What people say they will do on a questionnaire may not 'mirror' their behaviour (1 mark); therefore just because they would spend a certain amount of money does not mean that actually will (1 mark); The sample of students might not be used to grocery shopping (1 mark) so they might not be able to even guess how much they would expect to pay (1 mark); It is a subjective measure (1 mark); Only a transient measure / less valid (1 mark); When in an actual shop, the products may be more appealing (1 mark); There are other creditworthy responses including individual experiences, fixed choices for payments, different shops have different prices, people change their minds, not in a grocery store.	2

Question	Answer	Marks
6(a)	The study by Pepperberg (parrot learning) is based on social learning theory. Describe social learning theory. 1 mark per correct point made Social Learning is when someone observes the behaviour of someone else / pay attention to behaviour; They retain this information for use at a later date; The organism/person/animal must feel capable of replicating that behaviour; The person/animal will imitate the behaviour they have observed; They need to be motivated via vicarious reinforcement;	4

Question	Answer	Marks
6(b)	Outline how <u>one</u> result from this study supports social learning theory. 1 mark for appropriate result, then 1 mark for explaining how it links to Social Learning Theory e.g. Alex scored well above chance on tests for same/different with familiar objects (76.6%) (1 mark). This may be because he had witnessed the model/rival learning about same/different (1 mark).	2

Question	Answer	Marks
7(a)	Steve has learned about the study by Dement and Kleitman (sleep and dreams). He believes that the study is ethical. Outline what is meant by the ethical guideline of ‘informed consent’. 2 marks for a full answer 1 mark for brief/partial answer e.g. This is when a participant is given enough information before a study begins so they can decide whether they would like to participate (or not) (2 marks) This is when a person decides if they want to take part in a study (1 mark) Telling participants information about the study before it starts (1 mark)	2
7(b)	Outline why Steve is correct that this study is ethical, using evidence in your answer. Up to 1 mark for outlining one ethical guideline directly relevant to Dement & Kleitman Up to 4 marks for using evidence to show that Dement & Kleitman was ethical e.g. Confidentiality was maintained in this study (1 mark outline); The results only used initials to identify participants (1 mark evidence); They were not deceived as they knew that their sleep/dreams were getting monitored (1 mark evidence); The participants were not forced to tell their dream narratives so it can be argued that privacy was given (1 mark evidence); EEGs do not pose any risk to people so physical protection was adhered to in the study (1 mark)	4

Question	Answer	Marks
8(a)	Outline the debate about individual and situational explanations in psychology, using an example other than the study by Milgram (obedience). 1 mark = defining individual + 1 mark example 1 mark = defining situational + 1 mark example e.g. The individual explanation states that we behave because of our personality (1 mark). For example, people helped in the Piliavin study because of their personality / they are altruistic (1 mark example) The situational explanation states that we behaviour because of the environment we find ourselves in (1 mark). For example, people helped in the Piliavin study because they were stuck in the subway car and could not escape (1 mark example)	4

Question	Answer	Marks																		
8(b)	Explain what psychologists have learned about obedience using <u>two</u> results from the study by Milgram. e.g. People will follow destructive orders from a person in authority People will inflict harm on an innocent person if told to Some people do resist authority figures when it comes to obedience It is not only Germans in WW2 who were blindly obedient to authority figures <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has no meaningful comparison or there is a basic attempt at explaining</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer</td><td>0</td></tr> </tbody> </table> e.g. Level 4: People will follow destructive orders from a person in authority. In the study all participants went to 300 V and then 65% went to 450 V. People will show signs of distress when engaging in destructive obedience. Participants in the study showed sweating, nervous laughing, biting of lip, violent seizures (2 named needed). Level 3: People will follow destructive orders from a person in authority. 65% of participants went to 450 V. People will show signs of distress when engaging in destructive obedience. Participants in the study showed sweating, nervous laughing, biting of lip, violent seizures (1 named needed). Level 2: People will follow destructive orders from a person in authority OR in the study all participants went to 300 V and then 65% went to 450 V OR People will follow destructive orders as 65% gave the maximum voltage Level 1: People will follow destructive orders; people will follow authority figures; people get distressed following orders / being obedient	Level	Criteria	Marks	4	The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept	4	3	The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept	3	2	The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept	2	1	The result presented has no meaningful comparison or there is a basic attempt at explaining	1	0	No creditworthy answer	0	8
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9	Evaluate the study by Baron-Cohen et al. (eyes test) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about generalisations. Suitable strengths include: quantitative data, validity, reliability Suitable weaknesses include: generalisations, validity, ethics 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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3 Annotation:

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Question	Answer	Marks
1(a)	From the study by Saavedra and Silverman about a boy with a button phobia: State who provided the boy with positive reinforcement during the Behavioural Exposures stage of his therapy. 1 mark for the correct answer His mum/mother.	1
1(b)	Name <u>two</u> stimuli that were rated 4 or lower on the boy's Disgust/Fear Hierarchy. 1 mark per correct stimuli Large denim jean buttons; Small denim jean buttons; Clip-on denim jean buttons; Coloured large plastic buttons; Clear large plastic buttons.	2
1(c)	Outline <u>one</u> conclusion from this study. 2 marks detailed conclusion; 1 mark partial/brief conclusion e.g. Disgust does play a crucial role in the development and maintenance of a (button) phobia (2 marks); Imagery exposure can have a positive long-term effect on reducing distress linked to phobias (2 marks); A phobia can be treated with positive reinforcement and imagery / behaviour exposure (2 marks); People can be successfully treated for phobias (1 mark); The boy could begin to wear the buttons on his uniform (0 marks: result)	2

Question	Answer	Marks
2(a)	From the study by Pepperberg (parrot learning): Describe the psychology being investigated in this study. 1 mark per correct statement made. e.g. Social Learning is when someone observes the behaviour of someone else / pay attention to behaviour; They retain this information for use at a later date; The organism/person/animal must feel capable of replicating that behaviour; The need to be motivated via vicarious reinforcement; Operant conditioning is when an animal/person learns by the consequences of its behaviour; If a behaviour is followed by a reward they are more likely to repeat; If a behaviour is followed by punishment then they are less likely to repeat; Looked at the cognitive skill of distinguishing same and different; There are other creditworthy responses.	3
2(b)	Outline <u>one</u> strength of this study in relation to validity. 1 mark for identifying a strength; 1 mark for linking it to Pepperberg e.g. Researcher bias was limited (1 mark). For example, the principal trainer on the test trials had not trained Alex at all (1 mark: link); There were a number of controls, for example, the objects used in training/ trials (1 mark: link). Therefore, it was easier to establish cause and effect (1 mark); The procedure was standardised (0 marks: reliability);	2

Question	Answer	Marks
3(a)	Before the study by Canli et al. (brain scans and emotions), other psychologists had found a relationship between amygdala activation and memory. Canli et al. reported three alternative reasons for this relationship, other than amygdala activation causing the formation of memories. Outline <u>two</u> of these alternative reasons. 2 marks full/detailed reason given; 1 mark brief reason given e.g. 2 marks Some individuals are just more responsive to emotional experiences than others in terms of personality type; Some individuals when being brain scanned experience enhanced emotional experiences / respond more to emotional stimuli; The amygdala is dynamic in the way it responds to emotional experiences on an individual level e.g. 1 marks Individuals differ when it comes to emotions; People's personalities affect emotions; Brain scanning makes some people emotional;	4
3(b)	Describe the correlation between participants' intensity ratings and valence ratings. 1 mark available for identifying the type of correlation; 1 mark per correct description of correlation/direction of scores e.g. Negative correlation (1 mark); As one score went up the other went down (1 mark), so as the intensity rating increased, the valence rating decreased (1 mark)	2

Question	Answer	Marks
4(a)	From the study by Yamamoto et al. (chimpanzee helping): Describe the familiarisation phase of this study. 1 mark for every correct statement made There were eight trials per chimpanzee; Each lasted for 5 minutes; Only one trial per day / spread over eight days; Were allowed to freely manipulate any tool; No tool use situation was created for them.	3

Question	Answer	Marks
4(b)	Outline the <u>two</u> possible outcomes that ended a trial. 1 mark per correct outcome ×2 Recipient (chimpanzee) succeeded in getting the juice reward; When 5 minutes had passed without appropriate tool transfer.	2
4(c)	Identify <u>one</u> methodological weakness of this study. 1 mark for the identification e.g. Lacks ecological validity (1 mark) Ecological validity / not a natural setting (0 marks) Lacks generalisability (1 mark) Generalisability / sample size (0 marks) Used repeated measures that could have cause practice effect (1 mark) There are other creditworthy responses.	1

Question	Answer	Marks
5(a)	From the study by Schachter and Singer (two factors in emotion): Identify two features of the sample used in this study. 1 mark per feature: (predominantly) volunteers; n = 184; Males; Taking introductory psychology class; University of Minnesota; Students/undergraduates; Gained course credit (for participation).	2

Question	Answer	Marks
5(b)	One of the questions that the participants were asked about their mood was ‘How good or happy would you say you feel at present?’ Explain <u>one</u> reason why this question may not measure mood accurately. 1 mark for a problem 1 mark for linking it to the study e.g. What people say they will do on a questionnaire may not ‘mirror’ their behaviour (1 mark); therefore just because they said they were happy or good does not mean that is what they actually felt (1 mark) It is a subjective measure (1 mark); participants will interpret happy/good in different ways (1 mark); It is a subjective measure (1 mark); Only a transient measure / less valid (1 mark); There are other creditworthy responses.	2

Question	Answer	Marks
6(a)	The study by Baron-Cohen et al. (eyes test) is based on Theory of Mind. Describe what is meant by ‘Theory of Mind’. 1 mark per point about Theory of Mind 1 mark can be awarded for an appropriate example or part of the procedure of a study (e.g. Eyes Test, Sally-Anne Test or that people with AS/HFA lack ToM) that is used as an elaboration. This refers to our ability to attribute mental states to ourselves and others; These can be desires, emotions etc.; It is linked to empathy which is the ability to understand how other people are feeling/thinking; This can be done by imagining what the other person is feeling/thinking / putting ourselves in the shoes of others; It is also about how we use this knowledge to explain the actions of other people; It is also about how we use this knowledge to predict the actions of others; We use this knowledge to understand that people may have different ideas and hold different emotions to us; It can be tested using the Eyes Test where people have to judge the emotions of others’ by looking at eyes only (example mark)	4

Question	Answer	Marks
6(b)	Suggest <u>one</u> real-world application based on the procedure of this study. 1 mark for what the application is about 1 mark for how it will be implemented/used e.g. The Eyes Test can be used to help diagnose autism as people who score low on the test have difficulty processing emotions of others' (2 marks: what and how); The Eyes Test can be used to help diagnose autism (1 mark: what);	2

Question	Answer	Marks
7(a)	Jamie has learned about the study by Milgram (obedience). He believes that the study is unethical. Outline what is meant by the ethical guideline of 'informed consent'. 2 marks for a full answer 1 mark for brief/partial answer e.g. This is when a participant is given enough information before a study begins so they can decide whether they would like to participate (or not) (2 marks); This is when a person decides if they want to take part in a study (1 mark); Telling participants information about the study before it starts (1 mark);	2
7(b)	Outline why Jamie is correct that this study is unethical, using evidence in your answer. Up to 1 mark for outlining one ethical guideline directly relevant to Milgram Up to 4 marks for using evidence to show that Milgram was unethical e.g. The participants were deceived about the procedure (1 mark outline); They did not know that they were not giving electric shocks to a learner (1 mark evidence); Many showed signs of anxiety and stress when giving the shocks so were psychologically harmed (1 mark evidence); They were given prods if they wanted to stop so they were not really allowed to withdraw (1 mark evidence); There are other creditworthy responses.	4

Question	Answer	Marks
8(a)	Outline the debate about individual and situational explanations in psychology, using an example from the study by Dement and Kleitman (sleep and dreams). 1 mark = defining individual + 1 mark example (from Dement and Kleitman) 1 mark = defining situational + 1 mark example (from Dement and Kleitman) e.g. The individual explanation states that we behave because of our personality (1 mark). For example, the participants had different success at estimating dream duration (1 mark D+K); The situational explanation states that we behaviour because of the environment we find ourselves in (1 mark). For example, being in the laboratory may have caused some of the strange dreams (1 mark D+K); There are other creditworthy responses.	4

Question	Answer	Marks																		
8(b)	Explain what psychologists have learned about sleep and dreams using two results from the study by Dement and Kleitman. Do not refer to the debate about the individual and situational explanations in your answer. e.g. People tend to dream more in REM sleep compared to NREM sleep; Direction of eye movement in REM relates to dream content so it is not random; People may well dream in ‘real time’; <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has no meaningful comparison or there is a basic attempt at explaining</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer</td><td>0</td></tr> </tbody> </table> e.g. Level 4: People tend to dream more in REM sleep than they do in NREM sleep. Around 80% of dreams were recalled when woken in REM compared to 7% when woken in NREM; Direction of eye movement in REM relates to dream content so it is not random. Vertical movement was linked to playing basketball whilst horizontal movement was linked to throwing tomatoes; Level 3: People tend to dream more in REM sleep. Around 80% of dreams were recalled when woken in REM compared to 7% when woken in NREM; Direction of eye movement in REM relates to dream content. Vertical movement was linked to playing basketball whilst horizontal movement was linked to throwing tomatoes;	Level	Criteria	Marks	4	The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept	4	3	The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept	3	2	The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept	2	1	The result presented has no meaningful comparison or there is a basic attempt at explaining	1	0	No creditworthy answer	0	8
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8(b)	Level 2: Around 80% of dreams were recalled when woken in REM compared to 7% when woken in NREM; Direction of eye movement in REM relates to dream content so it is not random; Level 1: People tend to dream more in REM sleep; One participant dreamt about throwing tomatoes;	

Question	Answer	Marks
(9)	Evaluate the study by Bandura et al. (aggression) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least <u>one</u> of your evaluation points must be about the use of quantitative data. Suitable strengths = reliability (standardisation), quantitative data, validity; children showing less demand characteristics Suitable weaknesses = ecological validity, ethics, generalisability, quantitative data 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

October/November 2021

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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** 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 Andrade (doodling): State the number of participants used in this study. 1 mark for correct answer 40	1
1(b)	Identify two features of the mock telephone message that was played to the participants. 1 mark per correct answer Recorded on (audio) cassette; Monotone voice / monotonous/boring/dull; 227 words per minute; Lasted for 2.5 minutes; Comfortable listening volume / different volume for each participant; It contained eight names of people attending party; It contained three names (and cat) not attending the party; It contained eight place names.	2
1(c)	Outline one conclusion from this study. 2 marks full conclusion 1 mark partial/brief conclusion e.g. People concentrate better / their memory is better when allowed to doodle as it focuses their attention / stops them getting distracted (2 marks); People can pay attention to information even when engaged in dual-processing (tasks) (2 marks) Doodling aids concentration/memory (1 mark); Participants recalled more names in the doodling condition (0 marks: result); There are other creditworthy responses.	2

Question	Answer	Marks
2(a)	From the study by Yamamoto et al. (chimpanzee helping): Describe the psychology being investigated in this study. 1 mark per correct point. An example from the study can gain 1 mark. e.g. Altruism (1 mark) was investigated which is helping another organism out without any benefit to themselves (1 mark); For example, one chimp gave another chimp a straw to drink the juice even though the chimp giving the straw never got the juice (1 example mark); The study was about prosocial behaviour which is about helping others who may need it (1 mark); Empathy (1 mark) was looked into which is understanding the emotional state of another organism (by imagining themselves in ‘their shoes’) (1 mark);	3
2(b)	Outline one strength of this study in relation to validity. 1 mark for identifying a strength 1 mark for linking it to Yamamoto e.g. There were many controls so they could be confident it was the IV affecting the DV (1 mark); controls included same tools, so it was type of condition affecting helping behaviour (1 mark: link); There were many controls that helped reduce the effects of extraneous variables (1 mark); Repeated measures design was used to limit the effect of participant variables (1 mark); There are other creditworthy responses.	2

Question	Answer	Marks
3(a)	From the study by Milgram (obedience): Outline the sampling technique used in this study. 1 mark available for identifying the sampling technique 1 mark per correct description e.g. Volunteer (1 mark) This is when the participants choose to be part of a study (1 mark). They may respond to an advertisement (1 mark)	2
3(b)	State two characteristics of the victim (learner) used in this study. 1 mark per correct characteristic Male; 47 years old / in his 40s; Accountant; Irish/American; Mild-mannered/friendly; Likeable; White.	2
3(c)	When the participant (teacher) pressed a switch on the shock generator, there were several changes. Describe two changes on the shock generator after the participant pressed a switch, other than a bright red light illuminating. 1 mark per correct point made An electric buzzing sound happened; An (electric) blue light labelled energizer lit up; The dial on generator swung to the right; Various relay clicks were heard.	2

Question	Answer	Marks
4(a)	From the study by Canli et al (brain scans and emotions): Describe the procedure of the study when the participants were having their brain scans. 1 mark per correct procedural point made They viewed 96 scenes; Through a mirror / back-projection screen; Each picture had a rating for arousal / valence; The order of the scenes was randomised; Each picture was presented for a 2.88 s / a few seconds; In between each scene the participants fixated on a cross/interstimulus interval of 12.96 s; They were told to view the picture the entire time it was projected / on screen; When fixation cross appeared they had to rate their arousal / emotional intensity; On a 4-point scale / from 0–3 They did this by pressing a button (with their right hand).	5
4(b)	Identify one methodological weakness of this study. 1 mark for the identification e.g. Lacks ecological validity (1 mark) Ecological validity (0 marks) Lacks generalisability (1 mark) Generalisability (0 marks) There are other creditworthy responses.	1

Question	Answer	Marks
5(a)	From the study by Baron-Cohen et al. (eyes test): Group 3 included both males and females. Identify two other characteristics of Group 3. 1 mark per correct characteristic Undergraduates/students; Predominantly science degrees; Assumed to have high IQ / A grade A-Levels; Not AS/HFA.	2
5(b)	Each participant's attribution of mental state was tested by their selection of a word to describe the pair of eyes in a photograph. Explain one reason why this test may not accurately measure attribution of mental state. 1 mark for a problem 1 mark for linking it to the study e.g. The pictures were of static eyes (1 mark); When we are attributing mental states, we see moving eyes / facial expressions (1 mark); we use body language to help us gauge mental states in the real world (1 mark alternative); People could have guessed all of the answers correctly (1 mark). There are other creditworthy responses, including emotive words are subjective, emotions can be culturally specific.	2

Question	Answer	Marks
6(a)	The study by Schachter and Singer is based on the two-factor theory of emotion. Describe what is meant by the two-factor theory of emotion. 1 mark per correct point made: e.g. One factor is the physiological arousal of a person; The other factor is the cognition that allows a person to make sense of a situation; So, when someone becomes aroused, they look to the environment for cues to help explain how they are feeling; Therefore, emotional experiences are a combination of physiology and cognition; This is true for when a person has no immediate explanation of their emotional arousal; There are other creditworthy responses.	4
6(b)	Outline how one result from this study supports the two-factor theory of emotion. 1 mark for appropriate result, then 1 mark for explaining how it links to the two-factor theory of emotion. e.g. The Epi Ign/Epi Mis groups scored higher on their emotional states compared to the Epi Inf (1 mark); This showed that they were more susceptible to the stooge's mood as they had no explanation of their emotions (compared to Epi Inf who did) (1 mark).	2

Question	Answer	Marks
7(a)	Lizzie has learned about the study by Laney et al. (false memory). She believes that the study is unethical. Outline what is meant by the ethical guideline of informed consent. 2 marks for a full answer 1 mark for brief/partial answer e.g. This is when a participant is given enough information before a study begins so they can decide whether they would like to participate (or not) (2 marks) This is when a person decides if they want to take part in a study (1 mark) Telling participants information about the study before it starts (1 mark)	2
7(b)	Outline why Lizzie is correct that the study is unethical, using evidence in your answer. Up to 1 mark for outlining one ethical guideline directly relevant to Laney et al. Up to 4 marks for using evidence to show that Laney et al. was unethical e.g. The participants were deceived (1 marks). They had been told that they were completing the questionnaires to look into the relationship between personality and food preference (1 mark); The study was actually about implanting false memories about asparagus (1 mark); They were also deceived that the feedback given to them on return was factual (1 mark); Laney did not get informed consent as the participants were not told it was about false memories (1 mark); Participants may have been psychologically stressed by the idea of being 'tricked' (1 mark); There are other creditworthy responses.	4

Question	Answer	Marks
8(a)	Outline the nature versus nurture debate in psychology, using an example other than the study by Bandura et al. (aggression) as an example. 1 mark = defining nature + 1 mark example 1 mark = defining nurture + 1 mark example e.g. Nature means a behaviour that we are born with / genetic / hard-wired (1 mark). For example, intelligence has a genetic component that is passed on through generations (1 mark example). Nurture means a behaviour that has been learned by an organism after birth (1 mark); For example, in the study by Pepperberg Alex learned same/different through observing a model/rival (1 mark example).	4

Question	Answer	Marks																		
8(b)	Explain what psychologists have learned about aggression using two results from the study by Bandura et al. e.g. Children do learn aggression through social learning; Children learn more from observing than imitating a same-sex model; Aggression is more likely to be about nurture rather than nature; Models are powerful influencers of aggressive behaviour; Boys more likely to be aggressive compared to girls; <table border="1"> <thead> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept</td><td>4</td></tr> <tr> <td>3</td><td>The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept</td><td>3</td></tr> <tr> <td>2</td><td>The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept</td><td>2</td></tr> <tr> <td>1</td><td>The result presented has no meaningful comparison or there is a basic attempt at explaining</td><td>1</td></tr> <tr> <td>0</td><td>No creditworthy answer</td><td>0</td></tr> </tbody> </table> e.g., Level 4: Children were more likely to learn/replicate aggression from a model of the same-sex. Boys were more likely to replicate the verbal aggression from a male model than a female model. Children will replicate aggressive behaviours observed from a model. Participants in the aggressive condition were significantly more likely to replicate physical/verbal aggression compared to those in the nonaggressive condition / control group. Level 3: Children were more likely to learn/replicate aggression from a model of the same-sex. Boys were more likely to replicate the verbal aggression from a male model. Children will replicate aggressive behaviours observed from a model. Participants in the aggressive condition were significantly more likely to replicate physical/verbal aggression	Level	Criteria	Marks	4	The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept	4	3	The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept	3	2	The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept	2	1	The result presented has no meaningful comparison or there is a basic attempt at explaining	1	0	No creditworthy answer	0	8
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Question	Answer	Marks
8(b)	Level 2: Children were more likely to learn/replicate aggression from a model of the same-sex OR boys were more likely to replicate the verbal aggression from a male model than a female model. Children will replicate aggressive behaviours observed from a model OR Participants in the aggressive condition were significantly more likely to replicate physical/verbal aggression compared to those in the nonaggressive condition / control group Level 1: Children will replicate aggressive behaviours; models influence aggressive behaviour;	

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9	Evaluate the study by Piliavin et al. (subway Samaritans) in terms of two strengths and two weaknesses. At least one of your evaluation points must be about the use of qualitative data. Suitable strengths include: Qualitative data, quantitative data, reliability, validity (ecological) Suitable weaknesses include: Ethics, field experiments, validity, generalisations <table> <tr> <th>Level</th><th>Criteria</th><th>Marks</th></tr> <tr> <td>4</td><td> - 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. </td><td>8–10</td></tr> <tr> <td>3</td><td> - 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. </td><td>6–7</td></tr> <tr> <td>2</td><td> - 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. </td><td>4–5</td></tr> <tr> <td>1</td><td> - Evaluation is basic. - Answer demonstrates little organisation. - There is little or no evidence of analysis. - Answer does not demonstrate understanding of the material. </td><td>1–3</td></tr> <tr> <td>0</td><td>No response worthy of credit.</td><td>0</td></tr> </table>	Level	Criteria	Marks	4	- 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.	8–10	3	- 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.	6–7	2	- 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.	4–5	1	- Evaluation is basic. - Answer demonstrates little organisation. - There is little or no evidence of analysis. - Answer does not demonstrate understanding of the material.	1–3	0	No response worthy of credit.	0	10
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