* 0000800000001 * DFD
www.dynamicpapers.com

Cambridge Assessment International Education

Cambridge International AS & A Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

4052727507

PSYCHOLOGY **9990/13**

Paper 1 Approaches, Issues and Debates **October/November 2025**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

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

INFORMATION

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

This document has **12** pages. Any blank pages are indicated.

© UCLES 2025

www.dynamicpapers.com

Section A

Answer **all** questions.

1 From the study by Andrade (doodling):

(a) Outline how the participants were recruited in this study.

.....

.....

.....

..... [2]

(b) Identify **two** features of the piece of paper given to the participants in the doodling condition.

1 .....

.....

2 .....

.....

[2]

(c) Identify how recall of incidental information was measured.

..... [1]

2 From the study by Piliavin et al. (subway Samaritans):

(a) One conclusion was that, in a natural setting, people do offer spontaneous help to a victim in need.

Outline **one** other conclusion from this study.

.....

.....

.....

..... [2]

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

.....

.....

.....

..... [2]

© UCLES 2025

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

3 The study by Hassett et al. (monkey toy preferences) used a sample of male and female monkeys.

(a) Identify **two** features of the sample used in this study, other than sex and species.

1 .....

.....

2 .....

.....
[2]

(b) Describe **one** result for the toy preferences of female monkeys in this study.

.....

.....

.....

..... [2]

4 From the study by Pozzulo et al. (line-ups):

Describe how the cartoon foils were selected.

.....

.....

.....

.....

.....

.....

.....

..... [4]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

5 From the study by Perry et al. (personal space):

(a) One feature of the sample was that it consisted of only male participants.

Identify **two** other features of the sample used in the study.

1 .....

.....

2 .....

.....

[2]

(b) Explain **one** weakness of using animations in Experiment 1 in this study.

.....

.....

.....

..... [2]

6 **(a)** In the background to their study, Saavedra and Silverman (button phobia) outlined the role of disgust in childhood phobias.

Outline the role of disgust in childhood phobias.

.....

.....

.....

.....

.....

..... [3]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

(b) Two friends, Hannah and Josh, are discussing the generalisability of the study by Saavedra and Silverman (button phobia).

Hannah says the study is generalisable, but Josh says it is **not** generalisable.

Outline why you think **either** Hannah **or** Josh is correct, using evidence from the study.

The friend who I think is correct is: .....

because: .....

.....

.....

.....

.....

.....

.....

..... [4]

7 The nature versus nurture debate relates to the study by Bandura et al. (aggression).

Outline what is meant by this debate, including **one** example from the nature side and **one** example from the nurture side from the study by Bandura et al.

.....

.....

.....

.....

.....

.....

.....

..... [4]

8 Pauline, a teacher, is helping her class of younger children to learn a new skill. This skill has a correct sequence of tasks. However, many children are getting this sequence wrong. Pauline needs to help the children and has come to you for advice.

Using your knowledge of the study by Fagen et al. (elephant learning):

(a) Outline the advice you would give to Pauline.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Explain **one** reason for **one** piece of advice you outlined in part **(a)**.

.....

.....

.....

..... [2]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

Section B

Answer **all** questions.

9 **(a)** From the study by Baron-Cohen et al. (eyes test):

Describe the psychology being investigated.

.....

.....

.....

.....

.....

.....

.....

..... [4]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

(b) Explain **two** similarities between the study by Baron-Cohen et al. (eyes test) and the study by Andrade (doodling).

1 .....

.....

.....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

.....

.....

[8]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

10 Evaluate the study by Hölzel et al. (mindfulness and brain scans) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about self-reports.

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [10]

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

BLANK PAGE

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

www.dynamicpapers.com

BLANK PAGE

DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN
DO NOT WRITE IN THIS MARGIN

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

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

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

© UCLES 2025