**Cognitive Level of Analysis** 

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| **Learning Outcome** | **Content** |
| **General Learning Outcomes** | |
| Outline principles that define the cognitive level of analysis *(for example, mental representations guide behaviour, mental processes can be scientifically investigated)*. |  |
| Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies). |  |
| Discuss how and why particular research methods are used at the cognitive level of analysis *(for example, experiments, observations, interviews)*. |  |
| Discuss ethical considerations related to research studies at the cognitive level of analysis. |  |
| **Cognitive processes** | |
| Evaluate schema theory with reference to research studies. |  |
| Evaluate two models or theories of one cognitive process *(for example, memory, perception, language, decision making)* with reference to research studies. |  |
| Explain how biological factors may affect one cognitive process *(for example, Alzheimer’s disease, brain damage, sleep deprivation)*. |  |
| Discuss how social or cultural factors affect one cognitive process *(for example, education, carpentered-world hypothesis, effect of video games on attention)*. |  |
| With reference to relevant research studies, to what extent is one cognitive process reliable *(for example, reconstructive memory, perception/visual illusions, decision making/heuristics)*? |  |
| Discuss the use of technology in investigating cognitive processes *(for example, MRI (magnetic resonance imaging) scans in memory research, fMRI scans in decision making research)*. |  |
| **Cognition and emotion** | |
| To what extent do cognitive and biological factors interact in emotion *(for example, two factor theory, arousal theory, Lazarus’ theory of appraisal)*? |  |
| Evaluate one theory of how emotion may affect one cognitive process *(for example, state-dependent memory, flashbulb memory, affective filters)*. |  |