**Revision checklist: Cognitive level of analysis**

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| **What you need to know** | **Specific examples covered in book** | **Relevant pages in the textbook** | **Revised** |
| **General** |  | 31–37 |  |
| The principles that define the cognitive level of analysis | These general points are covered at the beginning of the chapter but should be kept in mind throughout. | 32–34 |  |
| How the principles may be demonstrated in research | 34–35 |  |
| Why and how particular research methods are used at the cognitive level of analysis | 34–35 |  |
| Ethical considerations of research | 36 |  |
| **Cognitive processes** |  | 37–61 |  |
| Schema theory |  | 39–40 |  |
| Two models/theories of one cognitive process | Perception:  Gregory’s top-down theory  Gibson’s bottom-up theory | 40–45 |  |
| How biological factors affect one cognitive process | Face recognition | 46–50 |  |
| How cultural factors affect one cognitive process | Perception | 50–54 |  |
| Reliability of one cognitive process | Memory | 55–58 |  |
| Using technology to investigate cognitive processes | MRI  fMRI  PET | 59–61 |  |
| **Cognition and emotion** |  | 61–65 |  |
| The interaction of cognitive and biological factors in emotion | Schachter and Singer’s two-factor theory of emotion  Lazarus’s cognitive appraisal theory | 61–64 |  |
| How emotion might affect one cognitive process | Perception | 64–65 |  |