**Learning outcomes for tHe Socio-Cultural level of analysis**

**General**

* Outline principles that define the socio-cultural level of analysis*.*
* Explain how principles that define the socio-cultural 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 socio-cultural level of analysis
* Discuss ethical considerations related to research studies at the socio-cultural level of analysis.

**Socio-cultural**

* Describe the role of situational and dispositional factors in explaining behaviour.
* Discuss two errors in attributions
* Evaluate social identity theory, making reference to relevant studies.
* Explain the formation of stereotypes and their effect on behaviour.

**Social**

* Explain social learning theory, making reference to two relevant studies.
* Discuss the use of compliance techniques
* Evaluate research on conformity to group norms.
* Discuss factors influencing conformity

**Cultural**

* Define the terms “culture” and “cultural norms”.
* Examine the role of two cultural dimensions on behaviour
* Using one or more examples, explain “emic” and “etic” concepts.

**Learning outcomes for tHe cognitive level of analysis**

**General**

* Outline principles that define the cognitive level of analysis
* 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**

* Evaluate schema theory with reference to research studies.
* Evaluate two models or theories of one cognitive process (for example, memory, perception, 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**

* 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).

**Learning outcomes for tHe Biological level of analysis**

**General**

* Outline principles that define the biological level of analysis.
* Explain how principles that define the biological 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 biological level of analysis *(for example, experiments, observations, correlational studies)*.
* Discuss ethical considerations related to research studies at the biological level of analysis.

**Physiology**

* Explain one study related to localisation of function in the brain.
* Using one or more examples, explain effects of neurotransmission on human behaviour.
* Using one or more examples, explain functions of two hormones in human behaviour.
* Discuss two effects of the environment on physiological processes.
* Examine one interaction between cognition and physiology in terms of behaviour. Evaluate two relevant studies.
* Discuss the use of brain imaging technologies *(for example, CAT, PET, fMRI)* in investigating the relationship between biological factors and behaviour.

**Genetics**

* With reference to relevant research studies, to what extent does genetic inheritance influence behaviour?
* Examine one evolutionary explanation of behaviour.
* Discuss ethical considerations in research into genetic influences on behaviour.