



Cognitive Psychology

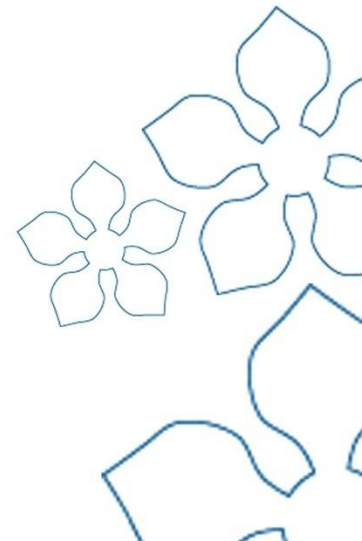
M5X00908 Brain, Behaviour, and Cognition (BBC)

Cognitive Exam: Resit Information

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Cognitive Exam - Resit

- 1 x ONE hour exam (25% of overall module mark).
- Answer ONE essay question from a choice of four.

Questions will be based on lecture topics BUT you will need to have done additional reading and include relevant studies to support your arguments.

Questions will ask you to:

“Critically discuss/evaluate; compare and contrast”



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Cognitive Exam - Resit

- Take your time to read through all the questions fully.
- Think about which topic the question relates to:
- Once you decide which question to answer take some time planning the structure of your answer.
- Think about what the question is asking you to do:
 - E.g., Critically discuss, Critically evaluate, Compare and contrast.
- Be precise, specific, detailed and clear in your answers.
- Always use empirical evidence:
 - Is the evidence sufficient?
 - Examine alternative viewpoints fairly
 - Assess the quality of your evidence: Use the best evidence
 - Link pieces of research together.

Cognitive Exam - Resit

- Regardless of the topic area, your mark will depend on the type of answer you give:

Strong Answer

Provide a detailed description of the theory/model or topic in question.

Explain the meaning of any specific terms.

Goes beyond the lecture notes and shows evidence of wider reading.

Include empirical evidence and discuss the studies mentioned.

Provide relevant integration, critical analysis and evaluation of arguments.

Identify strengths and weaknesses associated with each theory based on relevant studies and would clearly explain what the findings mean for theory.

Consider thoughts on wider implications.



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Cognitive Exam - Resit

- The lecture slides serve only as a reminder of the lecture content and useful reading.
- They do not substitute for your own lecture notes, nor are they sufficiently comprehensive to substitute for wider reading.
- For the exam you are expected to write grammatically correct paragraphs. Therefore, you will need to read further than the lecture slides for your answers, as these often provide only bullet points/phrases/words as memory aids.

Cognitive Exam - Resit

- Where to find additional empirical evidence:
 - You will need to use the core text for this module:
 - Eysenck, M. W., & Keane, M. T. **Cognitive Psychology**
 - If there is a particular citation not in the core textbook, then you can use the library search to find the particular journal article.
 - Also, make use of the Eysenck and Keane Cognitive Psychology Companion Website at:
www.psypress.com/cw/eysenck



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Cognitive Revision

- **Language:** Human vs. Animal communication
 - Similar
 - Both use symbols to represent events in the world
 - Rely on sender and receiver sharing a representation
 - Likely that captured primates can learn the meaning of some arbitrary symbols for communication (as humans do)
 - Different
 - Less evidence that animals can communicate beyond the 'here' and 'now' (abstract)
 - Intensive training of primates produced linguistic abilities of young human child
 - Syntax in language more human
 - Recursion a human language sophistication
 - Semantics: difficult to fully test but possibly more human
 - Qualitative differences not just quantitative
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Cognitive Revision Focus

- **Memory: Context, Errors, and Influences on function:**
 - Factors that can contribute to forgetting:
 - Trace-dependent forgetting
 - Cue-dependent forgetting (Tulving & Psotha, 1971)
 - Encoding-specificity principle (Tulving, 1983)
 - State-dependent memory: Marijuana and cigarettes (Eich et al 1975), Odours (Schab, 1990), Noise (Smith, 1985)
 - Schema effects
 - Misleading information (Lots of work by Loftus) – trace of information not correct.
 - Re-constructed memories (Clancy, 2002; Morton, et al., 1985)
 - Context-dependent memory (Godden & Baddeley, 1975)
 - Memory biases (Brewer & Treyens, 1981)



Cognitive Revision Focus

- **Concepts, Categorisation, and Schema**
 - Evidence for schemas in memory:
 - Organisation of semantic memory
 - Mental representations of knowledge
 - Loftus (1992): Memory primed by initial instruction
 - Schemas formed through concepts and categories
 - Quillian (1969): The Teachable Language Comprehender
 - Schemas assessed through sentence verification tasks
 - Collins and Quillian (1972): Concept vs. property
 - Rosch (1973) - Typicality effects and Prototype view
 - Schemata: Bartlett (1932)
 - Bransford and Johnson (1973) / Bransford (1979): “Ironing”
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Cognitive Revision Focus

- **Concepts, Categorisation, and Schema**
 - Why is info easier to retrieve if stored in schema?
 - Can simply activate a global schema - E.g. 'Ironing'
 - Top-down processing from the global concept
 - Activation based/connectionist views (e.g. Collins & Loftus, 1975; McNamara, 1992):
 - Bottom-up processing
 - Activation of one part of schema also activates the other components of the schema
 - E.g. 'Sitting down' in restaurant schema also activates 'looking at the menu'
 - Ultimately recall many pieces of information
 - Relates to 'chunking' of information (Miller, 1958)
 - Many pieces of information stored and recalled as one item.
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Cognitive Revision Focus

Attention: Visual attention:

- Feature Integration Theory (FIT): Treisman (1988, 1992); Treisman & Gelade (1980).
- Evidence: Treisman & Gelade (1980): set-size & search time,
- Transcranial magnetic stimulation (TMS) led to more illusory conjunctions when applied early in the search task Braet & Humphreys (2009)
- However: Duncan & Humphreys (1989; 1992): distractors play role in search time depending on their similarity to targets.
- This led to a FIT Update: Treisman (1993)
- Alternative Theories: Guided Search Theory: Wolfe (1998; 2003) & Decision-integration hypothesis: Palmer et al. (2000)

General Exam Points

- **ALL** of your answers should be written in your examination booklet, **NOT** on the question paper.
- Please clearly indicate on the front of your examination booklet the question number of each question attempted.
- With the Cognitive exam it is likely that some biological elements will need to be discussed and it would be acceptable to include biologically based evidence that supports/contradicts cognitive theories.



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Moodle

- Go on to Moodle:
 - Read the lecture slides
 - When you see a reference go and look it up
 - Also, within some of the Cognitive lectures on Moodle there will be a slide of additional references – please look these up and use any studies from this reference list slide to back up your arguments when answering the Cognitive exam questions.
 - Read and use the studies presented in the Eysenck and Keane Cognitive Psychology textbook as empirical evidence and as evaluation to back up or contradict any theories you mention or points that you make.





ALL THE BEST FOR THE EXAMS!!!



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