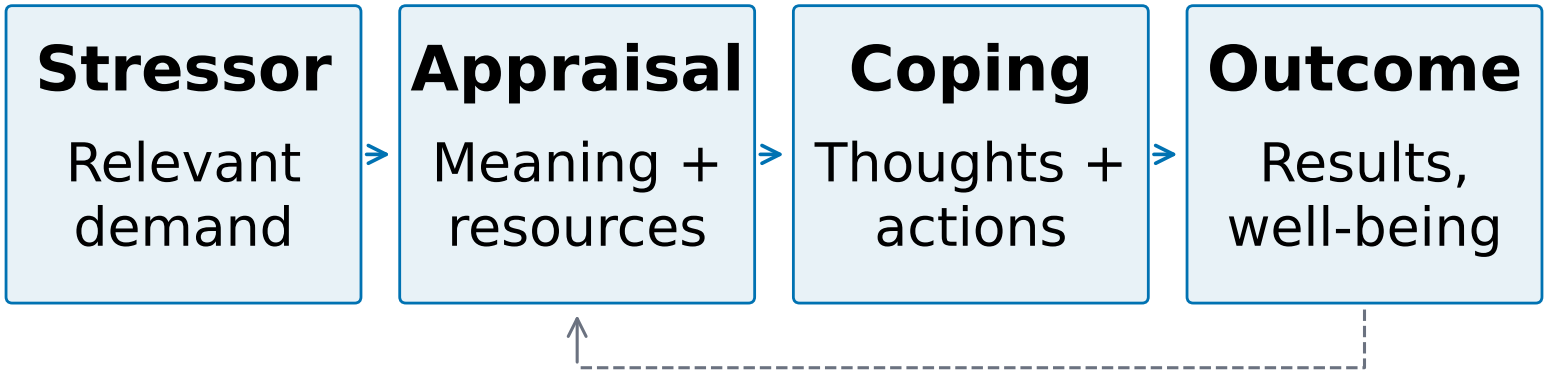
Exercise walk-through

10.1
Stress, arousal, anxiety and coping

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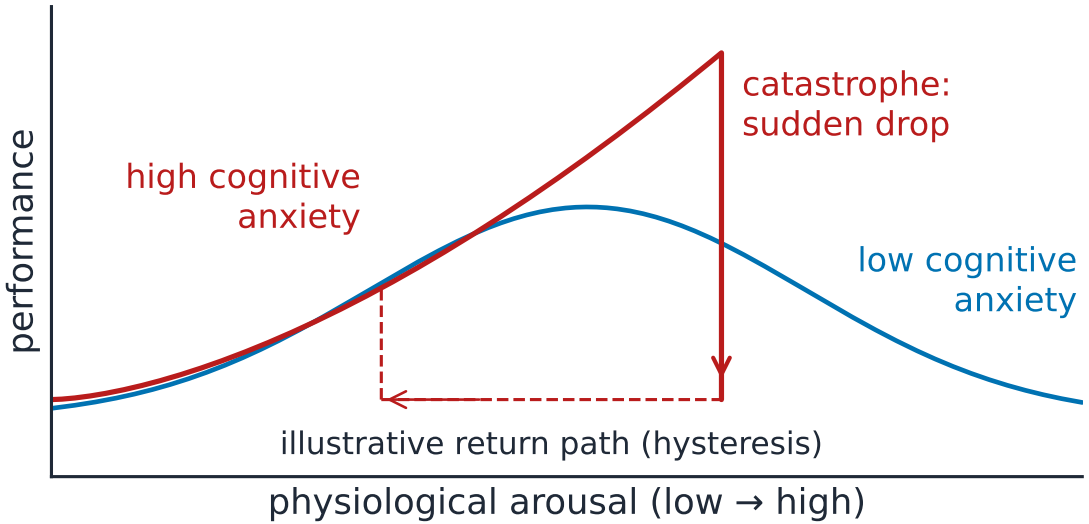
Appraisal



Reappraise as conditions and information change

> Reappraisal changes with information; a belief does not remove a real barrier.

Catastrophe theory



A sketch supplies neither universal trigger values nor a recovery treatment.

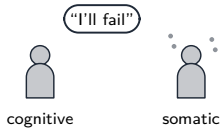
Design a low-risk measurement comparison

Protect voluntary participation and interpret the actual measurement.

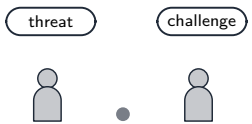
- Use an approved low-risk task and non-sensitive measures.
- Explain consent, confidentiality and withdrawal arrangements.
- Standardise timing, posture, activity and environment.
- Do not induce **distress** or publicly label classmates.

Exercises 2.1·2.2

2.1 Distinguish between cognitive anxiety and somatic anxiety. [2]

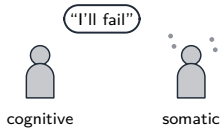


2.2 Using the transactional model, explain why two players react differently to taking a penalty in a cup final. [3]



Exercises 2.1·2.2

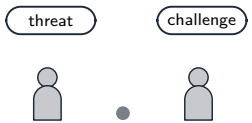
2.1 Distinguish between cognitive anxiety and somatic anxiety. [2]



2.1

cognitive: the mental part: worry, negative thoughts, fear of failure; somatic: the physical signs: raised heart rate, sweating, butterflies, muscle tension

2.2 Using the transactional model, explain why two players react differently to taking a penalty in a cup final. [3]



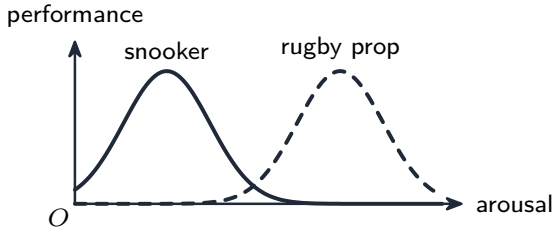
2.2

stress depends on appraisal, not the event itself; primary appraisal: one player sees the penalty as a threat, the other as a challenge; secondary appraisal: the confident player believes they have the skills to cope, so feels less stress

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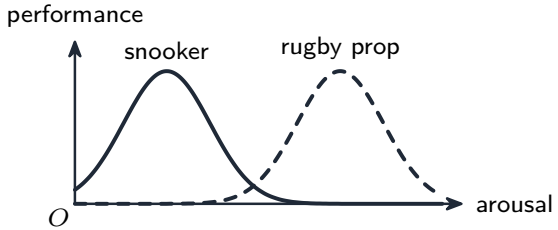
Exercise 2.3

2.3 Using the inverted-U theory, explain why a snooker player and a rugby prop have different optimal levels of arousal. [3]



Exercise 2.3

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2.3

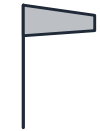
performance is best at a moderate, optimal arousal and falls if arousal is too low or too high; snooker is a fine, complex skill needing precise control and concentration, so the optimum is low; scrummaging is a gross, simple skill using large muscles and strength, so the optimum is high

Exercise 2.4

2.4 A cyclist is worried about **(i)** her poor hill-climbing and **(ii)** strong wind forecast for race day. Suggest a suitable coping strategy for each, and justify your choices. [3]



(i)



(ii)

Exercise 2.4

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(ii)

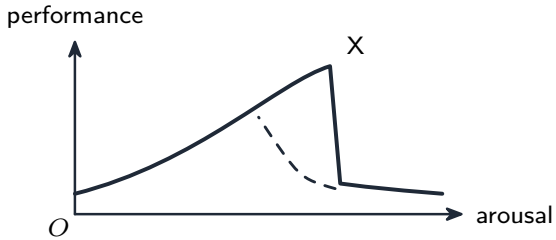
2.4

(i) problem-focused, e.g. extra hill training / pacing plan; (ii) emotion-focused, e.g. relaxation, reappraisal, accepting it; because hill-climbing can be changed but the weather cannot, so the coping matches how controllable the stressor is

Exercise 3.1 (a)

3.1 The graph shows catastrophe theory.

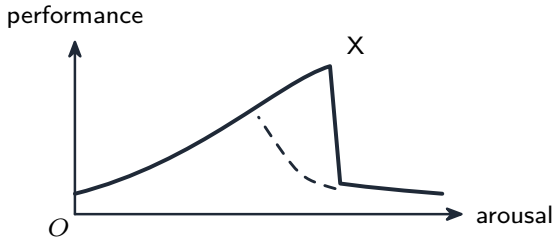
(a) Describe what happens to performance at point X. [2]



Exercise 3.1 (a)

3.1 The graph shows catastrophe theory.

(a) Describe what happens to performance at point X. [2]



(a) when cognitive anxiety is high and arousal passes the optimum; performance falls suddenly and sharply (a catastrophe), not gradually

Exercise 3.1 (b)

3.1 The graph shows catastrophe theory.

(b) Explain why lowering arousal a little may not bring performance back. [2]

Exercise 3.1 (b)

3.1 The graph shows catastrophe theory.

(b) Explain why lowering arousal a little may not bring performance back. [2]

(b) recovery needs arousal to fall well below the level where the drop happened (hysteresis); and cognitive anxiety must be reduced first, which takes time

Exercise 3.2 (a)

3.2 A gymnast feels very anxious before competitions.

(a) Outline **two** ways her anxiety could be measured. [2]

Exercise 3.2 (a)

3.2 A gymnast feels very anxious before competitions.

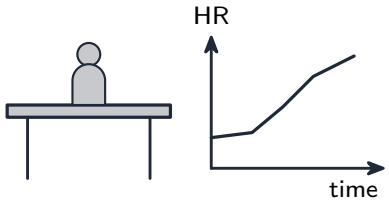
(a) Outline **two** ways her anxiety could be measured. [2]

(a) any two: questionnaire such as CSAI-2 / SCAT; physiological, e.g. heart rate, cortisol, sweat; observing behaviour

Exercise 3.2 (b)

3.2 A gymnast feels very anxious before competitions.

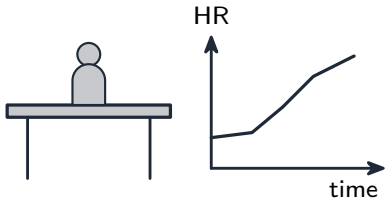
(b) Suggest **three** coping strategies she could use and classify each. [3]



Exercise 3.2 (b)

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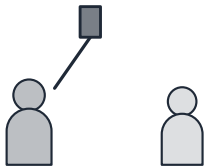


(b) any three, each classified: practise the routine in mock competitions (problem-focused); breathing / muscle relaxation (emotion-focused); positive self-talk or reappraising the competition as a challenge (emotion-focused); talking with a coach to make a plan (problem-focused); listening to music to distract (avoidance)

Exercise 3.3

3.3 A footballer has just been sent off after a wrong refereeing decision, and the team must play the rest of the match with ten players.

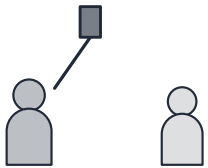
Explain how the player and the team could cope, using the controllability of the stressors. [3]



Exercise 3.3

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Explain how the player and the team could cope, using the controllability of the stressors. [3]



3.3

the decision cannot be changed, so the player should use emotion-focused coping (e.g. breathing, accepting, refocusing); the team can control its tactics, so problem-focused coping fits: change formation, defend deeper; matching coping to controllability reduces wasted effort and frustration