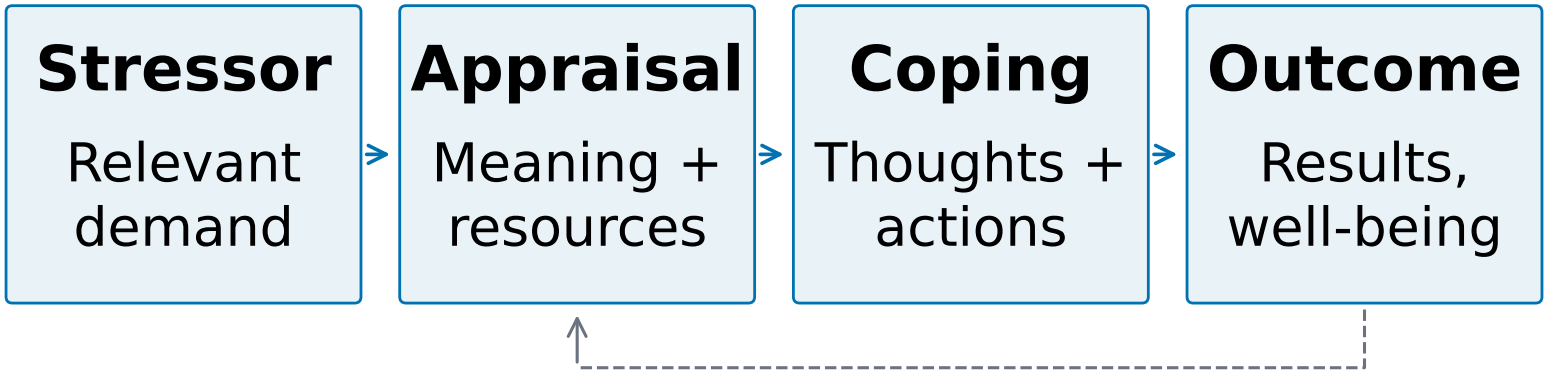
Exercise walk-through

10.1
Stress, arousal, anxiety and coping

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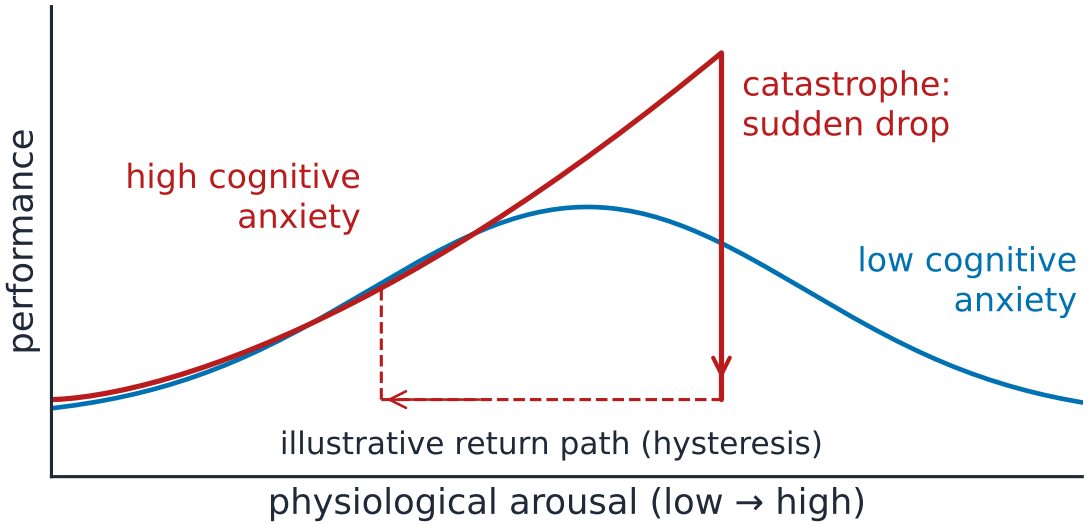
Appraisal



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.

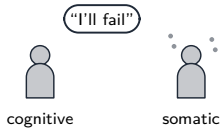
Design a low-risk measurement comparison

Protect voluntary participation and interpret the actual measurement.

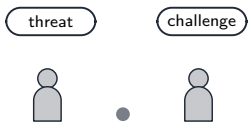
- Use an approved low-risk task and non-sensitive measures.
- Explain consent, confidentiality and withdrawal arrangements.
- Standardise timing, posture, activity and environment.
- Do not induce **distress** or publicly label classmates.

Exercises 2.1·2.2

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

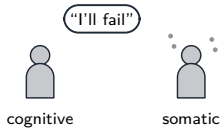


2.2 Using the transactional model, explain why two players react differently to taking a penalty in a cup final. [3]



Exercises 2.1·2.2

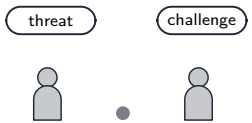
2.1 Distinguish between cognitive anxiety and somatic anxiety. [2]



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]



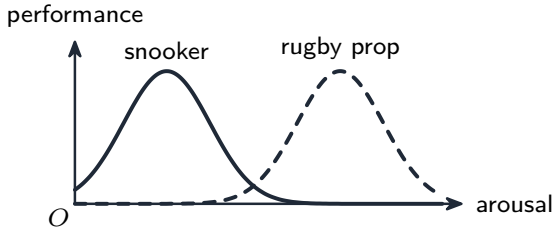
2.2

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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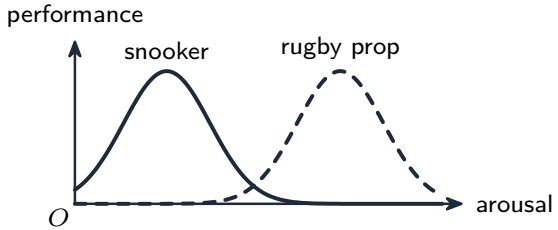
Exercise 2.3

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

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



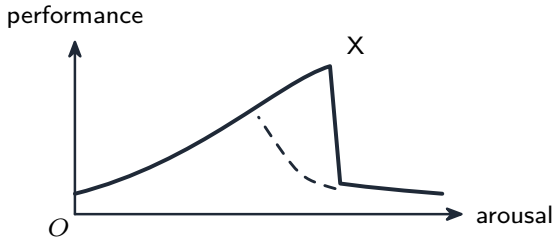
2.3

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 3.1 (a)

3.1 The graph shows catastrophe theory.

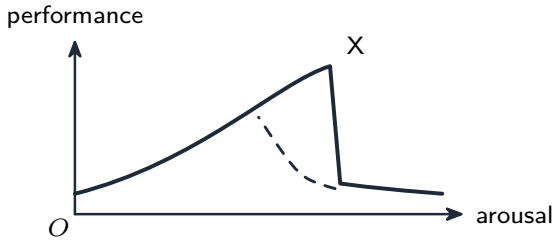
(a) Describe what happens to performance at point X. [2]



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.

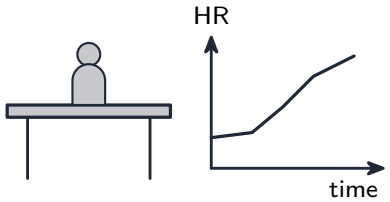
(a) Outline **two** ways her anxiety could be measured. [2]

(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.

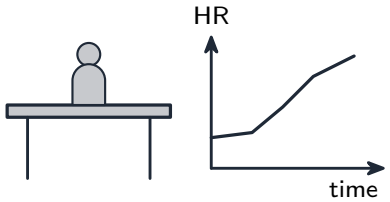
(b) Suggest **three** coping strategies she could use and classify each. [3]



Exercise 3.2 (b)

3.2 A gymnast feels very anxious before competitions.

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



(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)