**Arousal and Anxiety Exam Questions**

**Using appropriate psychological theories, explain why performers may have different levels of optimal arousal and outline various somatic stress management techniques that can be used to control anxiety levels. *(14 marks)***

**Many elite performers complete personality and anxiety tests as part of their preparation for competition.**

**Name one self-report questionnaire often used to measure anxiety and outline the disadvantages of using this form of data collection. *(3 marks)***

**Different methods of assessment can be used to measure anxiety levels and also to identify potential successful performers.**

**What are the disadvantages of using observation as a method to assess anxiety?**

***(3 marks)***

**The performer and the coach must work together so that the performer can control their arousal levels during a competition.**

**Identify three characteristics of the peak flow experience. *(3 marks)***

**Effective captains use a variety of methods to motivate their teams.**

**Explain the characteristics of effective goal setting. *(3 marks)***

**Identify and explain the different types of anxiety that may affect a performer.**

***(3 marks)***

**During a tennis match a player may display signs of anxiety and become over-aroused.**

**Using the ‘catastrophe theory’, describe how over-arousal may affect a player’s performance. *(4 marks)***

**Name a ‘cognitive stress management technique’ and describe how a player could use this technique to control their arousal level. *(3 marks)***

**Sometimes elite performers fail to replicate the level of performance demonstrated in training when competing in a major event.**

**Apart from drive theory, name two other theories of arousal. *(3 marks)***

**Arousal and Anxiety Answers**

**Using appropriate psychological theories, explain why performers may have different levels of optimal arousal and outline various somatic stress management techniques that can be used to control anxiety levels. *(14 marks)***

**Arousal Theories**

A. **Drive Theory**

B. As arousal increases so does likelihood of dominant response/habit

C. Experienced players perform better with higher levels of arousal/

the more experienced players in a team require higher levels of arousal

D. Novice players perform better with lower levels of arousal

E. **Inverted U Theory**

F. As arousal increases so does performance but only to certain level

G. Optimal arousal occurs at moderate levels

H. (Personality of performer) – extroverts higher levels of arousal/ introverts lower levels of arousal

I. (Nature of the Task) – complex or fine skills lower need lower levels of arousal/simple or gross skills need higher levels of arousal

J. (Skill of performer) – experienced higher levels of arousal/novices lower levels of arousal

K. **Zone of Optimal Functioning**

L. Some performers have a wider range of optimal arousal levels/different band widths of optimal arousal

**Stress management techniques**

M. **Biofeedback**

N. Measuring physiological responses

O. eg heart rate/breathing rate/sweat production/skin temperature/ muscle tension/blood pressure/galvanic skin response

P. Learn to recognise and control anxiety responses

Q. **Centring/Breathing control**

R. Deep breathing/diaphragmatic breathing

S. Breath in through nose – expand abdomen fully – breath out through mouth

T. May involve repeating key words/mantra

U. **Muscle relaxation/Progressive Muscle Relaxation**

V. Often combined with effective breathing control

W. Focus on specific muscle groups/working inwards from the periphery

X. Contract muscles – hold – relax

**Many elite performers complete personality and anxiety tests as part of their preparation for competition.**

**Name one self-report questionnaire often used to measure anxiety and outline the disadvantages of using this form of data collection. *(3 marks)***

**Named test**

A. Sport Competition Anxiety Test/SCAT

B. State Trait Anxiety Inventory/STAI

C. Competitive Sport Anxiety Inventory/CSAI-2

**Disadvantages**

D. Misinterpretation of questions/lack of understanding

E. Answers may not be truthful/provide socially desirable answers

F. Questions may not allow for full answers/limited options to express emotions

G. Inappropriate questions/biased questions

H. Situation when completed may not be ideal/may rush to complete questionnaire

**Different methods of assessment can be used to measure anxiety levels and also to identify potential successful performers.**

**What are the disadvantages of using observation as a method to assess anxiety?**

***(3 marks)***

A. Subjective/not objective

B. Reliant on skill of the observer

C. Time consuming/expensive/needs to be completed several times

D. Observer needs to know normal behaviour patterns of performer for comparison

E. May need several observers (at the same time)

F. If performer knows observation is occurring they may behave differently/become more anxious/increased state anxiety/experience evaluation apprehension/social inhibition

**The performer and the coach must work together so that the performer can control their arousal levels during a competition.**

**Identify three characteristics of the peak flow experience. *(3 marks)***

A. Highly focussed on the task/good selective attention/fully absorbed/involved in activity

B. Movement or skill feels effortless/physical and mental harmony

C. Clear goals

D. High levels of confidence/self-efficacy/sense of well being

E. Sub-conscious feelings of control/being on autopilot/ automatic/optimal levels of arousal/zone of optimal functioning/ZOF

**Effective captains use a variety of methods to motivate their teams.**

**Explain the characteristics of effective goal setting. *(3 marks****)*

A. (Specific) – linked to performer/sport/position

B. (Measurable) – objective/not subjective

C. (Agreed/accepted) – involve the performer in setting the goals

D. (Realistic/achievable) – with performers ability/not demotivating

E. (Time phased/long and short term goals) – set time for evaluation

F. (Exciting/challenging) – motivate the performer

G. (Recorded) – written for future reference/improves ownership

H. (Outcome goal) – based on end result, eg winning the match

I. (Performance goal) – based on performers own ability level, eg linked to personal best time/completing specific percentage pass rate

J. (Process goal) – based on performers techniques/tactics, eg extending the arms when passing/completing a specific role within tactical formation

**Identify and explain the different types of anxiety that may affect a performer.**

***(3 marks)***

A. Trait anxiety/A-Trait – performer generally perceives situations as threatening

B. State anxiety/A-State – level of anxiety at a specific time/particular situation

C. Competitive Trait Anxiety – performer generally perceives competitive situations as threatening

D. Competitive State Anxiety - level of anxiety during competitive situations

E. Cognitive anxiety – psychological responses/thoughts and worries of performer/doubts

in their ability to complete the task

F. Somatic anxiety – physiological responses of performer/increased heart rate/sweating or eq.

**During a tennis match a player may display signs of anxiety and become over-aroused.**

**Using the ‘catastrophe theory’, describe how over-arousal may affect a player’s performance. *(4 marks)***

A. Performers need moderate/optimum levels of arousal to perform at their best

B. Over-arousal causes a decrease in performance

C. Performer can recover (if only slight over-arousal)

D. Caused by cognitive anxiety

E. Performance can continue to decrease and not recover

F. Caused by cognitive and somatic anxiety

G. Recovery time can vary depending on the level of overarousal and the performer/duration of the event

**Name a ‘cognitive stress management technique’ and describe how a player could use this technique to control their arousal level. *(3 marks)***

**A. Thought-stopping**

B. Use of cue/action/word

C. Re-directs attention to positive thoughts

D. Example – key word – focus

**E. Self-talk/positive self-talk**

F. Use when negative thoughts occur

G. Replace with positive statements about performance

H. Example – nerves are good before the race

**I. Imagery/visualisation/mental rehearsal**

J. Formation of mental pictures of good performance/imagine in a calm place

K. Internal – creating the feeling of the movement/sensations

L. External – seeing themselves completing the movement

**M. Attentional control**

N. Changing the focus of attention to detect only relevant cues/improve selective attention/alter perceptual field

O. Broad/external – used during games to detect fast changing situations and identify the best option

P. External/narrow – used to concentrate on specific objects or tasks, possibly with limited number of cues

Q. Narrow/internal – used to mentally rehearse a skill or task

R. Internal/broad – used to analyse performance and plan future strategies and tactics

**Sometimes elite performers fail to replicate the level of performance demonstrated in training when competing in a major event.**

Apart from drive theory, name **two** other theories of arousal. *(3 marks)*

1. Inverted ‘U’ theory

2. Catastrophe theory

3. Baron’s distraction-conflict theory