INFO / CONSENT

INFORMATION SHEET

INVITATION TO TAKE PART

You are being invited to take part in a research study to further our understanding of maths anxiety and statistics anxiety.

Thank you for carefully reading this information sheet, which you may copy and keep for your records.

This study is being conducted by PhD student researcher, Jenny Terry, under the supervision of Professor Andy Field from the School of Psychology, University of Sussex, [redacted]

Please feel free to contact Jenny Terry via email (jlt26@sussex.ac.uk) if you have any questions.

WHY HAVE I BEEN INVITED FOR TESTING AND WHAT WILL I DO?

We are inviting all psychology students from [redacted] to take part.

You will be asked to rate how anxious you feel in various scenarios relating to maths and statistics. You will then be asked to take a short (5 question) multiple-choice test and to answer some questions about general anxiety. You will also be asked some questions about your prior and current maths and statistics attainment (e.g. grades) and to provide some demographic details (including age, gender, race, ethnicity, and whether you have specific learning disabilities), which will be used to provide a summary of our participants.

ARE THERE ANY RISKS OR BENEFITS TO TAKING PART?

Eligible students at [redacted] will receive one SONA credit for taking part.

[redacted]

[redacted]

WHAT WILL HAPPEN TO THE RESULTS AND MY PERSONAL INFORMATION?

The results of this research may be written into a scientific report for the degree of Doctor of Philosophy in Psychology as well as for publication.

We anticipate being able to provide a summary of our findings on request from September 2020. To request a copy, please email Jenny Terry (jlt26@sussex.ac.uk).

Your anonymity will be ensured in the way described in the consent information below.

Please read this information carefully and then, if you wish to take part, please check the corresponding box to show you have fully understood this information and that you consent to take part in the study as it is described here.

For further information about this research please contact Jenny Terry (jlt26@sussex.ac.uk). This research has been approved (ER/JLT26/4) by the Sciences & Technology Cross-Schools Research Ethics Committee (C-REC). If you have any ethical concerns, please contact the ethics chair (crecscitec@sussex.ac.uk). The University of Sussex has insurance in place to cover its legal liabilities in respect of this study.

CONSENT FORM

- I understand that by checking the corresponding box below, I am agreeing to take part in the University of Sussex research described above and that I have read and understood the information sheet.
- I understand that my participation is entirely voluntary, that I can choose not to participate in part or all of the study, and that I can withdraw at any stage of testing by closing the browser window without having to give a reason and without being penalised in any way (i.e. as I am a student, my decision whether or not to take part will not affect my grades).
- I understand I can request without penalty that my data be withdrawn and deleted even after testing is complete, any time up until the results are analysed (01/06/2020).
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that such information will be treated as strictly confidential (subject to legal limitations) and handled in accordance with the General Data Protection Regulation (GDPR) 2016.

- I understand that my collected data will be stored in a de-identified way (e.g. using ID numbers, not names). Electronic data will be stored on a password-protected computer.
- I understand that data that has been de-identified by removing my demographic information may be made publicly available through online data repositories or at the request of other researchers.

○ I have read and agree to the statements above and consent to taking part in this study
○ I do not consent to taking part in this study

ID

Please enter the last two characters from your postcode, the last two numbers from your mobile number, and the second letter of your first name.

This is a unique code that will be used to remove your data if you wish to withdraw after completing the survey.

Block 10

You will now be asked to rate how anxious you would feel in various scenarios relating to maths and statistics.

Some of the questions may seem repetitive but it is important that you try and answer them all as carefully as possible.

STATS & MATHS ANXIETY MEASURES

Below is a list of statements describing different situations relating to **statistics**.

Please read each statement carefully and **indicate how much anxiety you would feel** in each of the following scenarios where 1 = "no anxiety" and 5 = "a great deal of anxiety".

	1 no anxiety	2	3	4	5 a great deal of anxiety
Reading an advertisement for a car which includes figures on miles per gallon, depreciation, etc.	○	○	○	○	○
Waking up in the morning on the day of a statistics test.	○	○	○	○	○
Studying for an examination in a statistics course.	○	○	○	○	○
Asking a fellow student for help in understanding statistical output.	○	○	○	○	○
Going to ask my statistics teacher for individual help with material I am having difficulty understanding.	○	○	○	○	○
Making an objective decision based on empirical data.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Finding that another student in class got a different answer than I did to a statistical problem.	○	○	○	○	○
Walking into the room to take a statistics test.	○	○	○	○	○
Interpreting the meaning of a probability value once I have found it.	○	○	○	○	○
Asking one of my teachers for help in understanding statistical output.	○	○	○	○	○
Doing the coursework for a statistics course.	○	○	○	○	○
Determining whether to reject or retain the null hypothesis.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Watching a student search through a load of computer output from his/her research.	○	○	○	○	○
Trying to understand the odds in a lottery.	○	○	○	○	○
Enrolling in a statistics course.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Asking someone in the computer lab for help in understanding statistical output.	○	○	○	○	○
Going over a final examination in statistics after it has been marked.	○	○	○	○	○
Doing an examination in a statistics course.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Interpreting the meaning of a table in a journal article.	○	○	○	○	○
Trying to decide which analysis is appropriate for my research project.	○	○	○	○	○
Trying to understand the statistical analyses described in the abstract of a journal article.	○	○	○	○	○
Reading a journal article that includes some statistical analyses.	○	○	○	○	○
Arranging to have a body of data put into the computer.	○	○	○	○	○

Below is a list of statements describing different situations relating to **maths**.

Please read each statement carefully and **indicate how much anxiety you would feel** in each of the following scenarios where 1 = "no anxiety" and 5 = "a great deal of anxiety".

	1 no anxiety	2	3	4	5 a great deal of anxiety
Watching a student search through a load of computer output from his/her maths project.	○	○	○	○	○
Trying to decide how to approach a mathematical problem in order to solve it.	○	○	○	○	○
Interpreting numbers in a table in a journal article.	○	○	○	○	○
Determining whether a mathematical statement is true or false.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Trying to understand the numerical information described in an article.	○	○	○	○	○
Reading a journal article that includes some mathematical analyses.	○	○	○	○	○
Enrolling in a maths course.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Doing the coursework for a maths course.	○	○	○	○	○
Finding that another student in class got a different answer than I did to a mathematical problem.	○	○	○	○	○
Asking one of my teachers for help in understanding a mathematical solution.	○	○	○	○	○
Doing an examination in a maths course.	○	○	○	○	○
Walking into the room to take a maths test.	○	○	○	○	○
Waking up in the morning on the day of a maths test.	○	○	○	○	○
Going to ask my maths teacher for individual help with material I am having difficulty understanding.	○	○	○	○	○

	1 no anxiety	2	3	4	5 a great deal of anxiety
Going over a final examination in maths after it has been marked.	○	○	○	○	○
Making an objective decision based on numerical information.	○	○	○	○	○
Studying for an examination in a maths course.	○	○	○	○	○
Interpreting the meaning of a probability of it raining on a weather app.	○	○	○	○	○
Asking someone in the computer lab for help in understanding a mathematical solution.	○	○	○	○	○
Asking a fellow student for help in understanding a mathematical solution.	○	○	○	○	○

Below is a list of statements describing different situations relating to **maths**.

Please read each statement carefully and **indicate how anxious you would feel** in each of the following situations where 1 = "not at all" and 5 = "very much".

	1 not at all	2	3	4	5 very much
Being given a surprise test in a maths class.	O	O	O	O	O
Thinking about an upcoming maths test 1 hour before.	O	O	O	O	O
Buying a maths textbook.	O	O	O	O	O
Thinking about an upcoming maths test 1 day before.	O	O	O	O	O
Studying for a maths test.	O	O	O	O	O
Taking an exam (final) in a maths course.	O	O	O	O	O
Thinking about an upcoming maths test 1 week before.	O	O	O	O	O

	1 not at all	2	3	4	5 very much
Reading a cash register receipt after your purchase.	O	O	O	O	O
Realising you have to take a certain number of maths classes to fulfill requirements for your degree.	O	O	O	O	O
Watching a teacher work on an algebraic equation on the board.	O	O	O	O	O
Being given a set of numerical problems involving addition to solve on paper.	O	O	O	O	O
Listening to another student explain a maths formula.	O	O	O	O	O
Being given a set of division problems to solve.	O	O	O	O	O
Receiving your final maths grade.	O	O	O	O	O

	1 not at all	2	3	4	5 very much
Walking into a maths class.	O	O	O	O	O
Taking an exam (quiz) in a maths course.	O	O	O	O	O
Being given a set of subtraction problems to solve.	O	O	O	O	O
Being given a set of multiplication problems to solve.	O	O	O	O	O
Taking the maths section of a university entrance exam.	O	O	O	O	O
Signing up for a maths course.	O	O	O	O	O

Below is a list of statements describing different situations relating to **statistics**.

Please read each statement carefully and **indicate how anxious you would feel** in each of the following situations where 1 = "not at all" and 5 = "very much".

	1 not at all	2	3	4	5 very much
Receiving your final statistics grade.	○	○	○	○	○
Taking an exam (quiz) in a statistics course.	○	○	○	○	○
Taking the statistics section of a university entrance exam.	○	○	○	○	○
Calculating the variance of scores by dividing the sum of squared deviances by the number of scores.	○	○	○	○	○
Watching a teacher work on a statistical equation on the board.	○	○	○	○	○
Calculating the deviances of a set of scores on paper, with each deviance being the difference between the mean of the scores and each individual score in the set.	○	○	○	○	○
Realising you have to take a certain number of statistics classes to fulfill requirements for your degree.	○	○	○	○	○

	1 not at all	2	3	4	5 very much
Taking an exam (final) in a statistics course.	○	○	○	○	○
Signing up for a statistics course.	○	○	○	○	○
Thinking about an upcoming statistics test 1 week before.	○	○	○	○	○
Calculating the squared deviances by multiplying each deviance by itself.	○	○	○	○	○
Calculating the sum of squared deviances by adding the squared deviances together.	○	○	○	○	○
Buying a statistics textbook.	○	○	○	○	○
Listening to another student explain a statistics formula.	○	○	○	○	○

	1 not at all	2	3	4	5 very much
Being given a surprise test in a statistics class.	○	○	○	○	○
Walking into a statistics class.	○	○	○	○	○

	1 not at all	2	3	4	5 very much
Studying for a statistics test.	O	O	O	O	O
Thinking about an upcoming statistics test 1 day before.	O	O	O	O	O
Thinking about an upcoming statistics test 1 hour before.	O	O	O	O	O

STATE & TRAIT ANXIETY MEASURES

Below is a list of statements which can be used to describe how people feel.

Beside each statement are four numbers which indicate how often each statement is true of you (e.g., 1 = not at all, 4 = very much so).

Please read each statement carefully and **select the number which best indicates how often, in general, the statement is true of you**.

	1 not at all	2	3	4 very much so
My breathing is fast and shallow.	O	O	O	O
I can't get some thoughts out of my mind.	O	O	O	O
I feel agonized over my problems.	O	O	O	O
I cannot concentrate without irrelevant thoughts intruding.	O	O	O	O
My throat feels dry.	O	O	O	O
My arms and legs feel stiff.	O	O	O	O
I think that others won’t approve of me.	O	O	O	O
My heart beats fast.	O	O	O	O
I picture some future misfortune.	O	O	O	O
My face feels hot.	O	O	O	O

	1 not at all	2	3	4 very much so
My muscles feel weak.	O	O	O	O
I keep busy to avoid uncomfortable thoughts.	O	O	O	O
I feel trembly and shaky	O	O	O	O
I think that the worst will happen.	O	O	O	O
I have butterflies in the stomach.	O	O	O	O
My muscles are tense.	O	O	O	O
I feel dizzy.	O	O	O	O
My palms feel clammy.	O	O	O	O
I worry that I cannot control my thoughts as well as I would like to.	O	O	O	O
I feel like I'm missing out on things because I can't make up my mind soon enough.	O	O	O	O
I have trouble remembering things.	O	O	O	O

Below is a list of statements which can be used to describe how people feel.

Beside each statement are four numbers which indicate the degree with which each statement is self-descriptive of mood at this moment (e.g., 1 = not at all, 4 = very much so).

Please read each statement carefully and **select the number which best indicates <u>how you feel right now, at this very moment</u>**, even if this is not how you usually feel.

	1 not at all	2	3	4 very much so
My throat feels dry.	O	O	O	O
I am keeping busy to avoid uncomfortable thoughts.	O	O	O	O

	1 not at all	2	3	4 very much so
I can't get some thoughts out of my mind.	○	○	○	○
I feel dizzy.	○	○	○	○
My palms feel clammy.	○	○	○	○
My heart is beating fast.	○	○	○	○
I feel agonized over my problems.	○	○	○	○
I have butterflies in the stomach.	○	○	○	○
My face feels hot.	○	○	○	○
I think that others won’t approve of me.	○	○	○	○
I feel like I’m missing out on things because I can’t make up my mind soon enough.	○	○	○	○
I cannot concentrate without irrelevant thoughts intruding.	○	○	○	○
My muscles are tense.	○	○	○	○
I feel trembly and shaky	○	○	○	○
My breathing is fast and shallow.	○	○	○	○
My muscles feel weak.	○	○	○	○
I worry that I cannot control my thoughts as well as I would like to.	○	○	○	○
My arms and legs feel stiff.	○	○	○	○
I am having trouble remembering things.	○	○	○	○
I am picturing some future misfortune.	○	○	○	○
I think that the worst will happen.	○	○	○	○

STATS MCQ

Below are five multiple-choice statistics questions.

It is important that you **try to answer each question as accurately as you can** but it is also important that you **do not use a calculator**.

After five minutes, the page will automatically move on to the next part of the study.

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Click Count: *0 clicks*

0500

A researcher asked people how likely they would be to purchase an environmentally friendly alternative to their favourite product, even if it was more expensive. Possible scores ranged from 1 to 100 and the mean rating was 61. Which of the following statements is correct?

- The probability of giving a rating of 61 or higher is statistically significant
- 61 must be the most frequently given rating
- The value of 61 was unaffected by extremely high or low ratings
- Assuming the ratings were normally distributed, 61 represents the centre point of that distribution

A researcher asked 30 Love Island contestants to rate their own attractiveness. Possible scores ranged from 1 to 100. The mean score was 72 with a standard deviation of 3. What can we correctly infer from the standard deviation?

- The mean of 72 is an accurate summary of the data
- There was a lot of variability in attractiveness scores
- A different sample of Love island contestants are highly likely to rate themselves very differently to 72
- If every Love island contestant rated their own attractiveness, the mean rating would be quite different to 72

During the Six Nations tournament, a group of rugby fans were asked to rate how strongly they identified with their national team on a scale of 1 to 20. The estimate of the population mean was 10 and a 95% confidence interval around that estimate was calculated to be 9.02 to 10.98. Which of the following statements is true?

- The probability of the population mean falling between 9.02 to 10.98 is either 0 or 1, but we can't know which
- There is a lot of uncertainty around the estimate of the true population mean
- The population mean is likely to be zero
- The population mean is between 9.02 and 10.98

The tables below show the SPSS output from a linear model that predicts cognitive functioning from tea drinking. What can we infer from the table?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.218	.764		64.382	.000
	Number of Cups of Tea Drunk Per Day	.460	.221	.078	2.081	.038

a. Dependent Variable: Cognitive Function Score (Max = 80)

- For every cup of tea drunk per day, cognitive function improves by 0.460 units
- When the value of tea drinking is 0.460, the value of cognitive function is 49.218
- The probability of cognitive function improving as tea drinking increases is .038
- The correlation between cognitive function and tea drinking is 0.460

A researcher randomly sampled people dining in two restaurants over the course of a month. One of the restaurants was Michelin-starred and the other served fast food. The researcher asked diners to rate how satisfied they were with their meals from 1 to 5 (1 = “very dissatisfied”, 5 = “very satisfied”) and compared the groups’ scores.

The group that dined in the Michelin-starred restaurant gave a mean rating of 3 with a standard error of 0.3. The group that dined in the fast food restaurant gave a mean rating of 3 with a standard error of 0.6.

Which of the following statements is correct?

- If the study was repeated with different samples of diners, the similarity between sample means from each restaurant would be higher for the Michelin-starred restaurant than the fast food restaurant
- The confidence interval around the estimate of the population mean will be wider for the group that dined in the Michelin-starred restaurant
- The sampling variation is greater for the Michelin-starred restaurant
- People were significantly more satisfied with their meals in the Michelin-starred restaurant

MATHS MCQ

Below are five multiple-choice maths questions.

It is important that you **try to answer each question as accurately as you can** but it is also important that you **do not use a calculator**.

After five minutes, the page will automatically move on to the next part of the study.

These page timer metrics will not be displayed to the recipient.
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What is the mean of the following set of numbers?

45, 58, 62, 62, 78

- 62
- 305
- 61
- 0.02

If the variance (σ^2) = 9, what is the value of the standard deviation (σ)?

- 3
- 81
- 30
- 0.9

Using the equation below, calculate the upper and lower boundaries of a 95% confidence interval (*CI*), when the mean is 10 and the standard error (*SE*) is 0.5.

$$95\%\ CI = \bar{X} \pm 1.96 \times SE$$

- Upper boundary = 10.98, lower boundary = -10.98
- Upper boundary = 10.98, lower boundary = 9.02
- Upper boundary = 5.98, lower boundary = -5.98
- Upper boundary = 5.98, lower boundary = -4.02

The results of a linear model indicate that when *x* is zero, the value of *y* is 49.22 units (b_0) and that for every one-unit increase in *x*, *y* increases by .460 units (b_1). Using the equation below, calculate *y* when the value of *x* is 10.

$$y_i = b_0 + b_1 x$$

- 492.66
- 49.68
- 53.82
- 514.84

If the number of observations (*N*) = 100, and the standard deviation (*s*) = 3, what is the value of the standard error (*SE*)?

$$N = \left(\frac{s}{SE}\right)^2$$

- 0.3
- 3.33
- 0.2
- 2

STATE ANXIETY MEASURE

Below is a list of statements which can be used to describe how people feel.

Beside each statement are four numbers which indicate the degree with which each statement is self-descriptive of mood at this moment (e.g., 1 = not at all, 4 = very much so).

Please read each statement carefully and **select the number which best indicates how you felt whilst answering the multiple choice questions**, even if this is not how you usually feel.

	1 not at all	2	3	4 very much so
I worry that I cannot control my thoughts as well as I would like to.	○	○	○	○
I have butterflies in the stomach.	○	○	○	○
I feel trembly and shaky	○	○	○	○
I am keeping busy to avoid uncomfortable thoughts.	○	○	○	○
I have trouble remembering things.	○	○	○	○
I cannot concentrate without irrelevant thoughts intruding.	○	○	○	○
My muscles are tense.	○	○	○	○
My heart is beating fast.	○	○	○	○

	1 not at all	2	3	4 very much so
I feel agonized over my problems.	○	○	○	○
I can't get some thoughts out of my mind.	○	○	○	○
My palms feel clammy.	○	○	○	○
I think that the worst will happen.	○	○	○	○
I think that others won't approve of me.	○	○	○	○
My face feels hot.	○	○	○	○
I feel dizzy.	○	○	○	○
My throat feels dry.	○	○	○	○
I am picturing some future misfortune.	○	○	○	○
My muscles feel weak.	○	○	○	○
My arms and legs feel stiff.	○	○	○	○
My breathing is fast and shallow.	○	○	○	○
I feel like I'm missing out on things because I can't make up my mind soon enough.	○	○	○	○

EDUCATION

What is your highest level of **mathematics** education? (If you studied an equivalent qualification, please specify which in the corresponding text box.)

- ○ _____ Lower than GCSE (or equivalent, please specify)
- ○ _____ GCSE (or equivalent, please specify)
- ○ _____ A Level (or equivalent, please specify)
- ○ Bachelors degree (i.e. you have studied an undergraduate mathematics module at university)
- ○ Postgraduate degree (i.e. you have studied a postgraduate mathematics module at university)

- ○ Prefer not to answer

Please specify your final **mathematics GCSE** (or equivalent) grade (e.g. D, C, B; 7, 8, 9):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final **mathematics A Level** (or equivalent) grade (e.g. C, B, A, A*):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final mark for your **undergraduate mathematics module** at university (e.g. 40, 55, 68, 72; If more than one module taken, please specify the highest mark received):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final mark for your **postgraduate mathematics module** at university (e.g. 40, 55, 68, 72; If more than one module taken, please specify the highest mark received):

You may leave this blank if not applicable or you prefer not to answer.

What is your highest level of **statistics** education, including modules on your psychology degrees? (If you studied an equivalent qualification, please specify which in the corresponding text box.)

- ○ [ ] Lower than GCSE (or equivalent, please specify)
- ○ [ ] GCSE (or equivalent, please specify)
- ○ [ ] A Level (or equivalent, please specify)
- ○ Bachelors degree (i.e. I have studied an undergraduate statistics-related module at university)
- ○ Postgraduate degree (i.e. I have studied a postgraduate statistics-related module at university)
- ○ Prefer not to answer

Please specify your final **statistics GCSE** (or equivalent) grade (e.g. D, C, B; 7, 8, 9):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final **statistics A Level** (or equivalent) grade (e.g. C, B, A, A*):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final mark for your **undergraduate statistics module** (including on your psychology degrees) at university (e.g. 40, 55, 68, 72; If more than one module taken, please specify the highest mark received in your current year):

You may leave this blank if not applicable or you prefer not to answer.

Please specify your final mark for your **postgraduate statistics module** at university (e.g. 40, 55, 68, 72; If more than one module taken, please specify the highest grade received):

You may leave this blank if not applicable or you prefer not to answer.

DEMOGRAPHICS

Which year of the course are you in?

If you are repeating a year, please specify the year of the course, not how many years you have been studying.

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- Prefer not to answer

What is your age? Please enter in years.

You may leave this blank if you prefer not to answer.

Please indicate your gender identity.

- ○ Female
- ○ Male
- ○ Non-binary
- ○ Other (please specify)
- ○ Prefer not to answer

Please indicate your ethnicity. If you identify with more than one ethnic background, please check all that apply.

- ☐ White
- ☐ Black Carribean
- ☐ Black African
- ☐ Black (other)
- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Chinese
- ☐ Asian (other)
- ☐ Arab
- ☐ Other (please specify)
- ☐ Prefer not to answer

Have you been diagnosed with any of the following Specific Learning Difficulties (SpLDs)?

- ○ Dyslexia
- ○ Dyspraxia
- ○ Attention Deficit-Hyperactivity Disorder
- ○ Dyscalculia
- ○ Dysgraphia
- ○ [ ] Other (please specify)
- ○ I do not have a Specific Learning Disability
- ○ Prefer not to answer

DEBRIEF

Debrief

Thank you for your participation in this study!

This study aimed to develop our understanding about whether or not maths and statistics anxiety are the same construct so that we can improve research practices in the field of statistics education.

We invited all psychology students at [redacted] who have previously studied a research methods or statistics module to take part.

In the first section of this study you will have completed the original version of a maths anxiety scale (the R-MARS; Baloğlu & Zelhart, 2007) and a version of it modified to reflect statistics anxiety. Similarly, you will have also completed an original statistics anxiety scale (the STARS; Cruise, Cash, & Bolton, 1995) and a version modified to reflect maths anxiety.

[redacted]

In the second section of this study you will have completed further anxiety questionnaires, this time asking about your everyday levels of anxiety (trait anxiety) and the other asking about your current anxiety levels (state anxiety). You will then have been randomly allocated to one of two conditions. In one condition participants were presented with a timed maths test and in the other a timed statistics test. There was then a further, post-test measure of state anxiety.

The timed maths or statistics test you took was not a test of your knowledge but was designed to elicit anxiety. As such, some of the questions were designed to be especially challenging and it was not expected that many participants will have had, or have been able to recall, the required knowledge to be able to answer them.

[redacted]

Your data will not be shared beyond the research team and you will not be identifiable in any stored data or reports produced as a result of this study.

You have the right to withdraw your data before data analysis begins on 1st June 2020 by contacting Jenny Terry (details below). After this date, we may not be able to remove it.

If you have any questions or concerns regarding this study, please contact Jenny Terry by email: jlt26@sussex.ac.uk.