

British Academy of Fencing **ACADEMY NEWS**

**May 2015
Issue 80**

"Run by coaches for coaches"



FENCING FOR ALL

Recently, the King's Leadership Academy, in Warrington, Cheshire, was selected as the National Winner of the Department for Education Character Awards. One of the reasons for this award was the school's decision to involve all their pupils in a range of activities which are normally outside of the curriculum, one of which was fencing. This was provided by Prof. Isobel Bruce Combes and Academy News is pleased to lead this issue with, first of all, her own reaction to this novel approach, followed by the thoughts of the Principal of the school.



Professor Isobel Bruce-Combes:

When I was first approached by newly established King's Leadership Academy at the end of 2012, I was on the verge of deciding to give up offering fencing in schools altogether, as I was tired of the near universal habit of hiring coaches and then abandoning them in the school gym to babysit anyone who bothered to turn up, with little or no ongoing interest from the staff.

However, from the moment I came into the school, I was inspired by the ambitious ethos it exuded and intrigued at the challenge of teaching fencing in curriculum time as a valued subject rather than as an optional extra. Working in the school hall, which forms part of the school's temporary facilities, I set to work with the two classes that represented the school's initial intake. It was certainly a new challenge; in clubs we teach children who have to a greater or lesser extent volunteered to be there. Teaching children, some of whom were determined not to like fencing, was a whole different matter! Two years later, around 250 children each year are participating in fencing and working towards their Bronze and Silver awards. In addition to that, children from our after school fencing club have travelled to Leek and Macclesfield to join in group training sessions with my own club and participated in competitions.

It would have been a very difficult task had it not been for the consistent support from all the teaching staff and the steadfast approach to making it work in the school.

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***Contributions by June 10th,
please.***



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Level 1 Assessment £11.00

Level 2 to Diploma £21.00 (£26.00)

**These are for "normal" exams - for
Special exams, consult the Course
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non-BAF members**

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AWARDS**

The current rates for awards are:

BAF Members:

1 - 4 Awards £3.70 each
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10+ Awards £3.40 each

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1 - 4 Awards **£4.70** each
5 - 9 Awards **£4.10** each
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A5 Study Guides:

1 - 4 £2.65 (**£2.90**) each (incl. p&p)
5+ £2.30 (**£2.65**) each

A4 Syllabus leaflets:

Free with Study Guide, otherwise 60p
(**70p**) each.

A3 Sized Wallcharts:

65p (**75p**) each
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members

DOCUMENTATION

The following documentation is available from the Course Officer, Dave Jerry

Key Teaching Points Foil	} £7.35 (£9.45) each
Key Teaching Points Epée		
Key Teaching Points Sabre		
Key Coaching Points Foil		
Key Coaching Points Epée		
Key Coaching Points Sabre		

Glossary of Terms (including Translation of Fencing Terms).....**£7.35 (£9.45)**

Employment Guidelines.....**£7.35 (£9.45)**

Teaching/ Coaching Tactics (2nd Edition).....**£16.80 (£21)**

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British Academy of Fencing

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THE PRESIDENT WRITES.....



Denstone April 2015

First of all, may I congratulate all those who achieved success in our examinations. In particular I should like to pass on congratulations from the committee to Jamie McClement in achieving Diploma Epée. Good luck and I hope you have every success and go from strength to strength. Whilst I sympathise with those who chose not to take an examination, I admire their strength of character in making the decision.

The work ethic of this course was tremendous. At the end of the last session of the day (9:00pm) it took more than one request to ask candidates to leave the hall. Each and every candidate deserves a congratulatory pat on the back, because the reward for all that hard work resulted in an examination pass rate of almost 90%. Such a pass rate and the commitment to work doesn't happen without the skill, motivation and input from dedicated tutors and I would also like to thank Peter Northam, Graham Stretton and Isobel Bruce-Combes for their commitment and hard work during the course and for their support ... well done.

The course doesn't just happen without there being a considerable amount of work done by a few willing volunteers, namely Tom Etchells and Dave Jerry. My hat comes off for Dave who, despite being ill and receiving chemotherapy treatment and having agreed to step back from the position of Course Officer, he still found a considerable amount of time to do a lot of the background work. Indeed Dave visited the course, I guess to put names to faces. If fencing had ten more like Dave, our sport would be in considerably better shape.

The Kings Leadership Academy and Prof. IA Bruce-Combes

In March this year the Kings Leadership Academy was the nation winner (£35,000) of the Department of Education's School of Character Award. One of the pivotal aspects in Kings being selected for this award was the fencing program design and delivered by Prof. Bruce-Combes. The program forms part of the PE curriculum and all the children in the school participate in this in their 1st and 2nd years, leading to the BAF Bronze and Silver Proficiency Awards. Indeed the government's own press release described this as an award for "a fencing for all school", a fantastic bit of publicity for our sport. Shortly after receiving the award Dave Cameron visited the school and took time to watch a fencing session.

The AAI

On the 28th of March the AAI held its second Extra-ordinary General Meeting, the objective of which was to elect an executive committee (President and 4 Vice Presidents). As you will no doubt remember from a decision taken at our AGM, the BAF severed its links with the AAI and therefore we did not attend the second EGM. I can report that Giovanni Rapisardi (ITA) was elected as President unopposed. To date I have no record of those elected to the positions of Vice President.

International Fencing Coaches Association

Since the AGM the BAF in partnership have come a long way in setting up a new organization for fencing coaches from around the world. The statutes and other support documents have been written and we are almost ready to send out invitations to coaches, federations and Academies around the world. The inaugural is to be held in the form of a conference over a weekend in late August/early September in Manchester or Birmingham. When I know more, I will of course let you know.

Philip Bruce, President

ERIC HOWLETT

We regret to report the death, at the age of 94, of a long serving member of the BAF, Eric Howlett. Professor Peter Stewart has sent Academy News this tribute.

Eric, originally from Ipswich, was introduced to fencing on an Army Course, when a full time serviceman in the Military Police, in Singapore. All weapons were covered in addition to bayonet fencing.

The opportunity to fence again came after service duty, whilst the chauffeur to the London based Chairman of Willis Faber.

When Eric 'retired' to Herefordshire, he again took up fencing and joined the Academy. Despite his years he ran classes and clubs within his area, and the local village hall (a tin shed) became a venue for coach education days. He also participated, energetically, in competition, and a treasured picture of him competing in a BAF Championships was on his care home wall.

Eric represented an era when the love of his sport was above politics and money, a true amateur enthusiast whom I will sadly miss.

FENCING FOR ALL ...from page 1

Bringing traditional competitive coaching in line with curriculum and Ofsted requirements took a great deal of thought and I am very grateful for the years of intensive technical training from the BAF, which helped so much in developing material along those lines.

King's has always been clear that there needed to be definite standards and outcomes for each session of the programme, and that, combined with the constraints of a busy school day, meant a great deal of work in refining the lessons to make them as efficient as possible in getting pupils to the required standard; certainly not time to waste with pointless games or 'footwork sessions'. In doing this, I have made use of the invaluable feedback from senior members of staff who have always been available to discuss issues and who have sat in on numerous lessons to give feedback. I was asked to give input on the plans for the sports hall being built for the school and so look forward to moving into our new purpose built facilities with marked pistes!

This kind of collaboration with school staff has been unique in my experience and I have enjoyed the challenge of constantly seeking to raise my standards and that of the fencing in the school. It is the kind of work for which I feel BAF training and the guidance of senior Fencing Masters has prepared me and I know I could not do what I do now without all those hours of hard work at Denstone and in between. I am more convinced than ever that our system of coach education works and provides a rock solid foundation for anyone seeking to pursue professional coaching.

It is wonderful news that fencing has played a part in King's receiving this award. It is still not as good as I want it to be, however, so the work goes on!

Shane Ierston - Principal, King's Leadership Academy, Warrington:

I am very proud that King's Leadership Academy has been selected as the National Winner of the Department for Education Character Awards. This means that staff efforts have been formally recognised with a final prize of £35,000 from the government.

One of the unique aspects of King's is that in addition to normal academic subjects, the students participate in a wide range of learning activities beyond the Academic Curriculum. One of these subjects is fencing, since we believe that this helps develop character traits such as resilience in children. Every child in the school participates in fourteen weeks of intensive fencing training in their first year leading to the BAF Bronze Award and again in their second year leading to the BAF Silver Award. Our coach is Prof. Isobel Bruce Combes and we fully support her in demanding high standards from the pupils and ensuring that they complete the challenges of the awards. These are by no means thought of as a casual activity or just having a 'taste' of fencing. The children are expected to approach their fencing with the same rigour as any other subject and are assessed accordingly.

From the very start, we have pursued a philosophy of recruiting the most highly qualified professionals we could find. We then treat these professionals and their subjects with the same respect as those teaching traditional subjects such as maths and English. We have regular appraisals by senior staff of all such lessons and work together with our professionals to combine their knowledge with our teaching pedagogy, so that the children experience a consistent approach to their learning. The success of this collaboration was made evident last year when an independent inspector told us that the fencing lesson he observed at King's was one of the best examples of PE teaching he had ever seen. These are the standards we aspire to at the academy.

Our high standards and no excuses approach result in confident, happy children who are a credit to all our teachers. It is a traditional approach to learning, but it works and our children are all proud of what they achieve. They wear their BAF Bronze and Silver badges with great pride and every year we present a trophy to the child whose performance in fencing has been most outstanding during the year. I am pleased to hear that, in a world where mediocrity is so often accepted, that the BAF continues to demand high standards and is committed to producing well trained and knowledgeable coaches.

Our plans for the future include purpose built fencing facilities from September and development of the programme to include the Gold Awards, inclusion in GCSE and A Levels and Coach Education as an option in the Sixth Form, as well as expanding our after school fencing club. We have already put Isobel and our in house publishers together to produce a full colour, illustrated fencing text book for the Bronze Award level and work is underway to produce similar texts for the Silver and Gold levels.

I am sure that as time goes on, other schools will want to follow our lead and I hope that more children will have access to this kind of education. If this is to happen, it is vital that training organisations such as the BAF continue to produce coaches who have high standards of technical and teaching ability and I hope they will continue to do so.

DEN OF VICE

Contributions from the Academy's two Vice-Presidents



Looking at my Christmas wish for a new Fencing Master last issue, at Denstone in April, it came partly true with Jamie McClement passing his Diploma Epée. A magnificent effort and well worth the award. He and his partner Harry Gulliver were the hardest working pair I have ever seen in a long time. I'm sure it won't be long before Harry completes his Diploma Epée.

During the course at Denstone, I tried to share some of the insights I have learned during my 42 year long career. I explained my thinking processes as I give an individual lesson. As I give an action, I am watching how it is done, what needs to be corrected, what to do to correct it, should I stick to the same action but change the emphasis, how often to repeat the action, watching the response, being prepared to move on if I feel the pupil is showing any fatigue or boredom, making a mental note of working on it next lesson, and finally deciding what my next action is going to be.

I'm sure you can add to the list!

When training coaches, you try to read their minds. Do they understand the stroke, then can they do it, then can they put in a change of emphasis or put it into another part of the phrase. Then there is the over-all picture of the lesson; does it flow, is the distance correct, does the coach have complete control of the pupil's timing and distance, range of blade actions. Am I discouraging or encouraging?

At Denstone, I was able to have discussions with the other staff coaches on coaching topics I considered very subtle; like stepping towards my pupil and varying the speed to allow my pupil to complete an action or recover from a mistake or to add another unexpected action. Working with staff coaches for a week-end is great but imagine working with staff coaches for a whole week. So much to discuss, explore, compare and develop.

I am a Fencing Master, which means I am supposed to be good, but I still came away from Denstone with lots of ideas and thoughts to work on, and a better appreciation of my trainee coaches.

Prof Peter Northam, Vice President.



For those of you currently going through the Academy's examination system you will undoubtedly spend a lot of your time answering the questions in the format in which they are presented, i.e. class lesson, compulsory elements, routine lesson etc. The ability to see the material and to be able to present it within different contexts is an important skill, not only for examination purposes, but for your development as a coach.

Let's take the routine lesson as an example. On the face of it the routine lesson could be described as a lesson in which the coach takes the fencer through a series of strokes. These strokes may well range from basic to more complex, possibly putting some of them under pressure in order to assess the fencer's ability to perform a wide variety of fencing actions. However, this style of lesson can be much more than this. It can be used as a diagnostic tool, whereby you are making a judgement or basic assessment of a fencer's ability and how they can progress to the next level. A new fencer joins your club, you know very little about them and want to gauge what level of experience and knowledge they have. Within a few minutes a routine lesson can give you all that information and more. Actions do indeed speak louder than words in this instance.

The routine lesson can also be used as a warm up lesson before a competition. In many cases this will be with a fencer that you know well and therefore the lesson can be tailored to suit the individual. The fencer may be very anxious and therefore the lesson will need to calm them down and reassure them of their ability while building confidence. You may have a fencer who requires a more technical lesson and therefore it may be necessary in this instance to start simple and build up to more complex actions. Regardless of the nature of the fencer, be they excitable, nervous, over confident, experienced or just in need of some motivation, the routine lesson can be adapted to suit all types.

I often talk to other coaches about masters' skills and the ability to lift a lesson by putting a particular emphasis on an exercise, for example distance, timing or cadence. Surely these techniques, coaching skills, methods (however you want to classify them!) are not just the domain of special lessons but should be applicable to all aspects of your coaching. In this instance, when such skills and techniques are used in a routine lesson I would argue that the lesson becomes anything but 'routine' it then becomes a lesson that challenges, demands and inspires your fencer.

Try to look at the examination questions as holistic 'how can I improve a fencers ability to...' instead of, 'how can I answer this question in order to pass an examination.' While the ability to pass an examination is important, let's not forget the big picture. First and foremost we need coaches who know and understand fencing and can teach and coach fencing. If we get this right, then examination success will follow.

Prof. Louisa Miller, Vice President

IT'S ALL GREEK TO ME

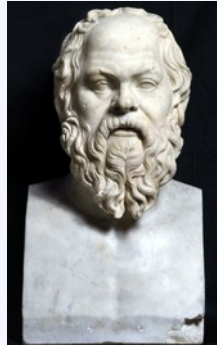
By Bob Merry

"I cannot teach anybody anything. I can only make them think"

"To find yourself, think for yourself."

"The unexamined life is not worth living."

Quotes attributed to Socrates, born 469 BC



When I was in the RAF, many years ago, I was "asked" to become an Instructor, teaching electronics in general and radar systems in particular. The first step in preparing me for my new role was to be sent on an Instructional Techniques Course, where I was introduced to methods that I would find useful in delivering my lessons. Great emphasis was made on the difference between a Lecturer and an Instructor (or Teacher). The former would simply deliver the information to the class, whilst the latter would take steps to ensure that they had actually comprehended that information and learnt it. One technique that was recommended to us was that known as Socratic Questioning. This is based on the method reported to have been used by the Ancient Greek philosopher, Socrates. He would start a lesson with a question. Using the answer to this, he would formulate another question and the lesson would proceed; Socrates would ask questions, his pupils would supply the answers. By the conclusion of the lesson, the knowledge that the philosopher wished to impart had been gained and, more importantly, understood by his pupils. Can this method be translated to a modern setting? Well, I was able to adapt it for use when teaching the workings of a radar circuit. A lesson could go along the lines of, "If the voltage rises at point A in the circuit, what happens at point B? (pause for class to think) ...Smith?", followed by, "And then what happens at Point C? (another pause) ...Jones?", and so on. It seemed to work.

But can this method be made to work in our fencing lessons? In my opinion, it can. All too often we see coaches giving lessons where every move is dictated by the coach. In the course of the lesson, the pupil may be made to do a wide range of moves, in a variety of situations, at different distances, and with good variations in speed and tempo. At the end of the lesson, the pupil may well feel that they have received a good physical workout, utilising every muscle group. But one part of them remains unused; their brain! They have not had to think for themselves at all; the coach has been the equivalent of the "Lecturer". And yet, in competition on the piste, the ability to think and answer the questions, or problems, posed by their opponent, is one of the most important (some might say THE most important) requirements of a fencer.

We, as coaches, should learn to ask questions of our pupils, not with words, but with our swords. Take, for example, a routine lesson. Could we introduce an element of problem solving at this stage of a lesson? I think so. In fact, I know so, because I do. Let us take one example. The coach might be giving the pupil openings for simple attacks; this can be done using just the sword, with no verbal instructions necessary. After a while, the coach, without any comment or warning, increases the distance, whilst giving the same opening as before. But this time the coach parries and ripostes. It is now up to the pupil to realise how the situation has changed and find a valid answer. They might simply not attack, recognising that a simple attack won't work, or they might use a compound attack, especially if the coach always uses the same parry. Another answer would be to draw the riposte and reply with a parry and counter-riposte. The important thing is that the pupil finds the answer for themselves, with the minimum of prompting. This is just one example; I'm sure that you could think of many more. This sort of technique need not be restricted to your most experienced fencers. I often ask complete

beginners, in their first ever lesson on their first night of fencing, to try and solve “problems” that I set them. It is possible, in this way, to get a complete beginner to “invent” a first counter-riposte by disengage. The technique may be terrible, but the essential thought processes are there. Why not try it for yourself?

Socrates’ methods can also extend to the realm of Coach Education. Where coaches are lucky enough to be able to work in conjunction with other coaches, as part of their climb up the coaching ladder, it is important that there should be a healthy exchange of ideas and this exchange does not go in one direction only. In my own club, we have three main coaches – a Diploma Master (myself), a Level 3 coach (who is working to become Level 4), and a Level 2 coach (who is working on his Level 3) – as well as a Level 1 coach and a couple who might wish to start coaching. I would hope that, in spite of what appears to be a natural hierarchy, each of us can contribute ideas. When working on an examination question, for example, I am more likely to start by asking them their ideas and getting them to put them into practice, before offering any suggestions of how to adjust or refine the lesson. In our examination system, there is never just one right answer to a question and, if a coach is comfortable with the way that they are answering, and it is valid, then who am I to impose another answer on them? I know, from years of attending courses and teaching classes, that ideas can be learnt from anyone, whether they are more senior coaches, more junior, or even your pupils. I’ll give just one example, which came when I was teaching a school class about the difference between “supination” and “pronation”. One girl in the class said, “Oh, it’s quite easy to remember! ‘Supination’ sounds like ‘soup’, and if you hold a bowl of soup in your hand, your palm will be turned upwards.” I still use this imagery today, when teaching these two terms. It is not copyright, so feel free to pinch it. In return, why not share some of your “aides memoires” through the pages of Academy News.

These methods are not new (even older than some of my jokes – yes, really!), nor is the idea of adapting them to the coaching of fencing. The late Prof. Geoff Hawsworth was a great proponent of developing fencers who could think for themselves and I have been lucky enough to have been influenced by people like Geoff, as well as Profs. Leon Hill and Tom Etchells and many others. I am simply writing this in the hope that more coaches try to find ways to make their pupils THINK.

An Olympic Quiz

How much do you know about your sport? We present, for amusement only, ten questions about Fencing in the Modern Olympics. Some are not easy, so, if you can answer them all without recourse to Google, or peeking at the answers on page 11, why not consider entering Masternind? Please note, we are NOT including Modern Pentathlon results in this quiz.

1. When was fencing first included in the Modern Olympic Games?
2. And in which Games were Women’s events first included?
3. Only one British fencer has ever won Olympic Gold. Who, where, when, and in which event?
4. Who was the last British fencer to win an Olympic medal of any colour? Where, when, and in which event?
5. Which fencer has won the most Gold medals in the Olympics to date?
6. At what age did the fencer in Q4 win their final Gold?
7. Which fencer has won the most medals, of all colours, in total?
8. Which modern fencer could equal or exceed the current record of Gold medals, if they fence in Rio in 2016?
9. Who is the only fencer to have won Gold medals at all three weapons at the same Games (two Individual and three Team Golds)?
10. Apart from Foil, Epée and Sabre, another fencing discipline was included in one Games. What was it? Where and when?

Enjoy!

WORSLEY'S WORDS

Musings from your Members' Rep.



As you start to read this article, another Easter has passed and along with it another BAF Denstone residential coaching course comes to an end. As in previous years I'd like to congratulate those individuals who presented themselves for examination at the end of the week and passed. For those who were not so fortunate I offer my commiserations, it's not easy to stand in front of an examination board and give everything you have, only to be told at the end, it wasn't enough. I know, I've been there myself on a couple of occasions, but keep going, you will get there in the end.

This time I was not able to attend the course as a candidate, due to work commitments, but was asked to attend as an examiner on the Saturday. I have to admit the thought of sitting on an exam board was a bit daunting. I've been an observer on an exam board previously, so had an idea of what it's like and what was expected of an examiner, but then my marking was not counted, so if I'm off the mark, so to speak, then I did not affect anyone's chances of passing. This time my marks would be for real and they would count, so it was with a little trepidation that I stepped through the doors of the Drill Hall at Denstone on Saturday morning. For me, one of the hardest parts of the whole situation is having to examine people that I already know or have worked with on previous courses. Trying to remain totally dispassionate and objective about the lesson being presented in front of the exam board by people that you are rooting for is so difficult.

For me, the experience was a real eye-opener. To sit on a board and look at examination candidates with two experienced examiners, who explained the thinking behind their marks and spoke about what they were looking for in the candidate's actions, was invaluable. Now more than ever, I'm starting to understand what the Denstone Course Tutors mean when they talk about "managing the board" and setting the conditions for each of the questions or lessons. Having crisp clean demonstrations and examples, with clear explanations really do help the exam board to arrive at a decision. Being able to justify what you are doing and why you are doing it that way really helps to show the exam board that you know the subject and being able to project a sense of confidence in what you are doing (even if inside you're quaking) enforces the impression that you are worthy of the pass mark. Of course you still have to have the sword-in-hand skills to answer the question, but there are so many ways in which candidates can improve their chances or grades by "managing the board".

What I managed to take away from the day was a better sense of what makes a "good" lesson for the examiners. It's more than just answering the question, it's about trying to make the topic come to life. All too often it is easy to fall into the trap of treating the questions as a problem with a definitive answer (I'm as guilty of this as anyone). For as long as I can remember I've always taken the attitude of answering the question with a solution, rather than looking at them from the point of view as lesson topics which can be answered in a variety of ways. For my own development and training as a coach I need to change the way I approach the questions and look at them in terms of developing the necessary sword-in-hand skills required to set the conditions that are described in each of the questions and then formulate a lesson (sequence of drills or actions) that allow my fencers to practise actions under those conditions. What I'm trying to say is that the lessons I want to produce for the Denstone courses need to look more like lessons that I would give at my club, but with my technique raised up to Diploma standard (i.e. technically correct for the conditions, clean, crisp, delivered with confidence and in a manner similar to those encountered on the piste). It's a big ask, but I'm up for the challenge. After all, that's what it's all about. If you want to improve then you have to be prepared to be challenged both physically and mentally; it's only by pushing yourself to the edge of your ability that you really start to improve. Besides, what the worst that can happen? You fail an exam. So what, it won't kill you! As one of the examiners said, sometimes the candidates are too scared of failure to let their lessons develop beyond simply answering the question; if they would just let themselves go a little their whole lesson would improve.

John Worsley, Members' Representative.

EXAMINATION SUCCESS

The following candidates achieved passes in their exams at the end of the Easter Course.

Diploma Epée

Jamie McClement

Level 3 Epée

Calum Maynard

Lewis McIntyre

Claude Haller

Rene Kopiec

Level 3 Sabre

Scott McMenemy

Andrew Norris

Level 2 Foil

Mathew Billing

Peter Thompson

Gordon Love (Part pass - Class)

Level 2 Epée

Sally Peat

Cindy Rudin

Level 1 Foil

Kenan Ali

Matthew Billing

Peter Thompson

Level 1 Epée

Cindy Rudin

Carina Vincente

Level 1 Sabre

Cheang Ho Nam

Other successes in examinations held this year:**Level 2 Foil**

Gavin Rudge

Level 1 Foil

Jacob Houghton

Pamela Sykes

Harriet Shirley-Priest

Level 1 Epée

Moya Anne Nelson

William Radcliffe

We send our congratulations to all these successful candidates and wish them well in their future coaching.

An Olympic Quiz - Answers

1. 1896. Fencing is one of only five sports contested at every Summer Olympics since the first Games in 1896.
2. 1924 in Paris
3. Gillian Sheen. Melbourne 1956 in the Women's Individual Foil
4. H W F (Bill) Hoskyns. Tokyo 1964 in the Men's Individual Epée
5. Aladár Gerevich (HUN). He won seven Gold medals for Sabre in total; one Individual in 1948 and six Team Gold medals, one in **every** Olympics from 1932 to 1960. He also won two more medals in the Individual Sabre (Bronze in 1936 and Silver in 1952) and a Team Foil Silver in 1952.
6. Born in 1910, he was 50 when he won his last medal at Rome.
7. Edoardo Mangiarotti (ITA) won a total of thirteen medals (6 Gold, 5 Silver and 2 Bronze) between 1936 and 1960. They were a mixture of Team and Individual medals at both Foil and Epée. He also won thirteen World Championship Gold medals.
8. Valentina Vezzali (ITA) has, so far, won six Olympic Golds, three Individual and three Team at Women's Foil events between 1996 and 2012.
9. Nedo Nadi (1920, Antwerp). According to his brother, Aldo, they did not contest the Individual Epée, because of the heavy demands of fencing all the weapons over fourteen days.
10. Singlestick fencing was included in the 1904 Games in St Louis, USA. It has never been included since.

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