

# British Academy of Fencing

## LEVELS 2 AND 3 COACHING AWARDS

The practical (sword in hand) section of the examination consists of two parts - the Class Lesson and the Individual Lesson.

### Class Lesson

To pass the Class Lesson the candidate must achieve at least a **Pass** mark in each of the **bold underlined** areas on the mark sheet. In addition the overall mark for the Class Lesson must be at least a Pass. Should the candidate not achieve at least a Pass in any of the **bold underlined** areas, he/she will fail the Class Lesson completely.

### Individual Lesson

The Individual Lesson consists of three sections: **routine lesson, compulsory elements** and **special lesson**.

Should the candidate not achieve at least a Pass in any of the **bold underlined** areas, he/she will fail the Individual Lesson completely.

To pass the Individual Lesson the candidate must achieve at least a Pass mark in each of the three sections mentioned above.

### Grading

Examiners will mark each aspect on the marking sheet with a grade ranging from A to E. These grades are explained as follows:

**A – Excellent** (Pass)

The candidate showed a superior understanding of the topics and an exceptionally high level of ability

**B – Good** (Pass)

The candidate showed a good understanding of the topics and a good level of ability

**C – Average** (Pass)

The candidate showed an adequate understanding of the topics and an adequate level of ability

**D – Below Average** (Fail)

The candidate showed an inadequate understanding of the topics and an inadequate level of ability

**E – Poor** (Fail)

The candidate failed to convey an understanding of the topics and had a poor level of ability

### Note:

In order to pass the Basic/Intermediate Examination the candidate must, in addition to passing both the Class and Individual parts of the examination, also achieve **pass** marks in the Theory/Rules and Regulations Examination.

Candidates may be credited with part passes in one or more of the following:

Class Lesson

Individual Lesson

Theory and Rules.

## MARKING SHEET EXPLANATION – CLASS LESSON

### General Points

#### Teaching

- Candidates should assume that the class have never met the action before and are unable to perform it.

#### Coaching

- The candidate should assume that the class is familiar with the action and can perform it to an acceptable level.
- The candidate should seek to improve the ability of the class to execute the action, possibly putting it under pressure or into a more competitive setting.

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### Mark Sheet Indicators

#### Introduction

- Ideally this should be succinct and brief
- Reference to previous knowledge may be made if possible or appropriate.

#### Demonstration

- The **candidate** should demonstrate the action to the best of his/her ability and as he/she ultimately wishes the class to perform it.
- The problem to be overcome may be shown at this stage showing how the action being taught/coached is an answer to this problem
- The need for a good polished demonstration cannot be stressed too highly.
- The candidate may wish to show a range of strokes relevant to the topic

#### Explanation – technical/mechanical

- The ‘How? When? Where? and Why?’ aspects of the stroke(s) should be explained by the candidate.
- The stroke(s) may be slowed down, with the action paused to highlight and explain key points.
- The candidate should explain the technical/mechanical execution of the movement(s), isolating and stressing the key points.
- The candidate may also wish to mention timing, tactics and rules/conventions where appropriate.

#### Activity – (1<sup>st</sup>, 2<sup>nd</sup> and subsequent) Practises

- A series of activities should be devised, which will allow the class to acquire and practise the necessary skills and techniques of the action.
- Particularly for the first practise, the candidate should show the class several times exactly what is expected of them.
- These activities should (where possible) progress – and put the action under pressure or into a more competitive setting.

## **Teaching/coaching ability**

- Correct identification and correction of faults.
- The ability to cope with a mixed ability group and to progress individuals/pairs at different rates relative to their abilities is desirable.
- The candidate should use correct terminology to impart the appropriate fencing knowledge to the class.

## **Involvement with the class**

- The candidate should move around and amongst the class, offering advice, giving praise, identifying and correcting faults as appropriate.
- Candidates should avoid spending too long with any one pair.

## **Logical development, structure and content**

- The lesson should proceed in a logical structured manner.
- Exercises and explanations should lead on sensibly from one another.
- The candidate should have in mind an end point for the lesson, be moving towards it.

## **Communication – manner and voice**

- The candidate must be understood both by the class and by the examiners.
- The candidate should gain and maintain the attention of the class
- Use of voice to encourage and generate enthusiasm for the action
- Candidate should avoid giving extensive quantities of information at any one time. A “drip-feed” method is more educationally sound.

## **Interpretation of the topic**

- The candidate must answer the question asked.
- He/she must put the stroke(s) in the correct setting.

## **Appreciation of the character of the weapon**

- The teaching/coaching of the stroke(s) must be appropriate to:
  - the weapon
  - its conventions/rules.

## MARKING SHEET EXPLANATION – INDIVIDUAL LESSON

### General Points

#### Teaching

- Candidates should assume that the pupil has never met the action before and is unable to perform it.

#### Coaching

- The candidate should assume that the pupil is familiar with the action and can perform it to an acceptable level.
- The candidate should seek to improve the ability of the pupil to execute the action, possibly putting it under pressure or into a more competitive setting.

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### Mark Sheet Indicators

#### **Explanation – technical/mechanical** (Special Lesson only)

- The ‘How? When? Where? and Why?’ aspects of the stroke(s) should be explained by the candidate.
- The stroke(s) may be slowed down, with the action paused to highlight and explain key points.
- The candidate should explain the technical/mechanical execution of the movement(s), isolating and stressing the key points.
- The candidate may also wish to mention timing, tactics and rules/conventions where appropriate.

#### **Teaching/coaching ability** (Special Lesson only)

- The candidate is required to show the ability to formulate practises which would lead to improved performance
- The candidate is expected use the correct terminology.
- The candidate should be able to impart relevant knowledge to the pupil .

In short the candidate should demonstrate his/her ability to:

- teach/coach
- recognise faults and take the appropriate remedial action
- where possible progress towards putting the action under pressure or more competitive conditions.

#### Logical development, structure and content (Routine and Special Lessons)

- The candidate should show that he/she has a repertoire of strokes that can be given to the pupil.
- The lesson should proceed in a logical, structured manner.
- The candidate should have in mind an end point for the lesson and be moving towards it

#### Communication – manner and voice (All parts of the lesson)

- The candidate must be understood both by the pupil and by the examiners.
- The candidate should gain and maintain the attention of the pupil
- Use of voice to encourage and generate enthusiasm for the action
- Candidate should avoid giving extensive quantities of information at any one time. A “drip-feed” method is more educationally sound.

### **Control of Pupil** (All parts of the lesson)

- The **candidate** must be in control of and clearly directing the lesson.
- The candidate should instruct the pupil on what to do and not vice versa.

### **Distance Control** (All parts of the lesson)

- The candidate should set and control the distance
- He/she must be able to recognise distance faults and correct the pupil accordingly.

### **Timing – changes and variety** (Special Lesson only)

- Developing the speed of execution of the action from slow to performance speed.

### **Footwork** (candidate) (All parts of the Lesson)

- The **candidate** should have smooth, balanced footwork and be able to move efficiently up and down the piste relative to the ability of the pupil and the stroke(s) being taught/coached.

### **Mobility (variety & validity)** (Routine and Special Lessons)

- The candidate must be able to move the pupil up and down the piste, requiring footwork which is relative to the stroke
- All footwork must be meaningful and not performed just for the sake of it.

### **Interpretation of the topic** (Compulsory Elements and Special Lesson)

- The candidate must answer the question asked.
- He/she must put the stroke(s) in the correct setting, with the required emphasis.

### **Blade Presentation** (All parts of the Lesson)

- The candidate's blade presentation should be meaningful and realistic. For example, when requiring the pupil to form a parry:
  - The depth of the point (or blade) must be sufficient to justify the desired response from the pupil.
  - The point (or blade) should be threatening the valid target appropriate to the weapon being taught.
- Blade actions from the candidate should be positive and controlled.
- The candidate should at all times attempt to simulate and perform the necessary blade actions to facilitate the pupil's response.

### **Appreciation of the character of the weapon** (All parts of the Lesson)

- The teaching/coaching of the stroke(s) must be appropriate to:
  - the weapon
  - its conventions/rules

## **Overall Comments**

Examiners are not obliged to make comments but, where there is agreement between members of the board, constructive comments may be entered by the Chairman in the spaces provided on the mark sheet.