Introduction

Candidates who are seeking their Prévôt certification should review the questions found here, but should also review the information found in the Assistant Moniteur’s Study Guide and the Moniteur’s Study Guide, available on the USFCA’s website at www.usfca.org.

The written exam questions will be similar to those found in this study guide.

Risk Management

A written warning of the inherent dangers of fencing for fencers and parents:

A. Is not necessary because of the excellent safety record of the sport.
B. Is not required because such warnings do not defend you against liability claims.
C. Is a good idea and should be provided to the parents of young fencers (under 14).
D. Must be provided to all fencers and the parents of minors and signed by both.

ANSWER: D

You are considering the development of an emergency plan in case one of your fencers is injured in your salle or club. Which of the following statements best represents current thinking on such plans?

A. Emergency plans are no longer required because of the ready availability of emergency medical services and the ease of contacting them by dialing 9-1-1
B. Emergency plans are not necessary if all members of the coaching staff are trained in first aid and CPR
C. Emergency plans should be developed by the coaches if the club has a history of injuries, but they can be based on discussions and do not need to be written down
D. Emergency plans should be in writing, distributed to coaches and students, and rehearsed

ANSWER: D

You have established a strong emphasis on safety in your program, and require that all fencers fence in complete protective equipment. Each fencer has received a copy of this policy, and a copy is posted on your bulletin board. You have a relatively new member of the program who is an exchange student from Germany. This fencer complains about the requirement that socks must be up and secured to protect the leg, and points out that in Germany the current fashion among young fencers is to allow the sock on the forward leg to fall down. In spite of your instructions to the contrary, the fencer actually rolls his front leg sock down and is injured when a broken blade pierces his leg. In the ensuing litigation, which of the following is the best defense that you may be able to offer?

A. You do not have a professional relationship with the exchange student, because he is not a US citizen and not a permanently enrolled student in your school – therefore there can be no negligence
B. You could not foresee that a blade would break and injure this fencer – therefore you should not be liable for failing to notice that he had rolled his sock down
C. The failure to enforce the wearing of complete protective equipment was not a proximate cause of the injury
D. That the fencer contributed to the injury by violating the published, posted, and orally reinforced safety standards

ANSWER: D
Which of the following probably provides the best proof that a fencer has been informed of and accepted the inherent risks of fencing?

A. Holding a USFA membership card - the USFA rules state clearly that members fence at their own risk
B. Experience in fencing as a club member and in amateur competition – this will have exposed the fencer to the variety of possible risks
C. Signed statements that describe the safety requirements and risks of the sport, showing that the fencer has been informed of all risks
D. A copy of several articles on safety in fencing and sport posted on the club bulletin board

ANSWER: C

Your fencing class meets in a gymnasium. You are conducting a drill during which beginning fencers attack an opponent and the opponent parries and ripostes. The fencers in the class rotate during the exercise so that each fencer has an opportunity to complete the drill with a number of opponents. Your class includes both male and female students, with ages running from 11 to 35. Which of the following possible concerns should you monitor most closely to ensure fencers safety?

A. That fencers paired are not so different in strength and size as to create a potential for injury
B. That adult male fencers do not make inappropriate comments to young female fencers
C. That fencers aged 11 to 18 are more closely supervised than adults
D. That you identify those who understand the skill being taught so you can concentrate on those having difficulty

ANSWER: A

You are in the fifth year of teaching fencing in a local community college physical education program. Because you fenced in college for 4 years, and still fence 10 years later as an amateur athlete, and you are testing to become a Prévôt, you feel you have a fairly good grip on the skills and techniques of the sport. To what degree should you plan for your course?

A. I should have a lesson plan for each lesson; the lessons should build skills from the simple to complex, and should provide for increased skill development over the course of instruction
B. I should have a general plan for what I will teach over the course, but detailed lesson plans for a standard community course are really not necessary
C. I should teach what I think is most interesting about fencing, with a lot of emphasis on what I learn in the most recent competition - I should keep a record after each class of the primary points I covered
D. Because this is a beginner class, I do not need to plan for development over the period of the course, but I should use a lesson plan to help me remember what topics I want to teach in each session

ANSWER: A
My club provides fencing equipment for the use of beginners - because the club’s finances are limited, this equipment is generally obtained by donations from fencers when they purchase new weapons or uniforms. We try to wash the jackets at least once a year, but the beginners do not hit so hard as to cause worries about the masks. The foils don’t need or get any attention - we just hang them in a rack after practice. What we are doing is okay, isn’t it?

A. Yes, this reflects the common standard of practice in most clubs and can be said to be the normal approach to beginner’s equipment where clubs provide it
B. Well, outside of washing the jackets once a year having a high yecch factor for body odor, the masks and foils should be just fine
C. Although not uncommon, this is highly risky - jackets should be washed regularly to avoid damage to the fibers, masks should be inspected on a schedule, and weapons should be maintained to prevent corrosion that may result in broken blades
D. Clubs should never use donated equipment for beginners or more experienced fencers - you never know what stresses it has been subjected to or how badly the previous owners cared for the equipment

ANSWER: C

In your club a number of the adult fencers bring their younger children to your group sessions to avoid having to pay for babysitters. You have given these children foam whackers, and they greatly enjoy chasing each other around the club fencing floor when you are giving lessons. Some are even mimicking the saber techniques they have learned from watching their parents. Should you allow this practice to continue?

A. Yes – the whackers sound like they are beating the devil out of each other, but they are safe with no potential for injury
B. No – running small children on a hard floor is bad, running through your lesson is worse, and doing that while they are concentrating on play is very dangerous
C. Yes – the presence of their parents indicates that there is sufficient parental supervision, and they are learning some saber as well
D. No – they will almost certainly develop movement patterns that will make it more difficult to learn any of the weapons as they get older

ANSWER: B

You have decided that becoming a Prévôt will meet your personal needs as a fencing coach, and you do not intend to go further to qualify as a Fencing Master. Your club is relatively small, and does not generate a large income, which limits the amount of fencing related travel you can do. Given the cost, should you attend the USFCA Coaches Conference or a formal fencing workshop of some type each year?

A. No – as you do not plan to progress to Master, you do not have a reason to obtain more training
B. Yes – formal clinics and conferences are an important part of meeting your duty to maintain the currency of your training
C. No – the limited strip time you get at clinics and conferences does not justify the cost of such events
D. Yes – attendance at such events is important for marketing reasons and to maintain friendly contact with others in the profession

ANSWER: B
You coach a high school fencing club, which is recognized as an after-school activity, but not as a varsity sport. You are considered a part time member of the school staff. The club is not a United States Fencing Association member club. Your fencers have agreed among themselves to travel to Smithville, 30 miles away, next Saturday for a fencing tournament sponsored by the USFA. They will be entering as unattached individuals, the trip is not sponsored or funded by the high school, and they plan to travel in the car of one of the fencers, a 17 year old girl, whose parents think it is a grand idea. One of the fencers told you in confidence of their plans. What is your assessment of the risk associated with this plan?

A. They are entering as individuals and just happen to be members of your club – there is no potential for liability because this clearly is not a club activity
B. Minors, members of your club, nominally under your supervision, conducting an activity only done as part of the school year, with no direct adult supervision, and you know about their plans – risk is high
C. Parental approval of a trip by a licensed driver, and you have not given them permission – no risk to you at all
D. Although you would be concerned if the trip was for a long distance, 30 miles away to the next major town is reasonable – any risk is minimal

ANSWER: B

Your salle is located on the third floor of an old office building. In developing your emergency plan you should make provisions for:

A. A member of the salle to be dispatched to meet responding emergency medical personnel at the front of the building to direct them to the salle.
B. Calling a doctor to provide first aid in case of an injury.
C. Sending a member of the salle to retrieve the first aid kit you keep in your vehicle in case a fencer is injured.
D. A salle member to call the local hospital and ask for advice in case of an injury.

ANSWER: A

If a club member is injured to the degree that first aid and further medical care is required you:

A. Are required by the Health Insurance Portability and Accountability Act of 1996 to destroy any records of the care you provide that you do not turn over to responding emergency medical care personnel.
B. Should orally brief the responding medical personnel about the injury and allow them to create the first record of care for the injury.
C. Should document the circumstances and degree of the injury and the care provided, and follow up to determine the eventual outcome of the injury.
D. Are not required to make any record of the injury, as injuries are a normal and expected part of sports.

ANSWER: C
You are trained in Red Cross First Aid and Cardiopulmonary Resuscitation. A member of your salle falls and appears to sustain a serious injury. He complains of severe pain and inability to move his left leg. There is no bleeding. Another one of your fencers says that it looks to her like he has dislocated his hip. Based on that assessment what should you do?

A. Attempt to reduce the hip dislocation.
B. Apply a traction splint to control the pain and stabilize the hip joint.
C. Take a door off its hinges and stabilize the injured fencer on the door with his legs tied together with cravats.
D. Keep the fencer still in a position of comfort where he is and call for the emergency medical services.

ANSWER: D

Your students include a number of members from the local high school fencing club. They compete in school league fencing matches, and some compete in USFA events. Your records for each competitive fencer should include:

A. A copy of his or her life insurance policy
B. Copies of his or her current USFA membership card and other accident/health insurance card
C. A statement from each fencer that he or she intends to join the USFA at the start of the next season.
D. A copy of each fencer’s school identification card.

ANSWER: B

Which of the following may address the coach’s duty to adequately condition his or her fencers?

A. Installation of weight training equipment in the salle
B. Encouragement of fencers to participate in strength training or cardiovascular conditioning using other sports or health clubs
C. Development of appropriate macro and micro training cycles for the fencing year
D. Assigning fencers to run laps at the local high school track

ANSWER: C

A middle age fencer discloses on his medical history questionnaire that he had a series of 4 heart attacks 3 years ago and is taking altace, atenolol, lipitor, and aspirin as long-term treatment for chronic heart disease. What is your most appropriate action?

A. This fencer represents an unacceptable risk as a student – politely thank him for his interest and suggest other sports opportunities that will be less demanding
B. There is no risk – the heart attacks were 3 years ago, he is still upright and breathing and is taking appropriate medications for his condition
C. Take no action on the content of the questionnaire – the reason you have a questionnaire is to document that health issues or injuries were pre-existing and did not result from fencing. Any cardiac disease is covered by the standard statement that fencers fence at their own risk.
D. Request that the fencer provide documentation of appropriate medical clearance by a physician before starting activity in your club

ANSWER: D
You run a class for Junior, Cadet and Youth 14 and 12 fencers that ends at 9:00 pm. Your club’s facilities are in a well-lighted strip mall that has a security patrol. The area is a good one with low crime rates. Recently you have noticed that several of the young female fencers are still waiting outside for pickup by their parents when you close. Should you be concerned that they are left unsupervised when you close the door, turn off the lights, and head home?

A. Yes – even though the lesson is over, you still have a duty to supervise until that supervision is transferred back to their parents
B. Yes – unsupervised young people can get into trouble for a variety of reasons. You do not have a specific duty to supervise them, but you should talk to the parents about the importance of being there when the class dismisses.
C. No – they are in as safe a place as any other mall in the city, the area is well lighted, security patrols, and the crime rate is low.
D. No – the parents pay you for lessons, not babysitting. Once the student leaves your front door they are no longer your responsibility. You cannot be responsible for the children’s acts or the acts of others against those children when they are no longer on your premises.

ANSWER: A

A new fencer in your club is injured as a result of a fall during free bouting at the end of her third group lesson in a beginner’s course. Like most clubs you have installed the maximum number of strips possible in your space, and this fencer trips over her feet in attempting to execute a fleche attack, crashes into a table at the side of the strip, and is briefly unconscious. Which of the following statements may most accurately describe whether or not negligence is a factor in this accident?

A. You may be found negligent – you have a duty to a fencer who has engaged you to teach them fencing and that duty includes a safe environment and appropriate instruction. Overcrowding with furniture by the strip and teaching of techniques to beginners that they are not adequately prepared for is a breach of that duty. That breach is directly related to the accident (no furniture and widely spaced strips means the fencer would have fallen relatively safely if she tripped doing an advance). And injury that reasonably required medical intervention was clearly sustained – although the degree of that injury may be debated.
B. It is unlikely you will be found negligent. Your duty to this fencer is to teach fencing correctly and safely; how the fencer uses the skills you teach is up to them. In this case the fencer was injured entirely through her own actions – you did not trip her or cause her to fall. Further, the injury did not occur during instruction, but rather during free bouting, which you were not required to supervise.
C. There is no injury and thus no negligence. Briefly unconscious means that the fencer regained consciousness and does not require medical treatment or evaluation.
D. There is no negligence for a variety of reasons. You have configured your facility in the way which is commonly accepted practice and that the economics of teaching demands; the fencer was fencing at her own risk as stated in the USFA rules; and a fleche is an accepted method of fencing footwork. Any fault is the fencer’s for not having mastered the technique.

ANSWER: A

Adoption of a risk management plan:

A. Usually will result in the elimination of accidents and injuries in your fencing classes and competitions in which your fencers compete.
B. Reduces the likelihood of accidents and injuries within your ability to control, but does not completely eliminate the potential for injury.
C. Normally does not include transferring the financial liability for injuries and accidents to other entities.
D. Offers advantages in marketing the safety of the sport and your club or school, but does not significantly reduce the number of accidents in what is already one of the safest sports.

ANSWER: B
It is an important part of the emergency care plan to keep a first aid kit at a location that is easily accessible, but for the sake of safety known only to the coach and the designated first responder.

A. True  
B. False

ANSWER: B

Part of the emergency plan is developing a strategy for controlling spectators in case an athlete suffers an injury.

A. True  
B. False

ANSWER: A

The person who is designated to provide immediate medical emergency care should be the person who is closest to the athlete at the time of the injury.

A. True  
B. False

ANSWER: B

It is not really necessary for the immediate emergency care provider to have first aid and CPR training if you call EMS as soon as you realize there is a serious injury on the field.

A. True  
B. False

ANSWER: B

Medical opinions should not be volunteered to parents when they are notified that their child has been injured and is being transported to the hospital.

A. True  
B. False

ANSWER: A

Knowing the location of a nearby phone is part of the emergency planning process.

A. True  
B. False

ANSWER: A

In case of emergency the person who calls EMS should be able to identify the type of first aid being given.

A. True  
B. False

ANSWER: A
If an athlete gets injured the coach should have one of the other students contact the parents of the injured athlete immediately.

A. True
B. False

ANSWER: B

"Duty" is not a legally enforceable obligation in a coach’s standard of conduct.

A. True
B. False

ANSWER: B

If an injury occurs due to negligence on the part of the coach it is called sovereign immunity.

A. True
B. False

ANSWER: B

Public schools, under normal circumstance, cannot be sued in any state because the states have laws, which do allow for citizens to sue the state.

A. True
B. False

ANSWER: B

Coaches have a civil duty, under the law, to act as a prudent or reasonable person would during athletic events.

A. True
B. False

ANSWER: A

It is possible for a coach to be prosecuted for criminal negligence and be sentenced to jail.

A. True
B. False

ANSWER: A

By following the safety rules all inherent risks in sport may be eliminated.

A. True
B. False

ANSWER: B
A “release of liability”, contained in a form must be conspicuous so that a reasonable person would notice it.

A. True
B. False

ANSWER: A

If signs of a heat related illness appear in an athlete the coach should encourage the athlete to “push” through it.

A. True
B. False

ANSWER: B

Going without water during a workout makes an athlete tough.

A. True
B. False

ANSWER: B

Although Szabo suggests that the development of “sentiment-de-fer” may be done effectively without a fencing mask or jacket, such conduct in the United States is a risk management issue.

A. True
B. False

ANSWER: A
Fitness

All conscious movement originates in the __________.

A. Feet  
B. Muscles  
C. Joints  
D. Brain  
E. Eyes

ANSWER: D

Practice and drills reinforce the

A. Strength of the contraction  
B. The nervous pathways between nerves and muscles  
C. The ability to tolerate boredom  
D. All of the above

ANSWER: B

Movement occurs when the muscle fibers

A. Shorten by bunching up  
B. Fold in on themselves  
C. Slide along each other  
D. Momentarily excrete fluid

ANSWER: C

We know for sure that movement is caused by tiny cross bridges between the fibers that act like oars or levers to pull the threads past each other.

A. True  
B. False

ANSWER: A

Muscle fibers cause large movement because:

A. Their aggregate movement is very large  
B. The fibers can slide over distances of two or more feet  
C. They are attached to bony levers that magnify the contractions  
D. Like a rower on the river they can make many "oar strokes"

ANSWER: C
The nerve and the muscle fibers it commands are called a

A. Neuro-motor complex
B. Movement response group
C. Activation unit
D. Motor unit

ANSWER: D

When activated by their nerves all the muscle fibers respond together

A. True
B. False

ANSWER: A

There are two basic types of muscle fiber

A. Slow twitch and fast twitch
B. Endurance and speed
C. Large and small
D. Rapid expanding and slow contracting

ANSWER: A

Most groups of muscles have a mix of slow and fast twitch fibers

A. True
B. False

ANSWER: A

All fibers in a ____________ are the same type

A. Movement response group
B. Motor unit
C. Activation unit
D. Neuro-motor complex

ANSWER: B

Fast twitch muscles have the most endurance.

A. True
B. False

ANSWER: B

Slow twitch muscles have the least endurance.

A. True
B. False

ANSWER: B
Which of the below types of muscle fiber are classified as fast twitch muscle fiber?

A. Fast Oxidate Glycolic (FOG)
B. Fast Glycolic (GG)
C. Fast anaerobic and fast aerobic
D. Slow and fast anaerobic
E. A and B
F. B and C

ANSWER: E

Slow twitch muscle fibers can also be called slow oxidative because they use more oxygen.

A. True
B. False

ANSWER: A

Heredity is sole factor in determining muscle fiber type

A. True
B. False

ANSWER: B

Training can influence fiber size

A. True
B. False

ANSWER: A

Training can modify fiber type for some fibers.

A. True
B. False

ANSWER: A

Recent research suggests that the number of muscle fibers cannot be changed.

A. True
B. False

ANSWER: B

Muscles are capable of only limited adaptation to the stress of training.

A. True
B. False

ANSWER: B
Which of the below contain the components of muscular fitness?

A. Strength, endurance, muscle fiber size, coordination, concentration  
B. Agility, balance, flexibility, strength, power, speed, endurance  
C. Power, endurance, range of motion, coordination

**ANSWER: B**

Strength is the:

A. Maximum force that can be exerted in a single effort  
B. Ability to move a given weight quickly  
C. Amount of weight lifted several times  
D. Not important for fencing

**ANSWER: A**

Strength is related to the size of the muscle.

A. True  
B. False

**ANSWER: A**

Strength training increases the ________________ that gives the muscle its “pulling power”

A. Muscles fibers  
B. The focus of the athlete to work harder  
C. The contractile protein  
D. The ability to coordinate the force exerted by the muscle fibers  
E. C and D

**ANSWER: E**

A fencing coach must:

A. Determine how much strength is needed for specific skills  
B. Train each athlete to maximum strength they are capable of  
C. Plan to develop and maintain the strength needed  
D. Not use weight lifting  
E. A and C

**ANSWER: E**

Strong fencers will benefit the most from strength training.

A. True  
B. False

**ANSWER: B**
When endurance is needed strength training is the most important.

A. True
B. False

ANSWER: B

Weak athletes should never shift their training.

A. True
B. False

ANSWER: B

Strength deficiency can be observed by:

A. Slow movements and labored breathing
B. Rapid fatigue, deterioration of skills, loss of balance and accuracy.
C. Inability to concentrate, mood swings, 
D. Profuse sweating, extreme and prolonged fatigue, aching joints

ANSWER: B

During the preparatory training cycle free boutting or fencing will adequately address the overall needs in preparing a fencer for competition.

A. True
B. False

ANSWER: B

One effective way of training fencer fitness is using shuttle runs 2-3 times a week.

A. True
B. False

ANSWER: A

Generally what muscle group is the most important for a fencer to strengthen?

A. Forearm
B. Quadriceps
C. Abdominal
D. Deltoid

ANSWER: B
To turn simple movement into complex movements is an attribute of what part of physical fitness.

A. Flexibility  
B. Coordination  
C. Speed  
D. A and B

ANSWER: B

Jumping in the on guard position forwards and backwards with legs apart as far as one can is an example of what type of exercise.

A. Footwork strengthening exercises.  
B. Exercises based on simple reaction  
C. Exercises for speed of execution  
D. Exercises of Choice reaction

ANSWER: A

Doing footwork exercises for 40 minutes or more in work periods of 3 minutes and rest periods of 1 minute is an example of what type of exercise.

A. Footwork strengthening exercises.  
B. Exercises based on simple reaction.  
C. Exercises for speed of execution.  
D. Endurance in footwork exercises.

ANSWER: D

What is the core principle a coach must be aware of in training fencers?

A. Tactics  
B. Didactics  
C. Psychological  
D. Sports training  
E. All the above

ANSWER: E

Select the best way to improve a fencer’s performance.

A. Increase training load  
B. Determine their maximum training load and design their program to match the load.  
C. Do not allow breaks in training  
D. Determine non-specific negative changes to training stimulus.

ANSWER: A
What cycle of training would an athlete be in after a major competition when there is another competition scheduled in less than 3 months?

A. Preparatory  
B. Main  
C. Transitory  
D. Stabilization

ANSWER: B

What cycle of training, if made longer and in greater amounts, will maintain form longer?

A. Preparatory  
B. Main  
C. Transitory  
D. Stabilization

ANSWER: A

What might cause a fencer to be successful in one competition or bout but not in the next competition or bout?

A. The fencer is off form.  
B. The opponents learn to cope with the fencer’s actions.  
C. The fencer is not using proper preparatory movement.  
D. Stress or fatigue.  
E. All of the above

ANSWER: E

When learning fencing movement, initially it is not critical for the student to understand its tactical context, only after the technical elements have been learned should the tactical context be introduced.

A. True  
B. False

ANSWER: B

A fencer’s strengthening, conditioning and sports skills training programs can be treated separately for the purpose of designing a competitive training program.

A. True  
B. False

ANSWER: B
Consistently and regularly increasing the training load of a fencer is the correct method for improving performance and level of fitness.

A. True
B. False

ANSWER: A

Designing a fencer’s training program to keep them near peak level throughout the season is critical for a success.

A. True
B. False

ANSWER: B

It is not necessary to spend the time doing flexibility exercises before doing muscular fitness training.

A. True
B. False

ANSWER: B

Functional warm-up is helpful in reducing the risk of injury.

A. True
B. False

ANSWER: A

You can go straight into vigorous stretching exercises without light warm-up first.

A. True
B. False

ANSWER: B

The major areas to be stretched are:

A. Groin and quadriceps
B. Forearms and calves
C. Hamstrings
D. Lower back
E. All the above

ANSWER: E
Once an athlete has achieved good range of motion it is necessary to work at maintaining it.

A. True
B. False

ANSWER: A

Bouncing is the safest way to improve flexibility since you constantly releasing any dangerous tension from the muscle.

A. True
B. False

ANSWER: B

In a static stretch you hold the stretch for 5-10 seconds and then relax.

A. True
B. False

ANSWER: A

There are also more complex and effective methods of stretching among which are:

A. Pull-push
B. Extend withdraw
C. Contract-relax
D. Proprioception Neuromuscular Facilitation (PNF)
E. C and D

ANSWER: E

Two way stretching with a partner can be dangerous because:

A. It is more complicated to understand
B. Athletes in pairs tend to horse around
C. Most stretches are one way
D. Muscles only contract to move

ANSWER: A

It is foolish to stretch every day.

A. True
B. False

ANSWER: B

Flexibility is lost quickly.

A. True
B. False

ANSWER: A
The four most important principles of strength training are:

A. Warm up, flexibility, workload, and recovery
B. Specificity, overload, progression, and adaptation
C. Dedication, focus, application, and achievement
D. Preparation, action, reaction, and re-occurrence

ANSWER: B

General conditioning programs are the most effective way to prepare for competition.

A. True
B. False

ANSWER: B

The conditioning program must work the muscles specific to the sport of fencing.

A. True
B. False

ANSWER: A

As long as the correct muscles are worked it doesn’t matter how they are worked.

A. True
B. False

ANSWER: B

As the body adapts to strength training:

A. Different exercises must be used
B. Strength training can stop
C. Additional load must be applied
D. Endurance training can begin

ANSWER: C

In strength training the fastest results are achieved by:

A. Using the heaviest weights
B. Taking the least amount of rest
C. Training everyday
D. Gradually increasing the overload

ANSWER: D

In strength training rapidly increasing the weight allows the body to best adapt

A. True
B. False

ANSWER: B
If the body is breaking down

A. The correct amount of weight is being used
B. Better drugs must be found
C. The overload has been too great
D. Endurance training must be emphasized

ANSWER: C

The three key training variables are

A. Weight, time, place
B. Effort, awareness, technique
C. Speed, focus, intensity
D. Intensity, duration, frequency

ANSWER: D

Each method of strength training has the same effect on sport performance.

A. True
B. False

ANSWER: B

Isometric type exercises are best used in sports that:

A. Require lots of agility
B. Require static positions under tension
C. When the athlete is injured
D. B and C

ANSWER: D

Concentric contractions are:

A. The muscles shorten against the resistance
B. The muscles lengthen against the resistance
C. Exercises are performed in cooperation with a partner
D. The type of contractions that make you sore
E. A and D

ANSWER: A
Eccentric contractions are:

A. Done by quirky people  
B. When the muscles lengthen against the resistance  
C. When the muscles shorten against the resistance  
D. The type of contractions that make you sore  
E. B and D

ANSWER: E

You are stronger “lifting” a weight than lowering a weight.

A. True  
B. False

ANSWER: B

Isokinetics is also called variable resistance.

A. True  
B. False

ANSWER: A

Isokinetics:

A. Requires special equipment  
B. Vary the resistance through the range of movement  
C. Attempt to control the speed of the movement  
D. Must be done by yourself in isolation  
E. A, B, C

ANSWER: E

Free weights are still the favorite method of training for elite competitive athletes

A. True  
B. False

ANSWER: A

One of the advantages of training with free weights is that it trains the fencer’s ability to concentrate.

A. True  
B. False

ANSWER: A
Starting your athletes on machines instead of free weights for strength training is a waste.

A. True
B. False

ANSWER: B

If you begin your strength training program on weight training machines you should not change to free weights.

A. True
B. False

ANSWER: B

As long as the athlete is working hard when weight lifting, the planning and organization of a training program is not important.

A. True
B. False

ANSWER: B

The squat, leg press and bench press are examples of major exercises.

A. True
B. False

ANSWER: A

Swinging a pick is an example of a minor exercise.

A. True
B. False

ANSWER: B

Barbel lunges would be an assistance type of exercise in fencing.

A. True
B. False

ANSWER: B

Supplementary exercises are critical to the competitive fencer’s training program.

A. True
B. False

ANSWER: B
Specialty exercises are specific to the group of athletes being trained in a particular sport.

A. True
B. False

ANSWER: A

According to the principle of specificity the use of major exercises (leg press, bench press) in a fencer’s training program is unnecessary.

A. True
B. False

ANSWER: A

When applying the principle of specificity to exercises you should stick to the basic and time-honored movements only – do not create new exercises.

A. True
B. False

ANSWER: B

There are several different orders for arranging exercises

A. Alternating between different muscles
B. Working from largest to smallest muscle groups
C. Completing all sets before changing exercises
D. Pre-fatiguing
E. All of the above
F. B and C

ANSWER: E

A common method used to determine the amount of weight the fencer should start lifting at the beginning of their strengthening programs is the:

A. Momentary muscle failure
B. 1RM
C. Submerged Body weight
D. Maximum heart rate
E. B and C.

ANSWER: B

When planning the training load you need to consider:

A. What period of the training cycle the athlete is in
B. What physical attributes the particular athlete is deficient in
C. How much time is available for training
D. The physical maturity of the athlete
E. All of the above

ANSWER: E
For strength development the number of repetitions should range between 8 to 12 repetitions.

A. True
B. False

ANSWER: A

For specific muscular endurance the number of repetitions should range between 10 to 25 repetitions.

A. True
B. False

ANSWER: A

For the development of power in the weight training room the number of repetitions should range between 3 to 6 repetitions.

A. True
B. False

ANSWER: A

Number of sets for training is always three.

A. True
B. False

ANSWER: B

The best way to make progress in training and conditioning is to keep the number of sets, repetitions, and exercises consistent throughout the season.

A. True
B. False

ANSWER: B

Circuit training need not follow the general principles of muscular training.

A. True
B. False

ANSWER: B

It is best to use free weights for circuit training.

A. True
B. False

ANSWER: B
Calisthenics should never be part of a training circuit.

A. True  
B. False  

ANSWER: B

When training for speed it is best done before the athletes knows the exercises and is bored by them.

A. True 
B. False

ANSWER: B

The “free weights” are called free because you don’t need a partner to help you.

A. True 
B. False

ANSWER: B

Since free weights do not involve the use of complex machines a coach can quickly and easily introduce their use.

A. True 
B. False

ANSWER: B

Since free weights do not involve complicated machines correct technique is easily learned.

A. True 
B. False

ANSWER: B

Most Olympic athletes in their training regime use strength training.

A. True 
B. False

ANSWER: A

Wearing a weight belt is necessary for all strength training.

A. True 
B. False

ANSWER: B
It is safer not to hold your breath while lifting weights.

A. True
B. False

ANSWER: A

As long as the weight is heavy there is no need to change weights for each athlete.

A. True
B. False

ANSWER: B

The rate of improvement in a strength-training program is fastest at the beginning of the program.

A. True
B. False

ANSWER: A

The first several months of rapid improvement can be attributed to:

A. A high degree of motivation when beginning a new activity
B. Skill improvement when learning the movements
C. Muscle fibers coordinate to work together
D. Peer support for the new activity
E. B and C

ANSWER: E

The best improvements in strength are made between ages of

A. 20 to 25
B. Puberty to 19
C. After 30

ANSWER: B

When trying to improve strength it can be effectively combined with short term endurance training.

A. True
B. False

ANSWER: A

During the competitive season the demands of competition are enough to maintain strength, therefore training with weights should cease during this period of the season.

A. True
B. False

ANSWER: B
Inactivity for whatever reason causes rapid strength loss.

A. True
B. False

ANSWER: A

An injured athlete who has been medically cleared to resume training can immediately return to a full load training program

A. True
B. False

ANSWER: B

A standard strength development routine is adequate for all sports.

A. True
B. False

ANSWER: B

The effects of training for strength and endurance overlap.

A. True
B. False

ANSWER: A

In strength training the concepts of volume and intensity are:

A. Positively correlated
B. Inversely correlated
C. Not correlated

ANSWER: B

Muscular endurance training improves the endurance in which type of muscle fiber?

A. The slow twitch muscles
B. The fast twitch muscles
C. All of the above.

ANSWER: C
The three types of endurance training are:

A. Short-term, intermediate term and long-term
B. Slow twitch, oxidative, oxidative glycolic
C. LSD (long slow distance), compound interval, sustained tension
D. High volume, medium volume and low volume
E. A and B
F. C and D

ANSWER: A

Ultimately the outcome of strength training and endurance training programs are the same.

A. True
B. False

ANSWER: B

An endurance-training program can use the same basic exercises as a strength-training program.

A. True
B. False

ANSWER: A

An endurance-training program should start with what percent of the athlete’s one repetition maximum.

A. 10-20%
B. 25%-50%
C. 50-75%
D. 75-95%

ANSWER: B

Progress in muscular endurance training is very gradual.

A. True
B. False

ANSWER: B

Muscular endurance training improvements can be accomplished even in middle age.

A. True
B. False

ANSWER: A

Muscular endurance training has a smaller effect on a fencer’s performance than strength training.

A. True
B. False

ANSWER: B
Heredity determines the rate of improvement at the upper limits of endurance training.

A. True
B. False

ANSWER: A

Short-term endurance is easier to maintain than long-term endurance.

A. True
B. False

ANSWER: A

How much faster is long-term endurance lost than gained if an athlete becomes inactive?

A. Five times
B. Two times
C. Three times
D. Depends on heredity

ANSWER: C

During the competitive season there is no need to continue endurance training.

A. True
B. False

ANSWER: B

Power is a combination of:

A. Endurance and strength
B. Speed and strength
C. Speed and endurance

ANSWER: B

Improvements in power can be accomplished by improving which of the below?

A. Diet and exercise
B. Endurance and strength
C. Speed or strength
D. Training and technique

ANSWER: C

When training for power an athlete must move the weight slowly and with control.

A. True
B. False

ANSWER: B
Power training enhances:

A. Reflexes and proprioceptor responses  
B. Strength, speed and energy supplies  
C. Flexibility, reaction times, decision application time  
D. A and B

ANSWER: B

The general number of repetitions for power training should be:

A. 15-25  
B. 3-6  
C. 2-4  
D. 10-15

ANSWER: B

For power training the amount of resistance should be:

A. 95% of 1RM  
B. 40-50% of 1RM  
C. 30-60% of 1RM  
D. The same as endurance training

ANSWER: C

Power is very different from strength.

A. True  
B. False

ANSWER: B

Special and unique training methods must be used to develop power.

A. True  
B. False

ANSWER: B

The variables a coach must control to stimulate improvements in power are:

A. Range of motion and reaction time  
B. Stretching and rate of speed  
C. Exercise selection and speed of muscle contraction  
D. Correct warm-up and preloading

ANSWER: C
Preload and elastic recoil is a way of developing which aspect of conditioning:

A. Faster fire rates  
B. Power  
C. Better strength gains  
D. A quicker workout

ANSWER: B

Plyometrics are a group of training methods that:

A. Used the metric system of measurements  
B. Use preloading to develop power  
C. Use a special apparatus for exercises  
D. All of the above

ANSWER: B

By using Plyometrics the neuromuscular system is conditioned to:

A. Permit faster movements  
B. Allow a greater range of motion  
C. Powerful changes of direction  
D. Sustain higher levels of fatigue  
E. A and C

ANSWER: E

Plyometrics are a simple and effective training method to develop explosive power.

A. True  
B. False

ANSWER: A

Because plyometrics are simple and effective they are the only conditioning exercises necessary for competitive fencers.

A. True  
B. False

ANSWER: B

There are no risks associated with plyometric training.

A. True  
B. False

ANSWER: B
Training with plyometric exercises place a lot of stress on the joints of the athlete.

A. True
B. False

ANSWER: A

Improvements in power are very slight when first starting training.

A. True
B. False

ANSWER: B

Power is lost rather quickly if an athlete becomes inactive.

A. True
B. False

ANSWER: A

Speed is an elusive component of muscular fitness.

A. True
B. False

ANSWER: A

Speed of execution depends on:

A. Muscle fiber size
B. Willingness to train
C. Flexibility
D. Genetics
E. B and D
F. A and D

ANSWER: E

Speed is solely dependant on heredity

A. True
B. False

ANSWER: B

The key to improving speed is:

A. Practice the movements with heavy resistance
B. Practice the movements underwater
C. Improving flexibility
D. Practice the movements at faster than normal pace

ANSWER: D
Before emphasizing an increase in speed work during training the athlete should first concentrate on?

A. Improving their vertical jump  
B. Improving flexibility  
C. Improving technique  
D. Improving strength  

ANSWER: C

Speed training is founded on a program of:

A. Strength, endurance, and power  
B. Lightness, flexibility, and range of motion  
C. Plyometrics, diet, hydration  
D. Desire, motivation, talent  
E. A and B  

ANSWER: A

Speed training improves:

A. The short-term energy stores  
B. The neuromuscular apparatus  
C. The systemic endurance  
D. Cardio vascular recovery time  
E. A and B  

ANSWER: E

The sources for immediate energy are:

A. STP and LSD  
B. Sugar and glucose  
C. ATP and CP  
D. Caffeine and dextrose  

ANSWER: C

After the immediate muscular energy stores are used additional energy is created by the:

A. Anaerobic breakdown of glycogen  
B. Aerobic release of creatine phosphate  
C. Fat soluble vitamins  
D. Accelerating the heart rate  

ANSWER: A

The anaerobic breakdown of glycogen produces:

A. Ketosis  
B. Adenosine phosphate  
C. Lactic acid  

ANSWER: C
As activity continues the cardio-vascular system:

A. Is taken over by lactic acid buildup  
B. Adjusts to the muscles demands for oxygen  
C. Increases the supply of circulating creatine phosphate  
D. Lowers the heart rate  

ANSWER: B

The aerobic process allows:

A. Better breathing to release cp stores  
B. Improved endurance by using lactic acid  
C. The use of carbohydrate and fat for ATP  
D. Insulin to be released  

ANSWER: C

Fat is our primary source of stored fuel

A. True  
B. False  

ANSWER: A

During intense physical activity our principal source of energy is:

A. Lactic acid stores  
B. Carbohydrate  
C. Hydrogen fuel cells  
D. Circulating glucose  

ANSWER: B

Slow twitch and Fast twitch muscle fibers share the same energy system.

A. True  
B. False  

ANSWER: B

Training should be designed to develop all the energy systems equally.

A. True  
B. False  

ANSWER: B
When exercise intensity increases there is a muscle fiber type transition from:

A. Glycolic to aerobic to anaerobic
B. Slow-twitch to FOG to rain
C. Slow-twitch to FOG to fast glycolytic
D. ATP and CP to glucose to glycogen

ANSWER: C

The anaerobic or lactate threshold is:

A. The transition to aerobic energy
B. The transition from FOG to FG fibers
C. Lactic acid is produced faster than it can be removed
D. B and C only
E. A, B and C

ANSWER: D

The most important variable to consider when selecting energy training methods is:

A. Duration
B. Intensity
C. Determination
D. Volume
E. A and D

ANSWER: B

To control intensity athletes should monitor how their _______ responds to exercise.

A. Breathing rate
B. Sweat volume
C. Heart rate
D. Perceived exertion

ANSWER: C

To use the aerobic pathways the pulse must be:

A. Below 85% of the athlete’s maximum heart rate
B. Above 85% of the athlete’s maximum heart rate
C. Above 90% of the athlete’s maximum heart rate
D. Above 65% of the athlete’s maximum heart rate

ANSWER: A
Exercise intensity levels above 85% of maximum heart rate improve the:

A. Breathing and sweat rate  
B. Ability to concentrate  
C. Aerobic threshold and anaerobic energy pathways  
D. Fast twitch glycolic muscles  

ANSWER: C

Heart rate is affected by:

A. Heat  
B. Illness  
C. Stress variables  
D. All of the Above  

ANSWER: D

Athletes that have difficulty correctly gauging their level of intensity through a perceived exertion scale should also monitor their heart rates to better match the level of intensities for the two scales.

A. True  
B. False  

ANSWER: A

Energy fitness is founded on:

A. Strength, power, overload and adaptation  
B. Aerobic foundation, anaerobic threshold, anaerobic training, speed training  
C. Slow twitch, fast twitch oxidative, fast twitch glycolic  
D. Flexibility, recovery, Plyometrics  

ANSWER: B

The most appropriate training method for a sport depends on:

A. The time available for training  
B. The period in the training cycle  
C. The relative contributions of aerobic and anaerobic energy systems  
D. The competitive personality of the athlete  

ANSWER: C

As long as the athlete is working hard enough the mode of training doesn’t matter.

A. True  
B. False  

ANSWER: B
The specific needs of each sport must also account for the needs of each individual when selecting training methods.

A. True
B. False

ANSWER: A

There are five periods in the training cycle as defined by Sharkey.

A. True
B. False

ANSWER: B

The ‘off-season’ is when the athlete should have the most intense work-load so they can relax and be well rested during the competitive season.

A. True
B. False

ANSWER: B

Pre-season training is aimed at raising the:

A. Duration of training
B. Maximum recovery periods
C. Intensity levels

ANSWER: C

Pre-season training is aimed at increasing:

A. Leg strength as measured by the vertical jump testing
B. Anaerobic threshold
C. Maximum lift efforts
D. Money for team trips

ANSWER: B

Early season training prepares the athlete for:

A. Weekly matches and games
B. Peaking for important major events
C. Developing additional ATP and CP energy sources
D. Improving neuromuscular coordination
E. All of the above

ANSWER: E
Peak season training is focused on:

A. Resting up for the games
B. Maintaining flexibility
C. Maximizing speed
D. Being competitively focused

ANSWER: C

During the peak season the intensity of games and training is sufficient to maintain strength and endurance gains from the off-season.

A. True
B. False

ANSWER: B

Peak performances are usually a matter of “getting hot” on the right day (luck is the most important factor in a result)

A. True
B. False

ANSWER: B

Having a formal goal puts too much pressure on the athletes, better they should just compete and enjoy whatever results they can reach.

A. True
B. False

ANSWER: B

Keeping a written record of training and competition helps to motivate athletes and guide their training.

A. True
B. False

ANSWER: A

The week before a major event athletes should build their intensity and workload to be ready for the main event

A. True
B. False

ANSWER: B
In the days before a major event athletes should:

A. Focus on speed and power
B. Concentrate on flexibility and technique work
C. Diet to be as light as possible
D. Meditate to achieve a psychological calm

ANSWER: B

Staleness for adolescent athletes is never a problem since they are young and recover quickly.

A. True
B. False

ANSWER: B

Some of the signs of over training and staleness are:

A. Irrational excitability and nervousness
B. Chronic fatigue and irritability
C. Tardiness to training sessions
D. Slower reflexes and weight loss
E. B and D

ANSWER: E

Stress is not a problem for competitive fencers since they get to hit people and release their stress.

A. True
B. False

ANSWER: B

Stress comes in both positive and negative forms.

A. True
B. False

ANSWER: A

The resting morning pulse is a good way to monitor fitness and over training.

A. True
B. False

ANSWER: A

Make sure your athletes train hard every day and they will achieve peak performances.

A. True
B. False

ANSWER: B
Physical preparation is the primary goal of a coach; psychological concerns are only for athletes with real “problems”.

A. True  
B. False  

ANSWER: B

In preparation for a competitive event it is far better to train harder rather than risk being under trained.

A. True  
B. False  

ANSWER: B

For young athletes immediate success is very important to keep them going.

A. True  
B. False  

ANSWER: B

It is important to encourage young athletes (and their parents) to practice moderation in all things including competitive fencing.

A. True  
B. False  

ANSWER: A

“Athletic Performance Evaluation” helps to determine current fitness levels of your athletes.

A. True  
B. False  

ANSWER: A

“Athletic Performance Evaluation” has little value when evaluating individual differences.

A. True  
B. False  

ANSWER: B

“Athletic Performance Evaluation” helps assess progress and effectiveness of training.

A. True  
B. False  

ANSWER: A
“Athletic Performance Evaluation” should not be used to evaluate new comers since they have no prior training.

A. True
B. False

ANSWER: B

“Athletic Performance Evaluation” is helpful to determine an athlete’s choice of sport or position.

A. True
B. False

ANSWER: A

Sport motor skills have a very high correlation with “Athletic Performance Evaluation”.

A. True
B. False

ANSWER: B

Your best players will always be the ones who score highest on the “Athletic Performance Evaluation”.

A. True
B. False

ANSWER: B

“Athletic Performance Evaluation” testing is the way that all sports teams should be selected.

A. True
B. False

ANSWER: B
General Knowledge

What partner drill can be used to test for accuracy and speed?

A. Riposting game  
B. Hitting the partner’s hand  
C. Exercises with similar tasks  
D. Exercises with eyes closed  

ANSWER: B

Paired drills that focus on the technique of the movement and on correct hitting are called?

A. Riposting game  
B. Hitting the partner’s hand  
C. Changing control of engagements, beats and deceptions  
D. Mechanical execution exercises  

ANSWER: D

Competitive exercises in pairs with one fencer the designated attacker and may only score with a direct attack while the other fencer is allowed one parry would be called?

A. Exercises in opposing tasks  
B. Parry riposting games  
C. Reconnaissance drill  
D. Analysis commitment drill  

ANSWER: A

Fencer A takes semi-circular parry six and ripostes by disengage under the arm. Fencer B takes semi-circular parry of eight and ripostes by disengage. This describes what type of paired drill?

A. Exercises in opposing tasks  
B. Parry riposting games  
C. Reconnaissance drill  
D. Analysis commitment  

ANSWER: B

Paired drills that help a fencer develop the ability to predict an opponent’s action are called?

A. Exercises in opposing tasks  
B. Parry riposting games  
C. Reconnaissance drill  
D. Analysis commitment  

ANSWER: C
Paired drills that help develop proprioceptor control of a movement are called?

A. Eyes Closed exercises  
B. Simple choice exercises  
C. Psycho-motor control exercises  
D. Motor control exercises

ANSWER: A

Controlled bouts on the electric box are the same as free fencing.

A. True  
B. False

ANSWER: B

A bout on the electric box that restricts the fencer to specific skills and focuses on execution of positions and moving correctly is called?

A. Technical controlled bout  
B. Technically-Tactical controlled bout.  
C. Tactical controlled bout  
D. Competitive controlled bout

ANSWER: A

A bout on the electric box that awards points for hits in different sectors such as 1 point for high or low inside, 2 points for the low outside, and 3 points for the high outside is called?

A. Technical controlled bout  
B. Technically-Tactical controlled bout.  
C. Tactical controlled bout  
D. Competitive controlled bout

ANSWER: B

A bout on the electric box in which the fencers may defend only with distance, counterattacks or avoidance and in which parries are not allowed is called?

A. Technical controlled bout  
B. Technically-Tactical controlled bout.  
C. Tactical controlled bout  
D. Competitive controlled bout

ANSWER: C
A bout on the electric box in which the fencers must score three consecutive hits to win is called?

A. Technical controlled bout  
B. Technically-Tactical controlled bout.  
C. Tactical controlled bout  
D. Competitive controlled bout

ANSWER: D

Free fencing is the most common form of bouting in the fencing gym.

A. True  
B. False

ANSWER: A

Free fencing is not the most beneficial form of bouting in the fencing gym.

A. True  
B. False

ANSWER: A

Free fencing is most beneficial in developing the less experienced fencer because it builds up experience approximating competitive play.

A. True  
B. False

ANSWER: B

Club tournaments designed to simulate the actual competitive situation would be called?

A. Training competition  
B. Technically-Tactical controlled bouting  
C. A tactical controlled bouting  
D. A competitive controlled bout

ANSWER: A

Training methods to develop strength, endurance, and speed that involve 8-12 exercise stations and can be done on the fencing floor in as little as ten minutes would best be described as?

A. General physical conditioning  
B. Footwork training  
C. Circuit training  
D. Group exercises

ANSWER: C
When teaching young children, the best form of communicating knowledge is through verbal explanation.

A. True
B. False

ANSWER: B

It is sometimes difficult to separate the two basic forms of communicating knowledge, demonstration and explanation, because they are usually done together during instruction.

A. True
B. False

ANSWER: A

Using an analogy from everyday life, such as “turning a key” or “opening a drawer” is not very helpful in the instruction of fencing.

A. True
B. False

ANSWER: B

A coach can confuse a fencing student by providing too much instruction at one time.

A. True
B. False

ANSWER: A

A Fencing Master can never provide “too” much instruction at one time.

A. True
B. False

ANSWER: B

Fencing students should be directed to pay attention to “what to do” – the “why to do” will come naturally.

A. True
B. False

ANSWER: B

Fencers trained with verbal commands tend to bout better than those trained with non-verbal feedback.

A. True
B. False

ANSWER: B
It is important for the Fencing Master to be able to use and demonstrate with the non-dominant side during individual lessons.

A. True  
B. False

ANSWER: A

It only serves to confuse a student if the Fencing Master gestures with his/her weaponless hand to indicate the upcoming action to be practiced.

A. True  
B. False

ANSWER: B

The Fencing Master can effectively control the initiation and tempo of a student’s actions with signals from the unarmed hand.

A. True  
B. False

ANSWER: A

Holding the unarmed hand up with palm forward in a “stop” sign is a poor way to prevent a student who tends to initiate an action in the lesson too quickly and carelessly.

A. True  
B. False

ANSWER: B

There are numerous uses for the unarmed hand during fencing instruction.

A. True  
B. False

ANSWER: A

The use of the unarmed hand during fencing instruction is dangerous and should be avoided.

A. True  
B. False

ANSWER: B
The Fencing Master must learn to communicate using his weaponless hand ______________?

A. To quickly and precisely indicate the placement and/or action that needs to be done  
B. To be able to communicate in a noisy salle or tournament  
C. It is dangerous to use the unarmed hand while giving a fencing lesson  
D. A and B above

ANSWER: D

The Fencing Master can and should use the unarmed hand in a fencing lesson to ______________?

A. Signal student to initiate the action  
B. Slow the tempo of a student’s action  
C. Correct the depth of a student’s on guard  
D. Correct the student’s distance  
E. All of the above

ANSWER: E

Demonstrations done to communicate knowledge should be?

A. True to life demonstrations  
B. Demonstration simplified and reduced in speed  
C. Presented from a variety of angles  
D. All of the above

ANSWER: D

The way for a Fencing Master to signal the initiation of a movement or action is?

A. Verbally  
B. With a hand signal  
C. With the master’s blade  
D. All of the above

ANSWER: D

Fault correction is very important and every fault must be corrected before the Master moves deeper into the lesson.

A. True  
B. False

ANSWER: B

It is possible to eliminate all faults by using preventive teaching techniques.

A. True  
B. False

ANSWER: B
Because faults in technical execution lead to serious shortcomings in a fencer’s ability to perform successfully, the Fencing Master must constantly interrupt practice to make corrections.

A. True
B. False

ANSWER: B

During the fencing lesson, if there is a possibility to make a stunning demonstration to illustrate the consequences of a technical fault by making an unforeseen action it will be worth much more than any verbal correction.

A. True
B. False

ANSWER: A

It is critical to good coaching that corrections are made in a positive manner.

A. True
B. False

ANSWER: A

Using the method of “fixing” unexpectedly is not useful in the correction of faults.

A. True
B. False

ANSWER: B

The method, “shock exposure” should be employed often and liberally.

A. True
B. False

ANSWER: B

The Fencing Master generally should correct only one fault at a time.

A. True
B. False

ANSWER: A

An advanced fencer cannot process more than one correction of a fault at a time and it is therefore confusing for the Fencing Master to say, “grip the weapon” and simultaneously signal with the weaponless hand to “sit in a deeper on guard”.

A. True
B. False

ANSWER: B
A “stunning demonstration” of the consequences of a technical fault is called?

A. Fixing  
B. Knowledge of results  
C. Shock Exposure  
D. All of the above  

ANSWER: C

When a fencing student commits a tactical fault it is caused by?

A. Execution of the action was too fast  
B. Erroneous concept  
C. Poor timing  
D. A and C above  

ANSWER: B

Shock exposure acts to:

A. Increase student’s concentration  
B. Increase student’s will power  
C. Motivates the student to overcome a fault  
D. All of the above  

ANSWER: D

Which of the below is a destructive manner to make a correction?

A. Make a witty, but biting remark  
B. Using a shock exposure method  
C. Frustrate the student with a show of your superior skills  
D. A and C above  

ANSWER: D

An immobilization of a movement at any given point in order to make a correction is called?

A. Fixing  
B. Knowledge of results  
C. Shock Exposure  
D. External feedback  

ANSWER: A

Children learn movement more readily when taught using analogies or real-life comparisons.

A. True  
B. False  

ANSWER: A
Using analogies or real-life comparisons will not help children learn movement.

A. True
B. False

ANSWER: B

Pupils are often capable of carrying out simple movements correctly with little practice if good movement models are used.

A. True
B. False

ANSWER: A

Providing movement models is of no use when teaching adults the fundamentals of fencing.

A. True
B. False

ANSWER: B

Because fencing is an individual competitive sport, it is indispensable to teach fencers self-reliance in the development of their fencing skills through independent work.

A. True
B. False

ANSWER: A

Whether individual or group instruction is used, pupils should be involved in independent work both alone and in pairs.

A. True
B. False

ANSWER: A

Only during group instruction should pupils be involved in independent work. During the individual lesson the student’s movement is dependent on the Fencing Master’s cues.

A. True
B. False

ANSWER: B

A given exercise is not practiced on any one occasion until it is mastered, but should only be performed five to ten times (plus or minus).

A. True
B. False

ANSWER: A
A given exercise is usually practiced on each occasion until it is mastered and then moving on to the next exercise.

A. True  
B. False

ANSWER: B

Even if a student is unable to conclude the exercise perfectly, it is important to finish the lesson with a feeling of success.

A. True  
B. False

ANSWER: A

The only success a student should be recognized for is when perfect execution of a given exercise is achieved.

A. True  
B. False

ANSWER: B

If the Fencing Master is unable to draw perfect execution from the student it is best to stop the lesson and address it again in the next lesson.

A. True  
B. False

ANSWER: B

If the Fencing Master is unable to draw perfect execution from the student it is best to return to inductive exercises.

A. True  
B. False

ANSWER: A

Automatization of technical elements is achieved in short sets of blocked exercises over a long period of time.

A. True  
B. False

ANSWER: A

Automatization of technical elements is best achieved in sets containing random tactical choices practiced for long periods.

A. True  
B. False

ANSWER: B
The future application and success of the tactical lesson depends on the development of the on guard position.

A. True
B. False

ANSWER: A

Which of the following is controlled by the quality of a fencer's footwork?

A. Precision of hitting
B. Rhythm
C. Control of distance
D. Speed
E. All of the above

ANSWER: E

Training for speed and agility should be done simultaneously with learning a movement.

A. True
B. False

ANSWER: B

One fencer leading footwork in front of a group in line and maintaining their position with the leader would be an example of what type of exercise?

A. Exercises based on simple reaction
B. Exercises to change direction
C. Exercises for frequency
D. Exercises for maintaining distance

ANSWER: D

With fencers in pairs, one fencer starts whenever he likes. Fencers keep distance with the leader and attack direct with lunge when the leader lowers his raised hand. This is an example of what type exercise?

A. Exercises of differential reaction
B. Exercises based on simple reaction
C. Exercises anticipating reaction to an object that moves
D. Exercises to control and change rhythm

ANSWER: B
With fencers in a row, fencers keep distance with the leader who has both hands raised. When one hand is lowered the fencers respond with a lunge; when two hands are lowered they attack with step lunge. This is an example of what type exercise?

A. Exercises for speed of execution  
B. Exercises based on simple reaction  
C. Exercises based on choice reaction  
D. Exercises for change of direction

ANSWER: C

With fencer in a squat position, attack with fleche on the correct signal out of a choice of signals is an example of what type of exercise?

A. Exercises for speed of execution  
B. Exercises based on simple reaction  
C. Exercises of choice reaction  
D. Exercises of differential reaction

ANSWER: D

With fencers in pairs, fencer A stands behind fencer B then throws a glove over B’s head who lunges trying to catch the glove is an example of what type of exercise?

A. Exercises based on simple reaction  
B. Exercises of choice reaction  
C. Exercises of differential reaction  
D. Exercises anticipating reaction to an object that moves

ANSWER: D

An exercise with a slow lunge and recovery followed by a lunge with maximum speed and recovery is an example of what type of exercise?

A. Exercises anticipating reaction to an object that moves  
B. Exercises to control and change rhythm  
C. Exercises to change direction  
D. Exercises for frequency

ANSWER: B

An exercise of feint of step forward, real step backward and feint of step backward, real step forward, together with normal steps is an example of what type of exercise?

A. Exercises to control and change rhythm  
B. Exercises to change direction  
C. Exercises for frequency  
D. Exercises for maintaining distance

ANSWER: B
In on guard the fencer does three sets of 10 seconds of lifting the knees a maximum number of times while moving forward and backward and maintaining the on guard position is an example of what type of exercise?

A. Exercises to control and change rhythm
B. Exercises to change direction
C. Exercises for frequency
D. Exercises for maintaining distance

ANSWER: C

With fencers in a row they keep distance with the leader. When the leader attacks with a lunge the fencers step back and parry-riposte while remaining in a low on guard stance is an example of what type of exercise?

A. Exercises of choice reaction
B. Tactical footwork exercises
C. Exercises of differential reaction
D. Exercises anticipating reaction to an object that moves

ANSWER: B

A Fencing Master must possess which of the below abilities in order to teach using the blade?

A. Prise de fer
B. Good sense of blade position
C. Feeling for the blade
D. B and C above
E. A and B above

ANSWER: D

The fundamental precondition of all fencing footwork, either offensive or defensive, is quick reaction time.

A. True
B. False

ANSWER: B

Surprise change of direction is an excellent way to test the student’s balance in any given situation.

A. True
B. False

ANSWER: A

The ability to concentrate cannot be directly taught; it can only evolve in the fencer with time and training.

A. True
B. False

ANSWER: B
It is vital to the development of a fencer that the Fencing Master actively helps the student to improve his/her ability to concentrate using divided attention.

A. True  
B. False

ANSWER: A

Tempo is measured independent of speed and scope of the action.

A. True  
B. False

ANSWER: A

Tempo, cadence and duration are three different elements.

A. True  
B. False

ANSWER: A

It is impossible to teach a student to sense his/her own rhythm and that of the opponent’s; those abilities are inherent and can’t be learned.

A. True  
B. False

ANSWER: B

It is better to teach a compound action in distinct parts, the student will be able to put it together during a bout.

A. True  
B. False

ANSWER: B

Tempo is the moment when the opponent is rendered incapable of action.

A. True  
B. False

ANSWER: A

A good sense of distance is indicated when a fencer is able to exploit the opponent at the instant of his “state of un-readiness”.

A. True  
B. False

ANSWER: B
An excellent way to relax the fencer after a strenuous exercise is to do familiar confidence building drills (scales).

A. True
B. False

ANSWER: A

The ability to execute a fencing action with speed is the most important fencing ability.

A. True
B. False

ANSWER: B

A fencer who is lacking in natural speed can compensate with tactical intelligence.

A. True
B. False

ANSWER: A

When training the fencer’s speed it is important to differentiate speed of the arm and speed of the legs.

A. True
B. False

ANSWER: A

The Fencing Master must emphasize the development of speed first and accuracy second.

A. True
B. False

ANSWER: B

The development of fencing speed is directly related to the development of fencing technique.

A. True
B. False

ANSWER: A

In the early phases of learning the coordination of hand and foot work is accomplished by separating the movements of each.

A. True
B. False

ANSWER: A
The technical execution of tactical ideas usually demands complicated muscle activity.

A. True
B. False

ANSWER: A

If a beginning fencer shows initial stiffness in the shoulder then that fencer will probably always have tight muscles around the shoulder.

A. True
B. False

ANSWER: B

Tight muscles around the shoulder girdle cause inefficient movement.

A. True
B. False

ANSWER: A

The ability to relax the shoulder muscles can be improved and eliminated through exercises specific to fencing.

A. True
B. False

ANSWER: A

It is possible for the Fencing Master to induce stiffness of the shoulder through unrealistic instruction.

A. True
B. False

ANSWER: A

The best way to overcome the “tight shoulder” is to exercise the student’s arm for long periods of time without a rest to build endurance.

A. True
B. False

ANSWER: B

A Fencing Master uses pauses to allow the student’s muscles to recover from short intensive work and to facilitate muscular relaxation.

A. True
B. False

ANSWER: A
"Loosening" exercises for very advanced fencers are no longer necessary as execution with optimum levels of muscular tension (muscle relaxation) should have been learned well before this level.

A. True
B. False

ANSWER: B

Exercises to loosen the shoulder should be included in a beginning fencer’s lesson to prepare them for the intense competitive bouts that should always follow the lesson.

A. True
B. False

ANSWER: B

In group activities the emphasis should be more on speed than precision.

A. True
B. False

ANSWER: B

Amusing exercises and games cause too much muscular stiffness and should be implemented sparingly.

A. True
B. False

ANSWER: B

A comment or game, which can make the students smile, is invaluable in the development of optimum levels of muscular relaxation.

A. True
B. False

ANSWER: A

The best way to develop a good fencer is to repeat an exercise 25-50 times per set.

A. True
B. False

ANSWER: B

It is better to repeat an exercise only a few times, even when the skill is still rough, than repeat it until the student is fatigued.

A. True
B. False

ANSWER: A
It is important to adjust a student’s on guard modeled on the classical stance, but modified to suit an individual’s physique.

A. True
B. False

ANSWER: A

The Fencing Master must constantly emphasize the importance of assuming a technically correct on guard position and must never allow the students to deviate from the classic pose.

A. True
B. False

ANSWER: B

Beginning fencing students should be encouraged to mimic the showmanship and athletic performances of "notable" champions.

A. True
B. False

ANSWER: B

The height of a fencer’s center of gravity in the on guard should never vary.

A. True
B. False

ANSWER: B

The height of a fencer’s center of gravity in the on guard should slide unnoticeably, to a greater or lesser degree, depending on the demands of the moment or intention.

A. True
B. False

ANSWER: A

The teaching of movements that are easier to learn establishes the necessary preconditions for the instruction of movements that are more difficult to master.

A. True
B. False

ANSWER: A

The length of a step forward of the front foot is approximately that of the size of the foot, a larger step is usually disadvantageous.

A. True
B. False

ANSWER: A
Generally speaking fencing steps should be ______________.

A. Very fast  
B. Smooth  
C. Long  
D. All of the above

ANSWER: B

The narrow stance as compared to a wide stance in the on guard is an advantage to which of the below?

A. A strong parry  
B. A fast retreat  
C. Good stability  
D. There is no advantage to a narrow stance

ANSWER: B

Optimum levels of muscular tension in the shoulders are taught by which of the below exercises?

A. Distance keeping exercises  
B. Weight training exercises for shoulders and upper back  
C. Rapidly repeated cuts or touches  
D. Stretching before warm-up

ANSWER: C

Which of the below abilities is severely hindered when a student has a “tight shoulder”?

A. Accuracy and precision  
B. Footwork mobility  
C. Speed of execution  
D. Tactical ideas

ANSWER: A

Well-trained fencers move with what appears to the spectator to be a fluid relaxed motion, in other words a world-class fencer makes it look easy. This is a function of which of the below?

A. Quick reaction time  
B. Optimum levels of muscular tension in the execution of any movement  
C. Superior speed of execution  
D. Psychological advantage  
E. Excellent levels of concentration

ANSWER: B
The fencer’s ability to accelerate a fencing action is dependent on which of the below?

A. The distance
B. The tempo
C. Correct sequential execution
D. Optimum levels of muscular tension
E. C and D

ANSWER: E

An exercise in which the Master does not parry, only attempts to repeatedly score (touch or cut) and the student executes a parry – touch – parry – touch, etc. is an exercise that addresses the development of which of the below abilities?

A. Dexterity
B. Speed
C. Muscle relaxation
D. All of the above

ANSWER: D

A fencer can create an opportune tempo by doing which of the below?

A. Creating a cadence through footwork
B. Creating a cadence with blade work
C. All of the above
D. None of the above

ANSWER: C

Which of the below abilities is the most basic to all of fencing?

A. Reaction time
B. Speed of execution
C. Balance
D. Whole body-limb coordination

ANSWER: C

The best way to check a student’s balance is to employ which of the below methods?

A. Speed up the pace of the lesson
B. Slow down the pace of the lesson
C. Insert sudden stops or pauses
D. Increase the technical difficulty of the lesson

ANSWER: C
Limiting one of the senses or introducing some other type of restriction during the fencing lesson is an example of developing which of the below?

A. Tempo and rhythm  
B. Attention  
C. Equilibrium  
D. Muscle relaxation

ANSWER: B

Which of the below methods is not useful to the development of a student’s capacity for concentration and attention?

A. Creating unexpected situations  
B. Diverting the student’s attention  
C. Giving long detailed explanations  
D. Increasing the technical difficulty

ANSWER: C

What are the four stages of learning in sequence from the initial stage?

A. Introduction with understanding, Learning, Perfecting, Consolidating  
B. Introduction with understanding, Learning, Consolidating, Perfecting  
C. Introduction, Learning with understanding, Consolidating, Perfecting  
D. Introduction, Learning with understanding, Perfecting, Consolidating

ANSWER: B

Demonstrations with explanations are the main feature of what stage of teaching movements?

A. Introduction with understanding  
B. Learning  
C. Perfecting  
D. Consolidating

ANSWER: A

In what stage of learning a movement is it critical for a coach to explain the tactics of a movement?

A. Introduction with understanding  
B. Learning  
C. Perfecting  
D. Consolidating

ANSWER: A
In what stage of learning is the use of video and photos particularly helpful, when a coach is trying to help a student understand an action?

A. Introduction with understanding
B. Learning
C. Perfecting
D. Consolidating

ANSWER: A

The achieving of a correct execution of a movement is the focus of what stage of learning a movement?

A. Introduction with understanding
B. Learning
C. Perfecting
D. Consolidating

ANSWER: B

Practicing with a partner, on lunging pads, in front of a mirror, acting on the coach’s command is characteristic of what stage of learning a movement?

A. Introduction with understanding
B. Learning
C. Perfecting
D. Consolidating

ANSWER: B

What is the objective of the Consolidation stage of learning a movement?

A. Stabilization and autonomic execution of a movement
B. Creation of a motor habit pattern
C. Correct execution of an action in a tactical condition
D. All of the above A, B and C
E. A and B only

ANSWER: E

What stage of learning a movement is characterized by exercises in pairs, individual lessons with the coach, and by controlled and competitive fights?

A. Introduction with understanding
B. Learning
C. Perfecting
D. Consolidating

ANSWER: D
An important reason a right-handed Fencing Master should be able to give left-handed lessons is?

A. A percentage of the student's opponents will be left-handed
B. To prevent an overuse injury on the Fencing Master's right side
C. To be able to model a left-handed fencer for the students in group lessons
D. All of the above

ANSWER: D

What does teaching a student to yell on scoring a touch do?

A. Decrease a fencer's chance of scoring
B. Usually causes beginners to be distracted from performing the task
C. Is useful in promoting self-assurance and success of an action
D. None of the above

ANSWER: C

If a fencer's faults are the result of insufficient ability, then the difficulty of the material should be reduced.

A. True
B. False

ANSWER: A

If a fault is the result of insufficient ability, then the difficulty should be increased to apply the overload principle of training.

A. True
B. False

ANSWER: B

Practicing with multiple strong beats best develops "Sentiment-de-fer".

A. True
B. False

ANSWER: B

The sequence of practice in all three weapons is actions carried out at riposte distance, advance distance, lunge distance, and advance-lunge distance.

A. True
B. False

ANSWER: A
The sequence of practice in all three weapons is carried out at riposte distance, advance distance, lunge distance, and advance-lunge distance.

A. True
B. False

ANSWER: B

It is methodologically sound teaching principle to teach an attack and then teach the corresponding defense to that attack.

A. True
B. False

ANSWER: A

It is methodologically sound teaching principle to teach a defense to an attack and then teach the corresponding attack.

A. True
B. False

ANSWER: B

At first, the taking of parries is practiced in place so that attention may be first concentrated on the hand technique and then practiced with a step backwards.

A. True
B. False

ANSWER: A

Parries should always be practiced in place and never practiced with a step backward.

A. True
B. False

ANSWER: B

Parries with a step backward begin with the opening of distance and the blade moves with the backward movement of the front foot.

A. True
B. False

ANSWER: A

Parries with a step backward begin with a movement of the blade and then the feet move to open the distance.

A. True
B. False

ANSWER: B
A Fencing Master’s cues initiated by using two of the student’s sense organs are better for beginners than those using only visual perception.

A. True  
B. False

ANSWER: A

A Fencing Master’s cues initiated by using one sense organ (visual perception) is less complex and more readily learned by beginners than initiating by using two of the student’s sense organs.

A. True  
B. False

ANSWER: B

Even though students do warming-up exercises on their own the individual fencing lesson should generally contain a warm-up at the beginning of the lesson.

A. True  
B. False

ANSWER: A

Students who are already warmed-up when they come to the Fencing Master for an individual lesson do not need to be “warmed-up”. Instruction should begin immediately in the main part of the lesson.

A. True  
B. False

ANSWER: B

The warm-up in the individual lesson serves to:

A. Reveal the student’s mood.  
B. Reveal the student’s technical and physical capacity.  
C. Prepare the student physically for greater work to come in the main part of the lesson.  
D. All of the above

ANSWER: D

Technical faults should never be overlooked and must be corrected under all circumstances.

A. True  
B. False

ANSWER: B
Technical faults should not be overlooked, but do not necessarily have to be perfected before the lesson goes into more in depth material.

A. True
B. False

ANSWER: A

Technical exercises should at first be practiced at short distances and only gradually extended to middle and greater distances.

A. True
B. False

ANSWER: A

Technical exercises should be introduced at lunge distance before being practiced at riposte distance.

A. True
B. False

ANSWER: B

It is possible to teach beginners the basic elements of technique but not any of the subtler elements of fencing through group training.

A. True
B. False

ANSWER: B

It is possible, through group training, to bring out each student's individual talents.

A. True
B. False

ANSWER: A

Group training should not only be a form of instruction but also

A. Promote the sport of fencing.
B. Encourage the beginner to use his or her own mind from the very first moment.
C. Make the beginner aware of what fencing is all about in the shortest possible time.
D. Establish the relevant and appropriate emotional and intellectual background for fencing actions.
E. None of the above
F. A, B, C and D of the above

ANSWER: F
It is not possible for fencers to develop their own personal characteristics of rhythm, cadence, and dynamics through group lessons.

A. True
B. False

ANSWER: B

A beginner _____ be given the opportunity to assess and test their own abilities.

A. Should
B. Should never
C. Should sometimes
D. It is impossible for beginners to assess their own abilities.

ANSWER: A

Realistic and diverse group training methods will ________.

A. Discourage the beginner.
B. Be difficult for the Fencing Master to administer.
C. Arouse, engage, and intensify interest.
D. It is impossible for group training to be "realistic."

ANSWER: C

Group training focuses on physical development rather than mental preparation.

A. True
B. False

ANSWER: B

It is possible to develop specific fencing abilities to the highest possible level under the conditions of group training.

A. True
B. False

ANSWER: A

More advanced students should never take part in group training with novice or intermediate students whenever interesting new material is introduced.

A. True
B. False

ANSWER: B
is/are as important as technique and, at some points, even more important.

A. Rules  
B. Tactics  
C. Extra weapons  
D. Footwork

ANSWER: B

It is possible to design exercises which faithfully represent the characteristics of fencing even though the beginning fencer may not yet possess technical skills.

A. True  
B. False

ANSWER: A

In the execution and refinement of individual movements, both major and minor muscle groups should not be involved at the same time.

A. True  
B. False

ANSWER: B

In preparing the student for bouting, the possible intrusion of extraneous factors, which could distract attention, should exist.

A. True  
B. False

ANSWER: A

The qualities desirable in a fencer are determined almost exclusively by heredity.

A. True  
B. False

ANSWER: B

The inclusion of games in a training session is useful in revealing the essential concepts and nature of the abilities to be learned.

A. True  
B. False

ANSWER: A
Corrections are positive when the coach ____________.

A. Always smiles and says nice things
B. Gives instructions on how to perform the movement properly or the way to correct the fault
C. Errors and faults are overlooked and correct actions are praised
D. Tells the student what he or she does right in addition to what he or she does wrong
E. B and D

ANSWER: E

It is ______ acceptable to make corrections with the blade in a brutal, intimidating, or supercilious manner.

A. Rarely
B. Sometimes
C. Always
D. Never

ANSWER: D

The underlying cause of errors is usually ____ in nature.

A. Physical
B. Psychological
C. Both of these A and B
D. Not A or B above

ANSWER: C

Usually, the coach must focus the student’s attention in order to intensify his concentration so that an error is not made or corrected. However, sometimes, it is advisable to distract the student to reduce his excessive attention on one point.

A. True
B. False

ANSWER: A

A competitor has only to take advantage of his or her own strength and skills.

A. True
B. False

ANSWER: B

One of the advantages of fencing as a sport is that a person’s lack of, or weakness in, a certain specific ability does not have to be fatal.

A. True
B. False

ANSWER: A
Abilities have both a physical and a psychological side.

A. True  
B. False

ANSWER: A

Intensive physical and emotional preparation for a major fencing competition should not be followed by long explanation and subsequent instruction of the necessary technical fundamentals.

A. True  
B. False

ANSWER: B

Once the student masters the characteristic of rhythm of a movement, he or she must learn to change the rhythm.

A. True  
B. False

ANSWER: A

It is natural for technique to grow into “style” with the passage of time because of individual characteristics.

A. True  
B. False

ANSWER: A

Only a fencer of high technical skill and with a well-developed sense of rhythm can change his rhythm patterns during the course of a bout.

A. True  
B. False

ANSWER: A

Unnecessary tightening of the muscles prior to the execution of a movement results in slower physical speed.

A. True  
B. False

ANSWER: A

To promote speed, the coach should polish technical execution to perfection.

A. True  
B. False

ANSWER: A
Speed as one of the elements of fencing cannot be developed in fencers since genetics determines speed of execution of the nervous system and this cannot be altered.

A. True  
B. False

ANSWER: B

A wide technical repertoire can lead to extremely rich and varied tactics.

A. True  
B. False

ANSWER: A

Great tactics are of no use if they cannot be put to use because of faulty technique.

A. True  
B. False

ANSWER: A

Technique and tactics should be taught separately.

A. True  
B. False

ANSWER: B

It is impossible to really teach tactics. They must be learned through bout fencing and experience.

A. True  
B. False

ANSWER: B

It is possible to train a fencer in tactics even if he or she lacks a concrete technical foundation.

A. True  
B. False

ANSWER: A

Schoolyard games adapted to fencing are useful in giving students a taste for tactics.

A. True  
B. False

ANSWER: A
A natural, comparatively modest degree of risk-taking is necessary in any combat sport.

A. True  
B. False

ANSWER: A

It is generally considered solid technique to score a hit simultaneously with the front foot striking the ground at the end of a lunge.

A. True  
B. False

ANSWER: A

In exercises which begin with engagement, the Fencing Master should teach which of the below?

A. The step or jump forward beginning only after contact has been made with the Fencing Master's blade.  
B. The step or jump forward begins just before contact with the Fencing Master's blade.  
C. Mix up the exercise so that the step forward is practiced two ways: both before and after the pupil has made contact with the Fencing Master's Blade.

ANSWER: A

In beat attack exercises, the Fencing Master should teach which of the below?

A. The step or jump forward beginning only after contact has been made with the Fencing Master's blade.  
B. The step or jump forward begins just before contact with the Fencing Master's blade.  
C. The step or jump forward begins simultaneously with contact on the Fencing Master's blade.  
D. Mix up the exercise so that the step forward is practiced all three ways: before, simultaneously and after the pupil has made contact with the Fencing Master's Blade.

ANSWER: C

In a beat attack exercise it is necessary for the student to learn to make contact with the Fencing Master’s blade simultaneously with forward movement from the front foot so that a derobement can be parried with the conclusion of the step or jump.

A. True  
B. False

ANSWER: A

A well-timed attack will conclude in the “opening target”.

A. True  
B. False

ANSWER: A
The fleche attack is technically concluded with the straightening of the front leg.

A. True
B. False

ANSWER: B

In a fleche the weapon arm should remain loosely extended and cannot play a part in maintaining the equilibrium of the movement.

A. True
B. False

ANSWER: A

Which of the below is true?

A. The weapon arm plays an important role in maintaining balance in a fleche
B. The rear leg plays an important role in the maintaining of balance in a fleche
C. The upper body must remain upright throughout the fleche
D. B and C only
E. All of the above

ANSWER: D

Simple Attacks should start with _________________.

A. A smooth beginning and forceful conclusion
B. A very quick start
C. A long slow smooth movement
D. An accompanying advance or jump
E. Any of the above depending on the situation

ANSWER: E

The final conclusion of a compound attack is markedly different than the simple attack.

A. True
B. False

ANSWER: B

The cadence of footwork must be______________ the hand movements.

A. Exactly synchronized with
B. Subordinate to
C. Faster than
D. Slower than

ANSWER: B
To deflect the opponent's blade one should parry with ________________.

A. The foible  
B. The middle of the blade  
C. The forte  
D. Either the middle of the blade or the forte

ANSWER: D

The technique for the parry should block the attack and ensure that the fencer can riposte to score.

A. True  
B. False

ANSWER: A

A fencer should always arrive in a parry ____________.

A. Before the opponent begins the final attack  
B. Ready to riposte  
C. Just before the arrival of the touch  
D. A and B only  
E. A, B and C

ANSWER: E

All parries are used in the thrusting weapons whereas only the first five are used in Saber.

A. True  
B. False

ANSWER: A

If contact is maintained a prolonged time during a parry it is called?

A. Delayed riposte  
B. Delayed parry  
C. Opposition parry  
D. Opposition riposte

ANSWER: C

If contact of blades is very brief during a parry it is called?

A. Short parry  
B. Beat parry  
C. Insufficient parry  
D. Early parry

ANSWER: B
In parrying with the blade and opening of the distance with a retreat the sequence of movements should be?

A. The retreat starts and the step concludes with the parry.
B. The parry should start simultaneously with the start of the retreat.
C. The parry should start before the retreat begins.
D. The parry should occur after the conclusion of the retreat.

ANSWER: A

In parrying and stepping in to collapse the distance the sequence of movements should be?

A. The advance starts and the step concludes with the parry.
B. The parry starts simultaneously with the start of the advance.
C. The parry should start before the advance begins.
D. The parry should occur after the conclusion of the advance.

ANSWER: C
Fencing Specific

A simple attack may include more than one step, but only one movement of the blade.

A. True
B. False

ANSWER: A

A simple attack always consists of a single _____________.

A. footwork step
B. blade movement
C. A and B
D. None of the above

ANSWER: B

Beat attacks are _________________.

A. classified as simple attacks only if the beat and thrust occur in one tempo
B. classified as simple attacks even if the cadence of the beat and thrust consists of two tempos
C. never classified as simple attacks

ANSWER: A

Which of the following is not a compound attack?

A. An attack with feint
B. A second-intention attack with feint
C. A counter-attack
D. A renewed attack with one or more feints

ANSWER: C

Which of the following are amongst the purposes or tactical aims of an attack?

A. Exploration and reconnoitering
B. Second-intention hits
C. Compound counter-attack
D. Both A and B

ANSWER: D

Quick, sudden starts and smooth, slow starts in the execution of an attack can both have second-intention tactical applications.

A. True
B. False

ANSWER: A
Alternating sudden starts and smooth starts in a lesson is unrealistic and will only serve to confuse the student.

A. True
B. False

ANSWER: B

Alternating sudden starts and smooth starts can shake an opponent's faith in himself because he can never be certain whether the smooth start will introduce a simple attack, a compound attack, or a second-intention attack.

A. True
B. False

ANSWER: A

Smooth starts should be used to teach both partially foreseen actions and second-intention attacks.

A. True
B. False

ANSWER: A

Quick, sudden starts of the attack can only be taught under foreseen circumstances using tempo-stealing footwork.

A. True
B. False

ANSWER: B

Simple attacks form the tactical basis of fencing.

A. True
B. False

ANSWER: A

Footwork is an important and basic tactical element of fencing.

A. True
B. False

ANSWER: A

Waiting for the perfect moment to execute a simple attack (also known as the "waiting it out" tactic) is a valid tactic to teach.

A. True
B. False

ANSWER: A
Every action or impression that diverts the attention of the opponent from the fencer’s real intention, may be called ____________.

A. preparation  
B. a real fencing action  
C. a feint  
D. Only A and C  
E. A, B and C

ANSWER: D

The purpose of a feint is ____________.

A. to draw any one of a variety of reactions  
B. to clearly gain the right of way  
C. to gain an advantageous distance from which to score a touch  
D. Both A and C

ANSWER: D

The more complex a fencer makes her attack, the more likely it is she will make multiple mistakes.

A. True  
B. False

ANSWER: A

The teaching of attacks should ____________ defensive exercises.

A. be supplemented with  
B. never be supplemented with  
C. be less technical than  
D. be more technical than

ANSWER: A

During a lesson, the teaching of attacks should be done only on the fencer’s initiative.

A. True  
B. False

ANSWER: B

During a lesson, the teaching of attacks should be practiced on both the fencer’s initiative and the coach’s initiative.

A. True  
B. False

ANSWER: A
In teaching the _______________, the coach should also require the practicing of a parry against the delayed riposte.

A. counter-attack  
B. riposte  
C. parry  
D. remise  
E. All of the above

ANSWER: D

Defense may be accomplished using _______________.

A. parries  
B. distance  
C. counter-attacks  
D. Only A and B  
E. A, B and C

ANSWER: E

Turning, ducking, and other varieties of evasions are used most effectively with ________.

A. cutting weapons  
B. thrusting weapons  
C. both cutting or thrusting weapons

ANSWER: B

Turning, ducking, and other varieties of evasions are used most effectively with ________.

A. attacks  
B. ripostes  
C. counter-attacks  
D. attacks and ripostes  
E. counter-attacks and ripostes

ANSWER: C

Turning, ducking, and other varieties of evasions that are used in close quarters are effective for __________.

A. securing a favorable angle for blade action  
B. reducing the effectiveness of the opponent’s blade  
C. Both A and B  
D. nothing—evasions should never be taught at close quarters

ANSWER: C
Most fencers figure out the best way to fight at close quarters on their own and it is not necessary for the fencing coach to practice such situations in the lesson.

A. True
B. False

ANSWER: B

It is important for the fencing coach to ____________ when at close quarters.

A. teach students to defend on the student’s initiative
B. teach students to defend on the fencing coach’s initiative
C. teach students to defend on both the student’s and the fencing coach’s initiative
D. discourage fighting

ANSWER: C

In the thrusting weapons, the fencer should be taught to destroy the attack ____________.

A. at the beginning of the opponent’s attack
B. during the final phase of the opponent’s attack
C. both at the beginning of the opponent’s attack and after waiting until the final phase of the opponent’s attack
D. at any time she can find the opponent’s blade.

ANSWER: C

Without the ability to parry a fencer cannot become a first-rate competitor.

A. True
B. False

ANSWER: A

Which of the following is the proper technique for teaching a feint?

A. The student should be taught to truly advance the blade and present a threat.
B. The student should be trained to fully extend the weapon arm and present a threat.
C. The student should learn to just flick the blade to indicate the line of attack.
D. The student should learn to advance the feint only enough to draw a parry from the opponent.

ANSWER: D

Parries can be taught from a somewhat lesser distance than is necessary in a bouting situation.

A. True
B. False

ANSWER: A
Parries can be taught from a somewhat __________ distance than is necessary in a bouting situation.

A. lesser
B. greater

ANSWER: A

An essential requirement of a successful parry is that the riposte is ______________.

A. already set up so that the point of the blade is aimed at target at the completion of the parry.
B. executed either directly or indirectly and in only one tempo.
C. executed with either a simple or compound action and follows the parry without delay.

ANSWER: C

Students must be taught that the riposte is best accomplished ______________ sensing the parry.

A. without
B. after
C. before
D. while simultaneously

ANSWER: B

When practicing parries, the fencing coach should not announce which parry is being practiced so that the student is constantly kept in a state of readiness.

A. True
B. False

ANSWER: B

When practicing parries, the fencing coach should announce which parry is being practiced, but should also occasionally use shock-exposure by finishing in an unannounced line to test the student’s readiness.

A. True
B. False

ANSWER: A

In saber, it is very important to ______________ after a parry against a cut.

A. have a short pause
B. riposte immediately

ANSWER: B
During a saber parry, it is important that the fencer's hand remains in front with a _________ arm and shoulder.

A. strong  
B. tense  
C. relaxed  
D. extended

ANSWER: C

Counter-attacks are active exploitations of ____________ faults.

A. technical  
B. tactical  
C. Both A and B

ANSWER: C

Counter-attacks are too often neglected in lessons because of the difficulty in creating realistic conditions that are suitable for a counter-attack.

A. True  
B. False

ANSWER: A

Because counter-attacks are generally unforeseen and instinctive reactions to tactical faults, it is not necessary for the fencing coach to frequently include counter-attacks in the lesson plan.

A. True  
B. False

ANSWER: B

Counter-attacks should be executed only against compound actions.

A. True  
B. False

ANSWER: B

Counter-attacks can be executed against both simple and compound actions.

A. True  
B. False

ANSWER: A
Theoretically, counter-attacks executed without opposition should arrive __________ the final tempo of the opponent’s attack.

A. at least one tempo before  
B. simultaneously with  
C. one-twenty fifth of a second before  
D. one-fiftieth of a second before  

ANSWER: A

Defensive tactics that mix ripostes and counter-attacks are ____________.

A. an excellent way for the fencer to reduce her predictability  
B. an excellent way to shake her opponent’s self-confidence  
C. generally taught only to those students who are defensive fencers by nature  
D. Only A and B  
E. A, B and C  

ANSWER: D

Counter-attacks can be executed against ____________.

A. attacks  
B. ripostes  
C. counter-attacks  
D. Only A and B  
E. A, B and C  

ANSWER: E

An action a fencer plans ahead is called a _________________.

A. premeditated action  
B. partly-premeditated action  
C. spontaneous action  

ANSWER: A

An action with a change of decision during its execution is called a _________________.

A. premeditated action  
B. partly-premeditated action  
C. spontaneous action  

ANSWER: B

An action with a known beginning and an unknown ending is called a _________________.

A. premeditated action  
B. partly-premeditated action  
C. spontaneous action  

ANSWER: B
An unplanned action that is executed without conscious thought is called a ________________.

A. premeditated action  
B. partly-premeditated action  
C. spontaneous action  

ANSWER: C

On the coach’s long attack, the fencer executes a feint of parry to open a particular sector of target into which he wishes the coach to finish the attack; the fencer then executes a real parry-riposte as the coach finishes in the desired line. Which of the following best describes the fencer’s actions?

A. Second-intention parry-riposte  
B. Second-intention attack  
C. Tactical feint  
D. Point in line  

ANSWER: A

The fencer wants to make a beat attack but the coach is holding his blade in a low position. The fencer then presents his blade to induce the coach to raise his blade and take the student’s blade. As soon as the coach’s blade touches the fencer’s blade, the fencer executes a real attack with a circular beat direct with lunge or a disengage with lunge. Which one of the following best describes the fencer’s actions?

A. Second-intention parry-riposte  
B. Second-intention attack  
C. Tactical feint  
D. Point in line  

ANSWER: B

On the coach’s preparatory actions, the fencer tries to parry, which induces the coach to occasionally produce a compound or broken-time attack, against which the fencer counter-attacks on the coach’s preparation. Which one of the following best describes the fencer’s actions?

A. Second-intention parry-riposte  
B. Second-intention counter-attack  
C. Tactical feint  
D. Point in line  

ANSWER: B

The coach advances from long distance and the fencer steps back putting his point in line. The coach then tries to take the fencer’s blade and the fencer tries to deceive it. On one of the coach’s fast and deeper movements the fencer deceives and hits the target with a derobement. Which one of the following best describes the fencer’s actions?

A. Second-intention parry-riposte  
B. Second-intention attack  
C. Tactical feint  
D. Point in line  

ANSWER: D
The coach attacks the same way each time and has the fencer practice different parries. Which of the following best describes this kind of exercise?

A. Applying a different action to the same situation  
B. Application of the same action to different tactical situations  
C. Reconstructing a tactical situation  
D. Development of conditioned reflexes including those of switching from one action to another

ANSWER: A

Construction of a Teaching type individual lesson should be based on the logic of the tactical wheel diagrams.

A. True  
B. False

ANSWER: A

There are no theoretical diagrams that are useful in the construction of an individual lesson.

A. True  
B. False

ANSWER: B

The coach should always design individual lessons so that a single tactic and variations of that tactic are taught in blocked sets.

A. True  
B. False

ANSWER: B

The coach should design exercises of offensive tactics so that the offensive action is taught first, followed by the defensive action against that offensive action.

A. True  
B. False

ANSWER: A

A lesson should generally ________________.

A. flow with variations that have interrelationships  
B. contain only one or two variations of the same theme  
C. base the content on theoretical flow  
D. contain several varieties in only one category of fencing actions  
E. All of the above

ANSWER: E
A lesson that contains only technical elements will promote the development of the abilities and senses necessary for fencing.

A. True
B. False

ANSWER: B

A lesson that contains mostly tactical elements will not produce perfect execution.

A. True
B. False

ANSWER: A

A lesson that contains mostly tactical elements will not produce full and faultless mastery of a given technical element, but it will develop complex abilities and throw light on the relationships between individual actions.

A. True
B. False

ANSWER: A

A lesson that contains mostly technical elements will produce full and faultless mastery of a given technical element, while also developing complex abilities and throwing light on the relationships between individual actions.

A. True
B. False

ANSWER: B

The introduction of in-fighting techniques should come very early in a fencer's training.

A. True
B. False

ANSWER: B

In-fighting techniques should be introduced once the student’s capabilities are sufficiently mature.

A. True
B. False

ANSWER: A
The coach can best educate the student about the tactics of fencing by __________________.

A. allowing the fencer to learn tactics solely through fencing bouts
B. eliminating fencers who do not show a natural sense of tactical application
C. recognizing fencers who have a natural sense of tactics and focusing the majority of her teaching time on those fencers
D. consciously focusing on the tactical application of technique during the lesson
E. B and C

ANSWER: D

The use of a training diary, video, and analysis is characteristic of which of the following phases of a fencing contest?

A. Before the fight
B. The beginning of the fight
C. Preparation of the moment for actual action
D. Completion of actual action
E. Evaluation, fast analysis, and conclusion

ANSWER: A

Getting the feel of the fight is characteristic of which of the following tactical phases of a fencing contest?

A. Before the fight
B. The beginning of the fight
C. Preparation of the moment for actual action
D. Completion of actual action
E. Evaluation, fast analysis, and conclusion

ANSWER: B

Disguising actions and using preparatory actions are characteristics of which of the following tactical phases of a fencing contest?

A. Before the fight
B. The beginning of the fight
C. Preparation of the moment for actual action
D. Completion of actual action
E. Evaluation, fast analysis, and conclusion

ANSWER: C

Perceiving a suitable opening and initiating action on that opening are characteristics of which of the following tactical phases of a fencing contest?

A. Before the fight
B. The beginning of the fight
C. Preparation of the moment for actual action
D. Completion of actual action
E. Evaluation, fast analysis, and conclusion

ANSWER: D
Which of the following tactical phases of a fencing competition is about five seconds long?

A. Before the fight
B. The beginning of the fight
C. Preparation of the moment for actual action
D. Completion of actual action
E. Evaluation, fast analysis, and conclusion

ANSWER: E

Breaking distance with a step forward before making a parry is an example of which of the following preparatory actions?

A. Reconnaissance
B. Disguising intentions
C. Feeding false information
D. Drawing desirable reactions
E. Hindering
F. Maneuvering

ANSWER: C

A preparatory action that is used to provoke an opponent into making a particular movement (such as a step forward or a step backward) or to push him towards the end of the strip would be an example of which of the following preparatory actions?

A. Reconnaissance
B. Disguising intentions
C. Feeding false information
D. Drawing desirable reactions
E. Hindering
F. Maneuvering

ANSWER: F

During lessons, the weapon hand and feet should always move in unison.

A. True
B. False

ANSWER: B

During lessons, the timing and range of motion of the hand and feet should not vary.

A. True
B. False

ANSWER: B
Coordination that differs from the instinctive, natural, or habitual should be incorporated into lessons.

A. True
B. False

ANSWER: A

In a lesson, complex and diverse actions that pose a challenge to the student should be present.

A. True
B. False

ANSWER: A

During a lesson, it is preferable to have the student execute actions under varying conditions and circumstances.

A. True
B. False

ANSWER: A

The degree of difficulty in a lesson can be increased by __________.

A. adding to the complexity of the exercise
B. adding to the diversity of the exercise
C. changing the pace and rhythm of the exercise
D. All of the above
E. A and C only

ANSWER: D

The Training lesson is composed of three distinct parts, which are __________.

A. warm up, technique, and tactics
B. lecture, warm up, and the main task
C. warm up, stretching, and the lesson
D. the introduction, the main body, and the conclusion

ANSWER: D

New material in a lesson should be presented __________.

A. early, while the student is still physically and mentally fresh
B. later, after the student has had an opportunity to warm up
C. early and late, so more material can be introduced during the lesson
D. at the very end of the lesson so they will remember it for next time

ANSWER: A
Each lesson should strive to incorporate ____________.

A. offensive actions  
B. defensive actions  
C. counter-offensive actions  
D. All of the above  
E. None of the above

ANSWER: D

Pauses or breaks in lessons are never useful.

A. True  
B. False

ANSWER: B

No matter how realistic a coach tries to make a lesson, it can merely imitate the actual competitive situation because the feelings evoked by real combat are missing in the lesson.

A. True  
B. False

ANSWER: A

Tactics can be defined as the logical application in combat of movements and actions that were learned in lessons. The elements of tactics are (in the correct order) ______________.

A. assessment and execution  
B. decision and execution  
C. assessment and decision  
D. assessment, decision, and execution

ANSWER: D

Tactical sense is the ability to ____________.

A. evaluate situations realistically  
B. assess relative strengths  
C. know one’s own abilities and intentions  
D. discover the opponent’s abilities and intentions  
E. All of the above  
F. A and B only

ANSWER: E

Because the wrist and arm are part of the target in saber and are in front of the body when the fencer is in the on guard position, the fencer is simultaneously at two fencing distances in relation to the opponent.

A. True  
B. False

ANSWER: A
In saber, the actual cutting movement of the blade is executed by a simultaneous pushing and pulling action of the thumb and little finger that is supported by the other fingers, while applying a firm but limited forward push of the wrist.

A. True
B. False

ANSWER: A

In saber, the actual cutting movement of the blade is finished by a “follow through” of the entire arm.

A. True
B. False

ANSWER: B

Which of the following are not simple attacks in saber?

A. One-tempo cuts directed to the head, flank, cheek, and chest
B. Straight thrusts
C. Single-tempo cuts to the arm from above
D. One-tempo cuts to the arm from below
E. All of these are simple attacks

ANSWER: E

In saber, the chest cut can only be executed by hitting the target with the edge so that it bounces off after contact; it should not be executed by drawing the blade across the target.

A. True
B. False

ANSWER: B

In saber, the chest cut that is executed by drawing the blade across the target is more difficult than the other types of cuts and should therefore be the last one taught.

A. True
B. False

ANSWER: A

In saber, blade movements that stay close, round the opponent’s guard and cut in response to an attempted bind by the opponent are called ______________.

A. change beats
B. disengagements
C. change cuts or change thrusts
D. angular cuts

ANSWER: C
In saber, when a fencer must reach out and over or around the opponent’s blade and guard to hit the target, then the fencer has performed _____________.

A. a change beat  
B. a disengagement  
C. a change cut or a change thrust  
D. an angular cut

ANSWER: D

In saber, cuts to the wrist and arm may be directed to _________________.

A. the outside or inside of the wrist or arm  
B. to the under or upper side of the wrist or arm  
C. Both A and B  
D. None of the above

ANSWER: C

In saber, the cut to the under side of the arm or wrist is practiced from second position, while the cut to outside of the wrist or arm is taught from fourth or second positions.

A. True  
B. False

ANSWER: A

In saber, opposition parries are executed with the forte of the blade and the guard, which remain in contact with the opponent’s weapon until the hit.

A. True  
B. False

ANSWER: A

In saber, beat parries are of shorter duration and executed by energetically contacting the opponent’s weapon with the strong of the blade in order to deflect it off-line.

A. True  
B. False

ANSWER: A

In saber, the parry is executed with the leading edge facing the direction of the incoming cut, which ensures that the parry is firm enough because the blade is supported by the _________________.

A. palm  
B. thumb and little finger  
C. thumb and forefinger  
D. wrist

ANSWER: B
In saber, __________ parry is executed with the hand and guard held a hand’s width outside the plane of the temple and above and in front of the head.

A. first
B. third
C. fourth
D. fifth

ANSWER: D

In saber, during a circular parry the __________ does the major part of the work.

A. fingers
B. hand
C. wrist
D. forearm

ANSWER: C

In saber, the defensive system comprising third, fourth, and fifth parries is the __________ system.

A. “3 to 5”
B. semicircular
C. direct parry
D. short or triangular

ANSWER: D

Compound ripostes do not exist in saber.

A. True
B. False

ANSWER: B

Generally speaking, a bind should be used against a blade held firmly or rigidly in line, while a beat is more effective against a loosely held blade.

A. True
B. False

ANSWER: A

Attacks on the blade are less frequently used in saber because ____________.

A. saber fencers rarely hold the blade in line
B. the fencing distance in saber is much greater than in either foil or epee
C. Both A and B
D. None of the above

ANSWER: C
In saber, beats are used more frequently than binds.

A. True
B. False

ANSWER: A

In saber, beats may be executed with the forward edge of the blade but not with the back of the blade.

A. True
B. False

ANSWER: B

Which of the following is not a valid variation of a single-feint action in saber?

A. Feint cut followed by a cut
B. Feint cut followed by a thrust
C. Feint thrust followed by a thrust
D. Feint thrust followed by a cut
E. All of these are valid variations
F. None of the above

ANSWER: E

Although binds are not frequently used in saber, the coach should have the student practice attacks begun with a bind to develop and polish their handling and control of the weapon.

A. True
B. False

ANSWER: A

If the opponent steps back with his or her parry, the fencer can pursue with a compound attack because the fencing distance has been opened.

A. True
B. False

ANSWER: A

Timed disengagement cuts or thrusts are most effective against opponents whose binds or beats are too large and/or too obvious.

A. True
B. False

ANSWER: A
In saber, the cut executed to the opponent’s arm as his or her attack is in progress is called a _____________.

A. time disengagement
B. stop cut
C. time thrust
D. stop thrust

ANSWER: B

In saber, it is not possible to make a stop cut against a riposte.

A. True
B. False

ANSWER: B

When an opponent repeats an action such as a riposte to the same target area or a counter-attack into the preparation, a good action to use against him or her is a ______________.

A. time cut or thrust
B. second-intention action
C. stop cut or thrust
D. feint of cut or thrust

ANSWER: B

A lesson that is one to three minutes in duration that is given during a group lesson is called a ____________ lesson.

A. check-up
B. teaching
C. training
D. bouting
E. warm up

ANSWER: A

A lesson that teaches a new movement or skill under easy conditions is called a ____________ lesson.

A. check-up
B. teaching
C. training
D. bouting
E. warm up

ANSWER: B
A lesson that is usually 20-45 minutes in duration and that becomes gradually more difficult is called a ______________ lesson.

A. check-up  
B. teaching  
C. training  
D. bouting  
E. warm up

ANSWER: C

A lesson that perfects selected actions in a competitive situation is called a ______________ lesson.

A. check-up  
B. teaching  
C. training  
D. bouting  
E. warm up

ANSWER: D

A lesson that is 10-15 minutes in duration that induces a winning frame of mind is called a ______________ lesson.

A. check-up  
B. teaching  
C. training  
D. bouting  
E. warm up

ANSWER: E

Theoretical knowledge should not be taught during technical instruction; it should be presented separately.

A. True  
B. False

ANSWER: B

The student should always initiate the movement or action being studied in a lesson.

A. True  
B. False

ANSWER: B

Pauses in a lesson should only be taken when the student is fatigued.

A. True  
B. False

ANSWER: B
The use of pauses and rest periods in a lesson can be used to mirror the pauses that occur in a fencing bout.

A. True  
B. False  

ANSWER: A

Technical instruction is the most critical element in a fencer’s success; the presentation of tactical options is not nearly as critical.

A. True  
B. False  

ANSWER: B

In a lesson, tactics such as counter-riposte and counter-time must be presented using a cadence that is parallel to the cadence at which these actions would occur in a bout.

A. True  
B. False  

ANSWER: A

In which of the following parts of a lesson should a coach start focusing on establishing the feel of distance and time and on leading with the weapon?

A. Introduction  
B. Main body  
C. Conclusion  
D. All of the above  

ANSWER: A

In which of the following parts of a lesson should a coach perfect technique and tactical skills and teach new actions?

A. Introduction  
B. Main body  
C. Conclusion  
D. All of the above  

ANSWER: B

In which of the following parts of a lesson should a coach focus on consolidation of technique and coordination?

A. Introduction  
B. Main body  
C. Conclusion  
D. All of the above  

ANSWER: B
In which of the following parts of a lesson should a coach focus on maintaining and controlling distance?

A. Introduction  
B. Main body  
C. Conclusion  
D. All of the above  

**ANSWER: D**

To reliably develop a top fencer, a coach will need to see them two to three times a week for a 20-to 30-minute lesson each time.

A. True  
B. False  

**ANSWER: B**

An exercise in which the student initiates with a beat on the coach’s blade followed immediately with a direct attack is called an exercise based on _______________.

A. no reaction  
B. a simple reaction  
C. a choice reaction with a limited number of known choices  
D. a choice reaction with an unlimited number of unknown choices  

**ANSWER: A**

An exercise in which the coach initiates the action and the fencer is required to parry and riposte is called an exercise based on _______________.

A. no reaction  
B. a simple reaction  
C. a choice reaction with a limited number of known choices  
D. a choice reaction with an unlimited number of unknown choices  

**ANSWER: B**

An exercise in which the student might have a choice of parry-riposte, counter-attack, or compound attack based on the situation the coach presents is called an exercise based on _______________.

A. no reaction  
B. a simple reaction  
C. a choice reaction with a limited number of known choices  
D. a choice reaction with an unlimited number of unknown choices  

**ANSWER: C**
An exercise that is sometimes known as a silent lesson is also called an exercise based on ________________.

A. no reaction  
B. a simple reaction  
C. a choice reaction with a limited number of known choices  
D. a choice reaction with an unlimited number of unknown choices  

ANSWER: D

An exercise in which the student must distinguish between a false attack and a real attack (against a false attack there is no response; against a real attack, the student parries and ripostes) is called an exercise based on ________________.

A. an anticipation reaction to an object that moves  
B. a differential reaction  
C. a switching reaction  
D. a mixed reaction  

ANSWER: B

An exercise in which a coach is developing the ability of the fencer to go from one attack to another or from an attack to a parry-riposte or from an attack to a renewal would be called an exercise based on ________________.

A. an anticipation reaction to an object that moves  
B. a differential reaction  
C. a switching reaction  
D. a mixed reaction  

ANSWER: C

A coach’s presentation of the blade during a lesson is improper if it is ___________.

A. unrealistic  
B. very slow  
C. very fast  
D. Both A and B  

ANSWER: A

During a lesson, the practicing of engagements, changes of engagement, and a series of beats, pressures, binds, and transports is indispensable to the development of sentiment du fer.

A. True  
B. False  

ANSWER: A

The student should not have the freedom to choose or to try actions in a lesson other than those assigned by the coach.

A. True  
B. False  

ANSWER: B
In lessons designed to prepare students for bouting, the physical and mental abilities should be trained separately.

A. True  
B. False

ANSWER: B

In lessons designed to mimic realistic bouting situations, situations in which the unexpected must be overcome should arise.

A. True  
B. False

ANSWER: A

Lessons should cultivate the patience to wait for the decisive moment to act.

A. True  
B. False

ANSWER: A

Of the three weapons, which one puts beginners in a more favorable position to learn the other two?

A. Foil  
B. Epee  
C. Saber

ANSWER: A

Today, epee is solely a thrusting weapon owing to the historical fact that blades became thinner and cuts became less effective.

A. True  
B. False

ANSWER: A

Hits in epee are scored according to which kind of priority?

A. Conventional  
B. Temporal  
C. No priority exists of any kind  
D. None of the above

ANSWER: B

The specific characteristics and rules of epee fencing give it a more varied repertory than foil fencing.

A. True  
B. False

ANSWER: A
Foil actions are completely different from epee actions and so do not make up the technical basis of epee fencing.

A. True
B. False

ANSWER: B

Thrusts in epee can be executed in three different ways: in a straight line, with opposition, and as angular thrusts.

A. True
B. False

ANSWER: A

The best time to angulate the blade in epee depends on the ________.

A. fencing distance
B. relative positions of the two blades
C. choice of preparatory movements
D. All of the above
E. None of the above

ANSWER: D

The first line of defense in epee is provided by the ________.

A. point
B. blade
C. guard

ANSWER: A

In epee, counter-attacks are more important and more frequently used than parries.

A. True
B. False

ANSWER: A

Defensive actions in epee include the withdrawing of the smaller and more mobile target areas (such as the hand, arm, leg, or foot) out of range of an attack.

A. True
B. False

ANSWER: A

The choice of defensive movement in epee depends on many factors but does not include psychological conditions.

A. True
B. False

ANSWER: B
In epee, if the fencer fails to land a hit on an advanced target area, the fencer should not continue the attack to the opponent's body but should instead continue searching for the target area that has been missed.

A. True  
B. False  

ANSWER: B

In epee, both the trunk and hips are considered a more reliable and secure target because of their greater size and because they are less mobile than the arms and legs.

A. True  
B. False  

ANSWER: A

Surprise actions to the thigh and foot in epee offer a reasonable promise of success because these areas lie just at the limit of the fencer’s field of vision.

A. True  
B. False  

ANSWER: A

While in the on guard position in epee, a completely extended arm should be avoided except in certain tactical situations to avoid stiffened muscles and fatigue.

A. True  
B. False  

ANSWER: A

In the thrusting weapons, when the point of the fencer’s blade is directed downward he or she can more easily avoid binds by the opponent.

A. True  
B. False  

ANSWER: A

In epee, when the point of the fencer’s blade is directed downward he or she can counter-attack to the low line by simply extending the arm.

A. True  
B. False  

ANSWER: A
In epee, the success of attacks to advanced target areas (such as the wrist, forearm, elbow, leg, and foot) depends on the _____________.

A. moment that is chosen to execute the action  
B. speed of execution  
C. accuracy of the movement  
D. All of the above  
E. A and C only

ANSWER: D

In the thrusting weapons, it is important not to drop the hand when attacking because this has the effect of shortening the fencer’s reach.

A. True  
B. False

ANSWER: A

An epee fencer should return to on guard with his/her arm extended to fend off the threat of a counter-attack by the opponent.

A. True  
B. False

ANSWER: A

Angular thrusts are not very effective for penetrating a correctly held on guard position or for getting behind a blade held in line.

A. True  
B. False

ANSWER: B

Combining an angular thrust with an attack on the opponent’s blade, such as a beat, is a recommended practice.

A. True  
B. False

ANSWER: A

A beat that precedes an angular thrust serves to delay a counter-attack.

A. True  
B. False

ANSWER: A
In teaching a beginner to perform angular thrusts, the target should be kept covered to compel the student to execute angular thrusts in a more realistic context.

A. True  
B. False

ANSWER: B

A feint or second-intention attack is useful against fencers who have a quick and threatening counter-attack.

A. True  
B. False

ANSWER: A

A derobement is an effective response to an attempted bind by the opponent.

A. True  
B. False

ANSWER: A

In epee, the two-tempo cadence of parry-and-riposte, which is common in foil fencing, is used only when fencing at close quarters.

A. True  
B. False

ANSWER: A

Often, a prise de fer (e.g., a bind or a cross) is used when riposting in epee to prevent the opponent from hitting with a renewed thrust.

A. True  
B. False

ANSWER: A

In saber, the successful counter-attack is generally made with a _____________.

A. cut to the forearm with closing distance  
B. cut to the head with closing distance followed by a parry  
C. cut to the forearm with opening distance followed by a parry  
D. thrust to the chest with opposition

ANSWER: C

In the thrusting weapons, counter-attacks can be successfully executed with an opening or a closing distance.

A. True  
B. False

ANSWER: A
Saber is more conducive to counter-attacks with opposition than foil or epee.

A. True
B. False

ANSWER: B

In saber, counter-attacks to the ________ are most feasible.

A. head
B. forearm
C. flank
D. chest

ANSWER: B

When executing a stop hit, the fencer should consider that a compound attack that begins in the upper line will end in the lower line.

A. True
B. False

ANSWER: B

Which of the following are important for counter-attacks?

A. Decisiveness
B. Preparation
C. Resolve
D. All of the above

ANSWER: D

When counter-attacking, which of the following is most important for the fencer to perceive about the opponent?

A. The speed and rhythm of the opponent’s attack
B. Size of the opponent’s steps
C. The type of handle on the opponent’s weapon
D. The position of the rear arm

ANSWER: A

Counter-attacks are an acceptable tactic, but counter-attacks with evasion are considered both poor form and are illegal according to FIE rules.

A. True
B. False

ANSWER: B
A student should receive both tactical and technical instruction from the outset of learning the sport of fencing.

A. True
B. False

ANSWER: A

Which of the following best describes the main difficulty in teaching tactics?

A. Tactics cannot be taught; a student either does or does not understand tactics.
B. The coach can never create totally realistic combat conditions.
C. There are only a small number of tactical situations in fencing.
D. The instruction of technique often interferes with the instruction of tactics.

ANSWER: B

A truly skilled coach can teach a high-level fencer to automatically respond correctly in every possible tactical situation.

A. True
B. False

ANSWER: B

A student should be introduced to advanced tactics ____________________.

A. from the outset of instruction
B. only after a year of instruction
C. gradually after learning and building upon very simple tactics
D. only after they have mastered fundamental technique

ANSWER: C

Tactical diagrams should be introduced to help the student conceptualize options in lessons and to develop tactical sense.

A. True
B. False

ANSWER: A

While tactical diagrams are important for fencing theory, they are of no value to the competitor for developing tactical sense.

A. True
B. False

ANSWER: B
It is possible to diagram every possible action and counter-action that can occur in a fencing bout.

A. True
B. False

ANSWER: A

Which of the following tactical actions occurs after counter-time on the long tactical wheel?

A. Simple attacks (including attacks on the blade)
B. Various defensive possibilities against the simple attack
C. The attacker’s counter actions to the defense
D. Feint-in-time

ANSWER: D

Which of the following best describes passive distance?

A. An opening of the distance for reconnaissance
B. Closing distance to begin the attack
C. Maintaining distance with point-in-line
D. Remaining in place on the strip

ANSWER: A

Opening of the distance in preparation for a “real” or “ultimate” finish is ______________.

A. passive distance
B. not an advisable preparation in modern fencing
C. active distance
D. only executed with cross steps

ANSWER: C

When introducing the tactical wheel, the coach should remind the student that tactics in the fencing bout must always begin at the top of the wheel with the simple attack.

A. True
B. False

ANSWER: B

To aid the student’s tactical development, the coach should have the fencer focus exclusively on the opponent rather than paying attention to his or her own movements.

A. True
B. False

ANSWER: B
Telling a student what to do is the least optimal way to develop his or her tactical sense and understanding; questions and analyses are more effective.

A. True
B. False

ANSWER: A

Technique should be perfected before the introduction of tactical instruction.

A. True
B. False

ANSWER: B

Which of the following determines the number of variations in the subject of the lesson?

A. The level of the coach
B. The level of the student
C. The level of the student’s main rivals
D. The physical limitations of the coach

ANSWER: B

In the most complicated stage of a lesson, the student initiates and both the coach and student are crafty, creating a bout-like scenario.

A. True
B. False

ANSWER: A

During preparation, fencers should only concern themselves with discovering their opponent’s true intention.

A. True
B. False

ANSWER: B

Choice reaction lessons should ________________.

A. include a maximum of two variations
B. be reserved only for the highest level fencers
C. always include a lunge
D. include a certain number of predetermined variations

ANSWER: D
Choice reaction lessons develop which of the following qualities?

A. Faster perception
B. Ability to evaluate and make decisions quickly
C. Compound reaction time
D. All of the above

ANSWER: D

A strictly technical lesson develops a _____________.

A. fencer with refined tactical sense
B. fencer with fast reaction time and speed of execution
C. fencer’s understanding of right of way
D. fencer’s understanding of the importance of preparation

ANSWER: B

The student should be taught technique and tactics with equal importance.

A. True
B. False

ANSWER: A

More variations in tactical lessons will cause _________________.

A. more faults to be committed by the fencer.
B. fewer faults to be committed by the fencer
C. no different results than from a strictly technical lesson
D. a developed sense of rhythm in the fencer

ANSWER: A