

Sursum Corda Patio Chat February 17, 2022

# All About Exams!

In the following pages, you will find our own Sursum Corda “Introduction to Exams” followed by some exams (Form I and Form IV – similar ages to our Form I and Form III) from the PNEU programme of 1924.

Consider and discuss:

1. What stands out to you about our “Introduction”?
2. How do you implement this in your home? What has worked well? What pitfalls have you faced?
3. What surprises you about the PNEU questions?
4. What questions would you expect that are NOT there?

# INTRODUCTION TO EXAMS

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*"The terminal examinations are of great importance. They are not merely and chiefly tests of knowledge but records which are likely to be permanent."*

*Charlotte Mason, Vol. 6, p. 272*

In a Charlotte Mason Education, students' assimilation of knowledge is assessed in various capacities. First, through narration of living books which engages the short term memory in recalling and telling vivid details of the story. Secondly, students use their intermediate memory by recalling and briefly narrating the previous week's lessons. Lastly, end of term exams provide an invitation to exercise the long term memory as students narrate what they know, care about and remember from their studies.

Too often exams are approached with stress and anxiety, while the student cramming the necessary facts that may be addressed on the test only to forget the information once the test is complete! Charlotte Mason described this well when she wrote,

*"The schoolboy 'crams' for an examination, writes down what he has thus learned, and behold, it is gone from his gaze forever: as Ruskin puts it, 'They cram to pass, and not to know, they do pass, and they don't know' "*  
(Vol. 1, p. 155)

End of Term exams are a natural extension of learning and designed as a way to showcase, highlight and share about the vast array of subjects students have encountered in the last 12 weeks. They are not for grades or marks, but an opportunity to reveal to both teacher and student alike what ideas taken hold in a student's life and what living thoughts the student has assimilated as his or her own.

As students continue to build their habit of attention and consistent practice of narration, they will continue to grow in their readiness for these type of open ended exams.

Set aside a few days or the entire week for the end of the term exams. Exams should take the same amount of time a regular lesson does during the day. Instead of the usual lesson, exam questions are given, allowing adequate time to answer it.

*Adapted from End of Term Exams in a Charlotte Mason Education article by Simply Charlotte Mason.*

**The following exam provides sample questions that cover the Core Subjects and Fine Arts at Sursum Corda. Parents may use all or some of the questions, make revisions or create their own set of questions. Responses will not be submitted the Sursum Corda teacher, but are given to the parent to review.**

# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDIC.)

Motto: "I am, I can, I ought, I will."

### FORM I., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- A & B I. 1. Tell a story about David and Jonathan.  
2. Describe (*a*), what happened when Saul went into the cave where David was at Engedi, *or*, (*b*), the coming of the ark to Salem.
- II. 1. Tell about the occasion when (*a*), Jesus fed five thousand, *or*, (*b*), when He appeared with Moses and Elias.  
2. Tell the story about (*a*), the man who fell among thieves, *or*, (*b*), the man who made a great supper.

#### Writing.

- A Write a line of poetry from memory.  
B Write, or print:—"March brings breezes loud and shrill,  
Stirs the dancing daffodil."

#### Tales.

- A 1. Tell (*a*), how the pilgrims met with the shepherds at the Delectable Mountains, *or*, (*b*), how the pilgrims crossed the river.  
2. Tell how (*a*), Ulysses came disguised as a beggar, *or*, (*b*), how Phineus welcomed Jason.
- B 1. Tell a short fairy story, *or*, one of Æsop's Fables.

#### English History.

- A 1. Tell a story about (*a*), the Princess Elizabeth, *or*, (*b*), Queen Mary.  
2. Tell a story about (*a*), Sir Francis Drake, *or*, (*b*), the "Queen's Favourite."  
3. Tell (*a*), how Canterbury Cathedral came to be built, *or*, (*b*), about two of the things to be seen in Edward the Confessor's Chapel in Westminster Abbey.

- B 1. Tell about (a), Carniacus, or, (b), St. Alban.  
 2. What do you know about (a), Vortigern and King  
 Constans, or, (b), Hengist and Horsa?

Geography.

- A 1. Draw the course of an imaginary river, marking the  
 source, the bed, the banks, a tributary, the mouth,  
 a delta.  
 2. Tell how Columbus discovered the "New World."  
 3. What do you know about two of the following:—Canada  
 in winter, the North American Indians, Newfound-  
 land, Australia?  
 B 1. Why is our year 365 days long? Can you explain how  
 we get day and night?  
 2. Tell what you know about (a), Amerigo and the earth-  
 quake, or, (b), Venice.

Natural History.

- A & B 1. Describe (a), the twigs of the oak, ash and beech;  
 (b), a thrush, a blackbird and a chaffinch.  
 A 2. What do you know about (a), a sea anemone, (b), a jelly-  
 fish?  
 3. What did "Tommy Smith" learn about a rook? What  
 have you noticed yourself about a rook?  
 B 2. What do you know about a shark? How do some sea-  
 creatures disguise themselves?  
 3. What did "Mr. Sea-Bear" tell "Tommy Smith" about  
 his home?

Sums

- A 1. A bus conductor receives on different journeys, 3/2,  
 4/11, 1/6, and 5/9, in penny fares. How many  
 tickets did he punch?  
 2. Divide a piece of cord 12 feet long into 8 equal parts.  
 What is the length of each part?  
 3. In four days "Mrs. Brown" takes 2½ quarts, 1½ quarts,  
 1½ pints, ¾ pints, of milk. How much would it  
 cost at 2½d. per quart?  
 or, 1. If I spend £550 in building a house and £260 in fur-  
 nishing, how much shall I have left out of £1000?  
 2. If in a day and night (24 hours) I sleep 9 hours, eat for  
 1½ hours, do lessons for 3 hours, and am out-of-  
 doors for 4 hours, how many hours are left? (Use  
 brackets.)  
 3. Reduce to pence (1) £4 : 17 : 8, (2) £305 : 14 : 4, (3)  
 £1086 : 2 : 1.  
 B 1. A gardener buys 14 packets of seed at 1s. each. How  
 much change will he have out of 2/-?  
 2. John can buy 4 marbles for 1d. How many will he get  
 for 4½d.  
 3. Toffee is 8d. a pound. How many pounds could you  
 buy for 1/9d?

Picture Study.

- A & B Describe the picture by Leonardo which you liked best.

French.\*

- A 1. Name, in French, three of the rooms on page 69, and  
 say what you can about each.  
 2. Say six sentences, in French, about "Le Loup et le  
 Chien."  
 B 1. Say what you can, in French, about the picture on page  
 90 (*Unê*).  
 2. Recite "La Petite Fourmi" (four sentences).  
 or, 1. Say five sentences, in French, about the pictures on  
 pages 8 and 9 (*Téléphone*).  
 2. Count aloud, in French, the number of (a), chairs, (b),  
 persons, (c), pictures in your school-room.

Brushdrawing. (All work to be done with brush and in colour)

1. Make a picture for—  
 "The owl and the pussy cat went to sea  
 In a beautiful pea-green boat."  
 2. A brushdrawing of an ash or beech twig.

Recitations.\*

Father to choose a hymn, a poem, and two passages  
 from the Bible Lessons.

Reading\*

Father to choose unseen passage.

Music.\*

Examine in work done and report progress.

Singing.\*

Father to choose an English and a French song, and I.A.,  
 two tonic sol-fa exercises.

Drill.\*

Drill, before parents.

Work.\*

Outside friend to examine, but list of handicrafts completed  
 to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 24th.  
 Papers to be posted on Saturday, the 29th, with  
 no other enclosure. (Please note that the  
 examiners take 7 weeks.)

2.—Subjects thus indicated (★) to be marked on the  
*Parents' Report* according to Regulations and  
 total to be added up.

3.—Members are asked to read the Regulations carefully,  
 as much time is lost by the examiners when (a)  
 there is no numbered list of the subjects sent for

N.B. — The Examination may be postponed for a week, if necessary.

Examination 98.

M<sub>4</sub>

Parents' National Educational Union.  
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FORM IV.

PUPILS' NAMES .....

Bible Lessons.

- I. 1. Why did Cyrus authorise the return of the Jews? Give the substance of his proclamation. In what ways did Cyrus assist the Jews in this matter?  
2. Describe the arrival of Nehemiah at Jerusalem, and the building of the wall.  
3. Give a brief sketch of the work of the Prophets Haggai and Zechariah.
- II. 1. Why is "The Acts of the Apostles" such an important book? Who is supposed to be the author, and why?  
or, 1. Give some account of St. Peter's sermon on the Day of Pentecost. What use does he make of prophecy?  
2. Mention some of the arguments by which St. Paul tries to win back the "foolish Galatians."  
3. Give an account of our Lord's third temptation. Show how this temptation may come to us, and how we must guard against it.

Writing.\*

Write ten lines of poetry from memory.

Dictation.\*

The verse at the heading of chapter II. of "Count Robert of Paris."

\* These subjects are marked on the whole of the papers.

Composition.

1. Some lines, which must scan, on one of the following,—  
Sound, Princess Anna Comnena, Archimedes,  
"Pallas."  
2. An essay, in the style of Lamb, on one of the following,—  
"Eppie," the first sights and sounds of Spring,  
dream-children, "Tom Pry."

### English Grammar.

1. Analyse, parsing the words in italics,—  
"Off of one wide expanse had I been told  
That deep-brow'd Homer ruled as his demesne  
Yet did I never breathe its pure serene  
Till I heard Chapman speak out loud and bold."  
2. How many kinds of verse do you know? Give (in quotations) examples of each.  
3. Show how the following words (*a*), have changed in meaning, (*b*), are disguised in form: (*a*), *awkward*, *gains*, *prevent*, *pencil*, *clumsy*, *explode*; (*b*), *haxthorn*, *dauktion*, *caterpillar*, *coward*, *nostrils*, *porpoise*.

### Literature.

1. Write a short account of (*a*), Shelley, or, (*b*), Carlyle, and his work.
2. Give a short description, after Scott, of (*a*), the Varangian strolling at the Golden Gate, or, (*b*) the Imperial Council Blackquern.
3. Describe a scene from *Richard II.* in which John of Gaunt appears.

### English History.

1. By what steps did the Reform Bill become an Act? What were its provisions?
2. Write notes on the following in the early years of Queen Victoria.—the Poor Law, the Roads, the Factory Act, Chartism.
3. Give an account of the Siege of the Crimea and of the end of the war.

### General History.

1. What changes did the provisions of the Congress of Vienna make in the map of Europe?
2. Show that the Industrial Revolution was due to mechanical inventions. Contrast and compare some of these with the practical inventions in the Hellenistic Age.
3. Give some account of the scientists, libraries, and commerce of Alexandria in the Hellenistic Age.

### Citizenship.

1. Show that Pyrrhus used peace and war not according to right and justice but for his private profit.
2. Write a short essay on (*a*), kindness, or, (*b*), generosity, giving instances from your reading.
3. The Labour Party are, by election, entitled to govern the State. How is this government carried on?

### Geography.

1. Give a map of Australia, putting in the boundaries, divisions, and chief physical features. Describe New South Wales.

2. "Commerce is simply the exchange of commodities between different nations." Explain and illustrate.
3. Describe briefly, with maps, the "watching" carried out by the Channel and Mediterranean Fleets in 1805, or, write a letter as from Hawaii.
4. Mention some of the causes which affect climate.

### Natural History.

1. Describe fully, with diagrams, (*a*), the growth of the seedlings you have watched, (*b*), the bird scales on the twigs of the sycamore and the ash.
2. How do plants feed?
3. Describe fully a backboneed animal that passes from a water-breathing to an air-breathing condition.

### General Science.

1. Mention six ideas about matter which we may gather from (*a*), a table and (*b*), a burning candle. What answer do men of science give to the question,—  
What is matter? Why?  
2. What do we understand by the refraction of light? Give examples.
3. What is a lens? Mention different kinds of lenses and their uses.

### Hygiene and Physiology.

1. Explain, with a diagram, the action of the juices of the Liver, Pancreas and Intestine.
2. How are we guarded against bacteria? Mention some of the precautions we must take ourselves.

### Picture Study.

Describe Leonardo's "La Gioconda."

### Arithmetic.

1. Find the cost of painting the wainscoting, which is 4½ ft. high, in a room 26ft. by 17½ ft., paint costing 6/6 per square yard.
2. On what day will the Simple Interest on £80 10s. 8d., lent on April 1st, amount to £1 2s. 0d. at 7½%?
3. Find the difference between the Simple and Compound Interest on £685 12s. 0d. for 4 years at 3%.

### Geometry.

1. The angle in a semi-circle is a right angle.
2. In a given circle to inscribe a triangle equiangular to a given triangle.
3. An equilateral triangle and a regular hexagon are inscribed in a given circle, and *a* and *b* denote the length of their sides: prove that (i.)  $a^2 = 3b^2$ ,  
=  $\frac{1}{3}$  (area of hexagon); (ii.)  $a^2 = 3b^2$ .

#### Algebra.

1. A cart loaded with coal weighs *a* tons; if it holds *b* ows, what is the weight of the cart in lbs.?
2. How far will a man be from his starting point after walking west for 6 miles and then north for four?
3. The difference between two numbers is 12; if 1 be added to the greater the result will be twice the smaller; find the number.

#### German.

1. Tell a short fairy-story in German.
2. Give, in sentences, examples of 4 separable and 4 inseparable verbs, using the present and perfect tenses of each.
3. Parse fully p. 98 (Siepmann), lines 7-9 (*Es wurde zu zackezutan*).

#### or, Italian

1. Tell a short story in Italian.
2. Translate Ex. XXXVI., p. 91, the last eight sentences.
3. Show how Italian words can be changed in meaning by means of suffixes, and give examples in sentences.

#### Latin.

1. Write, in Latin, a short account of the death of Caesar.
2. Translate Ex. (d), p. 168, sentences 3-5 inclusive.
3. Give, in sentences, the Superlative of the adjectives: *audax, ceter, dubius, utilis, similis, pulcher*.

#### French.

1. Describe, in French, (a), an incident from *Le Voyage au Centre de la Terre*, or, (b), *Un Naufrage*.
2. Translate Ex. II., p. 170 (Siepmann), sentences 1-9, inclusive.
3. Make 5 sentences, using the verbs *vaincre, survivre, se battre, conduire, plaire*, introducing possessive or demonstrative pronouns.

#### Drawing.

1. An original illustration for *Count Robert of Paris*, with title.
2. A sketch for,—"The rooks with busy crew,  
Foraging for sticks and straw."

#### Musical Appreciation.

1. Give a short account of Borodin. Mention his chief works, and say something about one composition you have heard.
2. What compositions of Moussorgsky's have you heard? Describe two of them.

#### Recitations.\*

Father to choose two Bible passages of ten verses each, a hymn by Keble, a poem by Keats, and a scene from *Richard II.*, or, *Count Robert of Paris*.

#### Reading\*

Father to choose a poem and a leading article from a newspaper.

#### Musie.\*

Examine in work done.

#### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

#### Drill.\*

Report progress.

#### Work.\*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

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2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations and total to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.