



AUCKLAND  
GRAMMAR SCHOOL

**FORM 3**

**CURRICULUM &  
ASSESSMENT  
GUIDE**

**2025**

# FORM 3 CURRICULUM AND ASSESSMENT GUIDE

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## SECTION A: FORM 3 CURRICULUM

### INTRODUCTION

1. All classes at all form levels at Auckland Grammar School are grouped on the basis of attainment in carefully designed assessments. Form 3 students classified at the beginning of Term 1 and reclassified at the start of Term 2. All students are reclassified at the start of the academic year on the basis of their previous year's academic results, and thereafter as necessary on the basis of assessment evidence.
2. Auckland Grammar School offers an academic programme with emphasis on national and international curricula and syllabi.
3. The school caters for the special needs of students with higher attainment by offering accelerated classes and courses.
4. The special needs of students with lower attainment are catered for by smaller classes and the provision of learning support programmes and, in the Senior School, by specially devised programmes (such as Career Studies and Gateway).
5. The School, by its classification processes, provides the optimum system to enable all students of all attainment levels to reach their potential.
6. In Form 3 in 2025 there are two courses available:  
**3A-3H** English, Social Studies, Science, Mathematics, Latin and either French or Japanese or Spanish or Te Reo Māori.  
**3I-3R** English, Social Studies, Science, Mathematics and French or Japanese or Latin or Spanish or Te Reo Māori.

All Form 3 students also study Art, Technology, Music, Physical Education and Te Reo Māori.

### STUDENT DIARY

All Form 3 students will be issued with a Student Diary through the School Shop. This book is ruled up with spaces for homework and comments by teachers and parents. In the front is a year planner, a place to record marks, and notes on how to study effectively, as well as other vital information about the School.

All Form 3 students are required to take their diary with them to each class and to record set homework for each subject on a daily basis. Parents are asked to look at their son's diary at least once a week, and to sign it. This provides a clear record of homework set and is an important means of communication between teachers and parents.

## ENGLISH

The Form Three English programme addresses the three main strands of the English curriculum – oral language (listening and speaking); written language (reading and writing) and visual language (viewing and presenting). Students will be provided with opportunities to learn about the structures and use of language, and to access and use information. A balance of reading, writing, speeches, static images, literature and language will stretch the students and provide a sound English skills base for them to go forward into Form Four and then on to Pre-Q English in Form 5 and either Cambridge or NCEA English in the Senior School.

### Term 1

- Sustained Silent Reading: one period per week
- Literacy: grammar and syntax, the construction of accurate sentences
- Spelling: first column
- Text study: novel or nonfiction
- Writing: learning the craft of essay writing, producing a Literature essay and a formal opinionated essay.
- Comprehension and analysis of writer’s craft: prose fiction

Term 1 coursework	Term 1 examination (1.5 hours, 15%)
Literature essay on studied novel/nonfiction	Literacy and spelling
Formal opinionated essay	Comprehension and analysis of unfamiliar prose fiction
	Literature essay on studied novel/nonfiction

### Term 2

- Sustained Silent Reading: one period per week
- Literacy: editing exercises to achieve accuracy in syntax, grammar, and sentence construction
- Spelling: second column
- The History of English
- Text study: Shakespearean Drama
- Writing: literature essay, and a piece of creative writing (digital technologies\*)
- Speaking: group (3-4 students) oral presentation on a topic from The History of English
- Comprehension and analysis of writer’s craft: nonfiction

Term 2 coursework	Term 2 examination (2 hours, 35%)
Group oral presentation	Literacy and spelling
Literature essay on studied drama	Comprehension and analysis of unfamiliar nonfiction
Creative writing	Literature essay on studied Shakespearean drama

**Term 3**

- Sustained Silent Reading: one period per week
- Literacy: editing exercises to achieve accuracy in syntax, grammar, and sentence construction
- Spelling: third column
- Text study: film
- Writing: literature essay, empathy writing\*
- Speaking: individual dramatic monologue
- Comprehension and analysis of writer's craft: static images (advertisements)
- Produce a static image (advertisement)

<b>Term 3 coursework</b>	<b>Term 3 examination</b>
Dramatic monologue	<i>*None, but the empathy writing will contribute towards the examination in Term 4</i>
Literature essay on studied film	
Static image (advertisement)	

**Term 4**

- Sustained Silent Reading: one period per week
- Literacy: editing exercises to achieve accuracy in syntax, grammar, and sentence construction
- Spelling: fourth column
- Text study: short written texts (poems and short stories)
- Writing: literature essay

<b>Term 4 coursework</b>	<b>Term 4 examination (2 hours, 50%)</b>
Literature essay on studied short texts	Literacy and spelling
	Comprehension and analysis of unfamiliar static image (advertisement) and poem
	Literature ESSAYS x2: studied film and studied short texts
	<i>* Empathy writing</i>

# MATHEMATICS

## **Assessment**

- Common Tests relating to specific topics will be given on specific dates. Check the Mathematics Department Notice Board outside B8 for test dates. There will not be a common test on every topic.
- It is left to the teacher to assess his/her students in those topics for which no common tests will be provided. This assessment could be in the form of:
  - A test prepared by an individual teacher or using the previous year's common test.
  - An assignment.
  - A project or investigation.
- Form 3 students are not allowed to use calculators in their School examinations.

## **Examination 1**

- This examination will be 1.5 hours in duration
- An examination format is prepared and distributed to all classes. A copy is put on the Maths Department Notice Board.

## **Students' Written Work**

- Every Third Form student must ensure that they use an E5 or a 1J5 Quad book for all written work.
- Every student must have a 20-pocket clear-sleeve folder for the storage of worksheets.
- Written work should not be done on the worksheets or refill pad.
- All necessary working must be shown. This applies to all classroom work, common tests and examinations.
- Students must set their work out methodically and a reasonable standard of neatness be maintained. Furthermore, the diagrams/ graphs should be clear and a reasonable size. Pen must be used although pencil may be used for graph drawing and sketching.

## **Homework**

- Every student should receive set Maths homework of at least 20 minutes daily.
- The homework could be a project, investigation/activity or the completion of an exercise from work sheets.

## **General**

- If a student is absent from class it is the student's responsibility to catch up on missed work.
- Schemes of work, topic common test dates, past tests and examinations are all available on the School's intranet, Grammarnet.
- Lost topic sheets can be replaced via the Library Desk Copy scheme.
- Maths Tutorials are provided for all levels in B14 every Tuesday and Thursday from 8.00 - 8:45 am.

## FORM 3A - 3C MATHEMATICS

### Term 1 Programme of Work

- Topic 1 Whole Number Arithmetic
- Topic 2 Algebra with Whole Numbers
- Topic 3 Geometry
- Topic 4 Integer Arithmetic

**Examination 1 (1.5 Hours): Topics 1 - 4**

### Term 2 Programme of Work

- Topic 5 Fractions
- Topic 6 Decimals
- Topic 7 Perimeter, Area, Volume
- Topic 8 Algebra with Integers
- Topic 9 Algebra with Fractions

**Examination 2 (2 Hours): Topics 1 - 9**

### Term 3 Programme of Work

- Topic 10 Arithmetic, Percentage, Metric System
- Topic 11 Algebra with Brackets, Factors & Equations
- Topic 12 Relations and Graphs
- Topic 13 Transformation Geometry Topic
- Topic 14 Geometry with Constructions
- Topic 15 Statistics
- Topic 16 Algebra - Harder Fractions

### Term 4 Programme of Work

- Topic 17 Algebra - Quadratics (expand & factorise)
- Topic 18 Sets & Venn Diagrams
- Revision

**Examination 3 (2 Hours): All topics covered during the year**

## FORM 3D – 3R MATHEMATICS

### Term 1 Programme of Work

- Topic 1 Whole Number Arithmetic
- Topic 2 Algebra with Whole Numbers
- Topic 3 Geometry
- Topic 4 Integer Arithmetic

**Examination 1 (1.5 Hours): Topics 1 - 4**

### Term 2 Programme of Work

- Topic 5 Fractions
- Topic 6 Decimals
- Topic 7 Perimeter, Area & Volume
- Topic 8 Algebra with Integers

**Examination 2 (2 Hours): Topics 1 - 8**

### Term 3 Programme of Work

- Topic 9 Algebra with Fractions
- Topic 10 Arithmetic, Percentage, Metric System
- Topic 11 Algebra with Brackets, Factors & Equations
- Topic 12 Relations and Graphs
- Topic 13 Transformation Geometry

### Term 4 Programme of Work

- Topic 14 Geometry with Constructions
- Topic 15 Statistics

**Examination 3 (2 Hours): All topics covered during the year**



# SCIENCE

## Term 1 Programme of Work

### Topic 1 Skills in Science - 3 weeks

- safety in the laboratory;
- the scientific method;
- variables in investigations;
- reporting of results.

### Topic 2 Energy - 2 weeks

- describe the law of energy conservation;
- describe the different types of energy;
- describe energy transfers.

### Topic 3 Cells - 3 weeks

- defining the characteristics of living things;
- describe the basic structure of plant and animal cells;
- describe the relationship between cells, tissues and organs.

### Topic 4 Particles, Elements and Compounds - 3 weeks

- describe the particle model and atomic structure;
- describe states of matter;
- define elements, compounds, mixtures and solutions;
- describe the difference between physical and chemical changes.

**Examination 1 (1.5 hours): Topics 1 - 4.** All classes sit the same examination paper.

## Term 2 Programme of Work

### Topic 5 Biological Molecules and Digestion 3 weeks

- describe the constituents of a balanced diet and the functions of various nutrients;
- describe the effects of nutritional deficiencies;
- describe the relationship between diet and fitness;
- describe the organs and functions of the alimentary canal.

### Topic 6 Periodic Table - 3 weeks

- describe the history of the periodic table;
- identify trends in groups and periods;
- identify the key properties of metals and non-metals.

### Topic 7 Electricity and magnetism - 3 weeks

- describe electrostatics and the concept of charge;
- describe electricity and its uses;
- measure current and voltage in simple series and parallel circuits.

**Examination 2 (2 hours):** Term 1 topics (40%) and Term 2 topics (60%). All classes sit the same paper.

<b>Term 3 and 4 Programme of Work</b>
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- Topic 8      Acids, Alkalis and Practical Chemistry - 3 weeks**
- describe the pH scale and identify common indicators;
  - prepare common salts by reacting metals or metal carbonates with acids;
  - describe the gas tests.
- Topic 9      Waves 1 - 2 weeks**
- describe the properties of longitudinal and transvers waves;
  - describe that sound is a longitudinal wave;
  - describe that light is a transverse wave.
- Topic 10     Mechanics - 2 weeks**
- describe forces;
  - describe the impact forces have on objects;
  - describe the movement of forces.
- Topic 11     Astronomy - 2 weeks**
- develop an understanding of the history of Astronomy;
  - describe the evidence for the Big Bang;
  - describe the features of a Galaxy;
  - describe the Solar System.
- Topic 12     Reproduction - 3 weeks**
- describe asexual reproduction;
  - describe plant reproduction;
  - describe the human reproductive system.
- Topic 13     Earth Science - 2 weeks**
- describe the different types of rocks and soils;
  - describe simple models of the internal structure of the Earth;
  - describe simple models of the atmosphere;
  - describe the water cycle.

**Common Test (week 9) - 40 minutes:**                      Examines the skills learned in Topics 1 to 10. All classes sit the same examination paper.

**Examination 3 (end of Term 4) 2 hours** focuses on all Term 3 and 4 topics, but will also test key concepts from earlier topics. All classes sit the same examination paper.

**NOTE: 1)** Laboratory Skills (Topic 1) are developed as a continuous process. These skills will be tested in all examinations. **2)** It is vital that students keep their completed topic booklets for revision in all Form 3 examinations.

### Homework

Homework is set regularly. In addition to the set homework, it is recommended that students make a habit of summarising their notes each night. This can be done in a separate notebook, with the main points being recorded from the day's lesson to assist their learning and revision. Students will have access to Education Perfect as a resource for homework.

## SOCIAL STUDIES: HISTORY and GEOGRAPHY

### General

- The Form 3 Social Studies course comprises Geography and History components. Students spend approximately half of each term on each subject.
- The end-of-term examinations will be composed of two separate History and Geography components.
- Built into the course throughout the year are a number of skills (e.g. written and graphic source interpretation, extended writing, research method, graph drawing and interpretation, note taking). These are interwoven with various key curriculum concepts.
- Student resources include textbooks and workbooks, which will be issued on a topic-by-topic basis.

### Term 1 Programme of Work

History Topics	Geography Topics
<ol style="list-style-type: none"> <li>1. 'Know your History': What is the history of Auckland Grammar School?</li> <li>2. Know Your History               <ol style="list-style-type: none"> <li>a. What is History?</li> <li>b. How do historians organise the past?</li> <li>c. How do we find out about the past?</li> <li>d. Why are events interpreted differently?</li> </ol> </li> <li>3. 'Know your History': What were the major developments in Human History, 3000 BCE – 1914 CE?               <ol style="list-style-type: none"> <li>a. What were the major periods of Human history?</li> <li>b. What impacts did technological advancement have on humankind?</li> <li>c. Why did Europeans begin to take over large parts of the world from the 1700's?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. What is Geography? Key concepts</li> <li>2. Humans and the natural environment</li> <li>3. Creation of the Earth's landforms</li> <li>4. The erosional process. Interaction and change</li> <li>5. Factors affecting climate</li> <li>6. How climate affects people</li> <li>7. Biomes and ecosystems – tropical rainforests and hot deserts</li> <li>8. Climate graph skills</li> <li>9. World population distribution – why people live where they do</li> <li>10. The global spread of humans</li> <li>11. Human arrival in New Zealand</li> </ol>

**Examination 1 (end of Term 1):** Covers all History and Geography topics taught in Term 1. Skills assessed include: extended writing, source analysis and Geographic skills.

<b>Term 2 Programme of Work</b>
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<b>History Topics</b>	<b>Geography Topics</b>
<p>4. 'Know your History': What were the major characteristics of human exploration and settlement of Aotearoa, c.100 CE – c.1840?</p> <p>a. How did the ancestors of Polynesians migrate into the Pacific?</p> <p>b. Who were the first tangata whenua of Aotearoa?</p> <p>c. How was Māori society organised prior to contact with Europeans?</p> <p>d. Who were the inhabitants of <i>Tāmaki Makaurau</i>?</p> <p>e. Why did Europeans begin settling in New Zealand?</p> <p>f. What were the impacts of contact between Māori and Europeans?</p>	<ol style="list-style-type: none"> <li>1. Regions of New Zealand</li> <li>2. New Zealand's relief patterns</li> <li>3. Creation of New Zealand's landforms – folding, faulting and volcanism</li> <li>4. Land modifying processes - New Zealand's rivers, lakes and glaciers</li> <li>5. New Zealand's climate</li> <li>6. New Zealand's vegetation and wildlife</li> <li>7. Māori settlement of New Zealand</li> <li>8. European settlement of New Zealand</li> <li>9. New Zealand's changing population – natural increase and migration</li> <li>10. Reasons for migration – push-pull model</li> <li>11. European migration after 1840</li> <li>12. New Zealand's changing ethnic composition – development of a multi-cultural society</li> <li>13. New Zealand's settlement patterns – population distribution, rural/urban, northwards drift</li> </ol>

**Examination 2 (end of Term 2):** Covers all History and Geography topics taught in Terms 1 and 2. Skills assessed include: extended writing, source analysis and Geographic skills.

<b>Terms 3 &amp; 4 Programme of Work</b>
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<b>History Topics</b>	<b>Geography Topics</b>
<p>5. 'Know your History': What were the major characteristics of Aotearoa/New Zealand's History during the Nineteenth Century, c.1840 – 1914?</p> <p>a. Why was Te Tiriti o Waitangi signed?</p> <p>b. What were the consequences of the signing of Te Tiriti o Waitangi?</p> <p>c. Why was there conflict in New Zealand after the signing of the Treaty?</p> <p>d. What impact did European colonization have on New Zealand?</p> <p>e. How fair was New Zealand society by 1914?</p> <p>f. Why did New Zealand enter the First World War?</p>	<ol style="list-style-type: none"> <li>1. Topographic mapping skills</li> <li>2. Sustainability and unsustainable living</li> <li>3. Greenhouse effect and global warming</li> <li>4. Climate change and Environmental Degradation <ul style="list-style-type: none"> <li>• Energy resources</li> <li>• Agriculture</li> <li>• Landfill</li> <li>• Ocean waste</li> <li>• Overfishing</li> <li>• Transport</li> </ul> </li> <li>5. Social sustainability</li> <li>6. Economic sustainability</li> <li>7. Changes to NZ workforce</li> <li>8. Goods and services</li> <li>9. Entrepreneurship and globalisation</li> <li>10. Economic activities and water</li> </ol>

**Examination (Week 5 Term 4):** Covers all History and Geography topics, Current Events and Skills

# FRENCH

Students will be required to have a 2B8 exercise book.

**Note on Assessment:**

- The cumulative nature of the study of a language means that each examination, while concentrating mainly on the topics studied in the term which precedes it, will inevitably also test the overall knowledge of all the French studied up to that point.
- Each examination or test in French will test the skills of listening, reading and writing. The Term 4 will include a speaking mark based on tests carried out in class during the Term 3.
- Questions in common tests and examinations will mainly involve short answers e.g. filling in gaps with an appropriate word, matching statements in French with other statements, matching pictures with statements.
- There is also an opportunity for students with advanced prior knowledge of French to sit the DELF A1 Examination.

**TAPIS VOLANT 1 Textbook Units 1-4**

- Greetings; asking people how they are; saying goodbye.
- Asking for and giving details about yourself: name, age, nationality, address, telephone number. This will include numbers 1 - 20 and the alphabet.
- Giving details about other people.
- The family: talking about family members, expressing possession
- Animals: plural and feminine of nouns and adjectives
- Talking about where you live and identifying places e.g. town, village.
- Present tense of avoir, être and regular -er verbs
- Demonstrating knowledge of aspects of French language and culture

**Common Test (mid-term):** covering topics listed above.

**Examination 1 (end Term 1):** covering all topics for Term 1.

**TAPIS VOLANT1 Textbook Units 5-7**

- Food and drinks: ordering in a restaurant, typical French dishes, expressing likes and dislikes, partitive articles, prepositions, use of infinitive verbs, understanding a menu.
- National holidays and celebrations: numbers 21 - 60, talking about birthdays and other celebrations and traditions, asking questions using interrogative pronouns
- Present tense of the verb *aller*, reflexive verbs and -ir verbs
- Imperative of -er verbs
- Talking about school: commonly used sentences in class, school objects and subjects, classroom instructions, asking and giving the time
- Demonstrating knowledge of aspects of French language and culture

**Speaking Assessment (mid-term):** Presentation on celebrations and traditions

**Common Test (mid-term):** on Term 2 topics above

**Examination 2 (end of Term 2):** on all above topics.

**TAPIS VOLANT 1 Textbook Units 8 - 10**

- Everyday life: Talking about what you do every day and when you do it, saying how often you do an activity, talking about likes and dislikes
- Describing someone: appearance and personality
- Shopping: buying and returning clothes, asking for the right size, numbers 60 - 100
- Adverbs of manner, place, degree, time and frequency
- Adjectives: position and agreement
- Present tense of the verb *faire* and -re verbs
- Demonstrating knowledge of aspects of French language and culture

**Common Test (end of Term 3):** all Term 3 topics.

**Speaking test (end of Term 3):** contributes to the T4 examination mark

**TAPIS VOLANT 1 Textbook Units 11 & 12**

- Identifying places in a French town
- Asking and giving directions
- Saying where places are in relation to each other
- Talking about holiday plans and the weather
- Verb revision of all verbs in present tense
- Going to future
- Demonstrating knowledge of aspects of French language and culture.

**Examination (Week 5 of Term 4):** mainly on topics learned in Terms 3 and 4.

# JAPANESE

## Note on Assessment:

Each examination will test ALL topics studied up to that point but with the emphasis on those studied since the previous examination.

### Term 1: Programme of Work

#### Topic 1      **Introductions and Greetings:**

- numbers, telephone numbers, days of the week, months
- talking about the weather
- Introduction to Japanese Script Systems.

#### Topic 2      **What Is This?**

- simple questions and answers
- simple instructions
- visiting a Japanese home.

#### Topic 3      **What Time Do You Get Up?**

- time, daily schedules
- school life and subjects.

#### Topic 4      **Talking about your Home and Family:**

- talking about your family
- talking about your schooling
- learning about Japanese houses.

**EXAMINATION 1 (end Term 1):** all Term 1 topics.

### Term 2: Programme of Work

#### Topic 5      **When Do You Play Sport?**

- talking about leisure activities
- WHERE and WHEN you do things
- PAST, PRESENT and FUTURE.

#### Topic 6      **Places To Go And Things To Do**

- thanks, apologies, going places, nationality
- ASKING and ANSWERING QUESTIONS
- transport in Japan.

**Topic 7      We Don't Eat Raw Fish In New Zealand**

- eating and drinking in Japan
- talking about what you WANT to do
- saying HOW you do something
- introduction to KATAKANA.

**ORAL TEST**

**EXAMINATION 2 (end of Term 2):** all Terms' 1 and 2 work (emphasis on Term 2 work).

**Term 3: Programme of Work**

**Topic 8      What Do You Study At School?**

- talking about your schooling
- the Japanese school system.

**Topic 9      How Much Is This Book?**

- talking about what you WANT and LIKE
- talking about what you HAVE
- simple SHOPPING dialogue
- DESCRIBING things.

**Topic 10     Describing a Person**

- INVITING or REQUESTING someone to do SOMETHING
- talking about what you LIKE and DISLIKE
- Describing WHERE things ARE.
- Describe a Person

**ORAL TEST**

**COMMON TEST (end of Term 3):** on all Term 1, 2 and 3 topics (emphasis on Term 3).

**Term 4: Programme of Work**

**Topic 11     ORAL TEST**

**Give a full INTRODUCTION of YOURSELF IN JAPAN ESE**

- Write and deliver a speech in Japanese talking about yourself using much of the Japanese you have learned this year.

**Topic 12     Where is it?**

Talking about WHERE things are, and WHAT THERE IS in a certain place

**EXAMINATION (Week 5 of Term 4):** whole year's work (emphasis on topics learned in Terms 3 and 4).



## LATIN

### Testing

- Grammar and vocabulary tests will be given where appropriate.
- A project in the form of a model on an aspect of Roman Civilisation will be submitted for assessment in Term 4. This will count for 10% of Examination 3. These projects will be displayed in the Old Boys' Pavilion in the week preceding Labour Day and prizes will be awarded to the most outstanding.

### Homework

- The learning of a language demands constant follow-up and reinforcement. Homework will be set after every lesson. This will be learning vocabulary or grammar, or writing translations or grammar exercises.
- Students may find additional help with vocabulary and grammar on the School intranet, Grammarnet.

### Discipline

- Lessons will not begin until all students are ready for work.
- In order to gain best value from lessons students must be attentive at all times and must be prepared to become actively involved in the lesson.
- The teacher alone determines when the lesson is over.
- There will be no eating or drinking in the classroom.

### Stationery Requirements

1 x 1B5 exercise book, to be replaced when full.

### Programme of Work and Assessment

#### Examination 1 (End of Term 1)

##### **3A - R:**

Students will be provided with the examination format and mark allocations before all examinations.

**Coverage:** The content in the Auckland Grammar School Latin Course Booklet *Liber I*

**Outline:** The following types of questions will appear:

1. Translations of passages already studied
2. Translation of unseen Latin passages/sentences
3. Grammar questions with reference to nouns, verbs and prepositions
4. Vocabulary recall

**Examination 2 (end of Term 2)**

A vocabulary list is provided for this examination.

**3A - D**

**Coverage:** The content in the Auckland Grammar School Latin course booklet *Liber II*.

**Outline:** The following types of questions will appear:

1. Translations of passages already studied
2. Translation of an unseen passage
3. Grammar questions with reference to nouns, verbs, adjectives and prepositions

**3E - R**

**Coverage:** The content in the Cambridge Latin Course I, Stages 1-7.

**Outline:** The following questions will appear:

1. Translation of passages already studied
2. Translation of an unseen passage
3. Grammar questions with reference to nouns, verbs and prepositions
4. Derivations
5. Life and Customs

**Examination 3 (end of Term 4)**

A vocabulary list is provided for this examination.

**3A - D**

**Coverage:** The content in the Auckland Grammar School Latin course booklets *Liber III* and *Liber IV*.

**Outline:** The following types of questions will appear:

1. Translation of passages already studied
2. Translation of an unseen passage
3. Grammar questions with reference to nouns, verbs, pronouns, demonstratives, adjectives (comparative and superlative) and prepositions

**3F - R**

**Coverage:** The content in the *Cambridge Latin Course I*, Stages 8 - 12 and the *Cambridge Latin Course II*, Stages 13 - 14.

**Outline:** The following types of questions will appear:

1. Translation of passages already studied
2. Translation of an unseen passage
3. Grammar questions with reference to nouns, verbs, adjectives (comparative and superlative), prepositions, demonstratives and pronouns
4. Derivations
5. Life and Customs

# SPANISH

Students are expected to purchase two 1B5 exercise books. One will be used for classwork and homework. The other is for grammar and vocabulary. It is also recommended that students get a folder to file any worksheets with which they are issued. In addition, each student will be issued with a vocabulary and grammar booklet and a homework booklet. The vocabulary and grammar guide contains the examinable material for the year and the homework booklet enables all students to carry out additional studies at home. This will allow students to complete the course to the highest possible standard. All form classes will sit a common examination at the end of Term One. Students will be re-allocated a Spanish class depending on the result of this examination.

## FORM THREE SPANISH SCHEME OF WORK 2025 CLASSES 3A – 3H

Date	Chapter	Topics	Suggested Grammar
Term One	One	Greetings	Estar – learn as irregular
		Giving your name	Subject pronouns
		Number 1-20	1 <sup>st</sup> person verb pattern/ AR verbs
		Days of week	Usted and tú
		Alphabet	
	Two	Items in school bag	Nouns and articles
		Classroom objects	Imperatives – informal singular
		Instructions	Plurals
		Number 20 –30	
		Months	
	Three	Members of family	Ser – learn as irregular
		Age	Tener – learn as irregular
Number 30 –100		3 <sup>rd</sup> person verb pattern/ ER verbs	
Animals		Possessive adjectives	
Birthday		Spanish word order	
Date	Chapter	Topics	Suggested Grammar
Term Two	Four	Colours	Impersonal Gustar
		Personality description	Ser and Estar
		Physical description	
	Five	School subjects	Adjective agreement
		Opinions of subjects	Ser - revision
		Telling the time	Word order - revision
		Likes and dislikes	Impersonal verb - revision
		Where you live	IR verbs
	Six	Compass points	Negatives
		Things in a town	Hay
		Weather	Hacer
Date	Chapter	Topics	Suggested Grammar
Term Three	Seven	Description of town	Ser and Estar - revision
		Good things and bad things	Tener – learn as irregular
		What you can do in town	3 <sup>rd</sup> person verb pattern
		Sports you like playing	Jugar + a, a + el
	Eight	Types of home	A + el – revision

		Rooms in a home	De + el
		Positions of rooms	Prepositions of place
		Bedroom furniture	
	Nine	How you are feeling	Revision of ser and estar
		Places to go	Conjunctions
		Invitations	
		Expressions of time	<b>Por la mañana, el sábado</b>
<b>Date</b>	<b>Chapter</b>	<b>Topics</b>	<b>Suggested Grammar</b>
Term Four	Ten	Chores around the house	Tengo que, hay que
		Daily routine	Stem Change verbs*, reflexive verbs*
		Time expressions	Ar, Er and Ir verbs - revision
		Interrogatives	Interrogatives -revision
	Eleven	Drinks	Querer + infinitive
		Food	Quisiera + infinitive*
		Ordering in a cafe	
		Ordering in a restaurant	

**FORM THREE SPANISH SCHEME OF WORK 2025 CLASSES  
3I – 3R**

<b>Date</b>	<b>Chapter</b>	<b>Topics</b>	<b>Suggested Grammar</b>
Term One	One	Greetings	Estar – learn as irregular
		Giving your name	Subject pronouns
		Number 1-20	1 <sup>st</sup> person verb pattern/ AR verbs
		Days of week	Usted and tú
		Alphabet	
	Two	Items in school bag	Nouns and articles
		Classroom objects	Imperatives – informal singular
		Instructions	Plurals
		Number 20 –30	
		Months	
	Three	Members of family	Ser – learn as irregular
		Age	Tener – learn as irregular
		Number 30 –100	3 <sup>rd</sup> person verb pattern/ ER verbs
		Animals	Possessive adjectives
		Birthday	Spanish word order
<b>Date</b>	<b>Chapter</b>	<b>Topics</b>	<b>After Term 1, grammar is taught as phrases</b>
Term Two	Four	Colours	Me gusta
		Personality description	Soy,
		Physical description	Tengo Adjective agreement
	Five	School subjects	Estudio, tengo,
		Opinions of subjects	Mi asignatura favorita es..., me parece
		Telling the time	Son,
	Six	Where you live	Vivo,
		Compass points	Está
		Things in a town	Hay
		Weather	Hay and Hace
<b>Date</b>	<b>Chapter</b>	<b>Topics</b>	
Term Three	Seven	Description of town	Hay, tiene
		What you can do in town	Se puede
		Sports you like playing	Me gusta +infin
	Eight	Types of home	Vivo en
		Rooms in a home	Tiene
		Positions of rooms	Está, prepositions

		Bedroom furniture	Está
	Nine	How you are feeling	Estoy. Ser and estar
		Places to go	Voy a
		Invitations	Quiero + infin
<b>Date</b>	<b>Chapter</b>	<b>Topics</b>	
Term Four	Ten	Chores around the house	Tengo que
		Daily routine	Hay que, present tense regular (1 <sup>st</sup> person only)
		Interrogatives	Asking questions
	Eleven	Food and Drinks	Quiero, ¿qué quieres?
		Ordering in a cafe	¿Cuánto es?

### Form Three Assessment Schedule 2025

	Assessment	Chapters covered
<b>Term One</b>	Common Test	Chapters 1 and 2
	End of term exam	Chapters 1, 2 and 3
<b>Term Two</b>	Speaking Assessment	Everything so far
	End of term examination	Chapters 4, 5 and 6
<b>Term Three</b>	Speaking Assessment	Everything so far
	Common Test	Chapters 7,8 and 9
<b>Term Four</b>	End of Year Examination	Chapters 1 – 11

### Notes on Assessment

- The cumulative nature of the subject means that each examination, while concentrating mainly on the topics studied during the term, will inevitably also test overall knowledge.
- Each examination will test knowledge and skills in reading, listening, and writing.

# TE REO MĀORI

## Term 1: Programme of Work

<p>Introductions</p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Greeting and farewelling people</li> <li>• Asking where someone is going</li> <li>• Using personal pronouns</li> </ul> <p>Where you come from</p> <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Iwi</li> <li>• Saying where you are from</li> <li>• Saying where your home is.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Karakia 1</li> <li>• School Haka</li> </ul>	<p><b>Assessments:</b></p> <p>Common Test: Introductions</p> <p>Common Test: Where you come from</p> <p>Exam 1 (end Term 1): covering all topics for Term 1.</p>
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## Term 2: Programme of Work

<p>Family</p> <ul style="list-style-type: none"> <li>• Members of the family</li> <li>• Saying you have family</li> <li>• Pets</li> <li>• A and O categories</li> <li>• Possessive</li> </ul> <p>Time in our lives</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Birthdays</li> </ul> <p>School</p> <ul style="list-style-type: none"> <li>• The classroom</li> <li>• Colors</li> <li>• Action sentences</li> <li>• Tense markers</li> <li>• Locatives</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Mihimihi</li> </ul>	<p><b>Assessments:</b></p> <p>Common Test: Family</p> <p>Common Test: Time of our lives</p> <p>Common Test: School</p> <p>Examination 2 (end of Term 2): Topics from Term 1 and Term 2</p>
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<b>Term 3: Programme of Work</b>
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<p>Characteristics</p> <ul style="list-style-type: none"> <li>• Hair and eyes</li> <li>• Likes and dislikes</li> <li>• Characteristics</li> </ul> <p>Time and Weather</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Clothing</li> <li>• Telling time</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Karakia 2</li> </ul> <p>Tuhituhi / Panui Topic 1 - Taku Whānau</p> <ul style="list-style-type: none"> <li>• Using a persons name using ko wai..? and answer such as question</li> <li>• Using te and ngā correctly</li> <li>• Use rāua ko to join two peoples names together to mean “and”</li> <li>• Ask questions about family relationships using ko wai...? and answer such questions</li> </ul>	<p><b>Assessments:</b></p> <p>Common Test: Time and Weather</p> <p>Common Test: Characteristics</p>
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<b>Term 4: Programme of Work</b>
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<p>Tuhituhi / Panui Topic 2 - Taku Kāinga</p> <ul style="list-style-type: none"> <li>• Make a simple kei te sentence</li> <li>• To ask and answer kei te aha questions</li> <li>• Use personal a before names in a kei te sentence</li> <li>• Make, ask and answer a simple e..ana sentence</li> <li>• Know how to use tāua, māua, kōrua and rāua</li> <li>• Apply the question and answer rules to tāua, māua, kōrua and rāua</li> </ul>	<p><b>Assessments:</b></p> <p>Examination 3 (Week 5 of Term 4): Topics from whole year</p>
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## SEEKING HELP WITH SCHOOLWORK

### Who can you ask?

- o Your subject classroom teacher
- o Another teacher
  - o Learning Support Department
  - o Your Dean
- o Friends and classmates
- o Parents
- o Tutor
- o Your parent-tutor, if you have one

### How to ask your teacher for extra help:

- o During a lesson, your teacher may not have time to give you extra help, and this may not even be a good time to ask.
- o The best time to talk to your teacher about getting help is at the end of a lesson, or at Interval or Lunchtime. He or she will probably arrange a mutually convenient time before or after school in which you can work together.

### A few cautions:

- o If the teacher feels that you have not been concentrating in class, then he or she may not be keen on giving you extra time.
- o A teacher is not a tutor: it is fair to expect a teacher to spend a bit of time with you occasionally, but not regularly.
- o Before asking anyone for help, try to work out what it is that you actually need help with.

### Seeking help over any other matter:

#### Who can you ask at School?

- o The Student Services Staff
- o Your Dean
- o Any teacher
- o The Health Nurse
- o The Headmaster or any member of the Leadership Team



## SECTION B: ASSESSMENT

### SCHOOL EXAMINATION SESSIONS FOR FORM 3 STUDENTS IN 2025

<b>Term 1</b>	<b>Weeks 11-12</b> Thursday 4 April – Monday 8 April Examination Length: 1.5 hours
<b>Term 2</b>	<b>Week 10</b> Tuesday 2 July - Friday 5 July Examination Length: 2 hours
<b>Term 3</b>	<b>Week 10</b> <i>Assessment Week</i> (Normal Timetabled Classes) Monday 16 September - Friday 20 September Assessment Length - one period
<b>Term 4</b>	<b>Week 5</b> Monday 11 November - Friday 15 November Examination Length: 2 hours

NOTE: During the examination period in Terms 1, 2 and 4, students who do not have a timetabled examination are not expected to be at School. However, students are able to use the Library for revision purposes during the School day when they do not have examinations should they wish to do so.

NOTE: Students who miss a School examination without a valid and approved reason (such as illness accompanied by a medical certificate) will receive zero for the examination.

### REPORTING SCHEDULE 2025

<b>Term 1</b>	Interim Reports (available on the Parent Portal approximately Monday 26 February)  Term 1 Reports (available on the Parent Portal approximately Friday 12 April)
<b>Term 2</b>	Mid-Year Reports (available on the Parent Portal by the start of Week 4, Term 3)
<b>Term 3</b>	No formal reports
<b>Term 4</b>	End-of-Year Reports (issued after Prizegiving on Thursday 5 December)

## HOW TO REVISE

Below are a number of tried and true study and revision techniques. Numerous study guides are also available online and from book stores and publishers.

Students are also encouraged to explore study aid material available through **GrammarNet**.

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Study techniques will vary according to the subject. For example:

**Mathematics** (suggested approach):

1. Start at Exercise 1 worksheet 1. Find the relevant theory in your theory book. Read it, make sure you understand it, write it out again as your swot notes.
2. Do several questions on the exercise without referring to your swot notes.
3. If you have problems, refer back to the theory. If your answer is correct, move on to the next exercise. Work through as many problems as you can.

**Most other subjects:**

1. Process the information so that it 'sticks'.
2. Organise the information so it can be recalled easily.
3. Visualise the information.
4. For information that is really hard to remember, use acronyms or mnemonics - 'tricks' to aid the memory.
5. Test yourself.

### Processing Information

The more you *do* with the information you are learning - the more you *process* it - the more it will stick. One of the simplest and most effective ways to process information is to make summary notes.

### A Brief Guide to Note-making

#### 1. Find the main point:

- If you are making summary notes from a book, pick out the main point or generalisation from each paragraph.
- The main point is usually (but not always) contained in the first sentence - the 'topic' sentence. Sometimes it is in the final sentence.
- Being able to pick out the main point is by far the most important skill in note making.

#### 2. Then add the detail that supports the main point:

- Don't record more detail than you need.
- Don't write full/ proper sentences.

#### 3. Use arrows, simple diagrams, and abbreviations to save time.

Build up a 'memory bank' of your own abbreviations, such as:

e.g.	for example	=	the same as
i.e.	that is	≠	not the same as
imp.	important	∴	therefore
c.f.	compared with	C	Century
adv.	advantage	&	and
cond.	condition	+ve	positive
esp.	especially	-ve	negative
ind.	industry	→	leads to
op.	opinion	←	due to/ because of

#### 4. Make your notes clear and attractive to read, with large headings and consistent format. Avoid clutter, and keep lots of white space.

#### 5. Break information up into bite-size pieces that you can remember.

- The brain can only remember so much at a time.
- For example it can probably remember 6753917.

But to remember 64802783648920 it has to break it up into smaller sections.

### Organising Information

Your summary notes will be easiest to organise, remember and test yourself on when you can reduce them to lists:

- Simple Lists
- Categorised Lists
- Contrasting Lists

**Simple Lists**

*For example:*

<b>Eight Important Points About Christopher Columbus</b>	
1	Born 1452, Genoa.
2	Died 1506, Spain.
3	Aimed to find a quicker western route to Asia.
4	Given support by King and Queen of Spain.
5	Three voyages to New World.
6	Thought he had reached Asia.
7	Had not reached Asia or discovered a route to Asia.
8	However, was first European to reach Bahamas, Central and South America.

In your title always include the number of points. That reminds you how many points must be recalled.

**Categorised Lists**

These organise your information more. You now memorise, and recall, information in two steps: firstly the categories, and secondly the information inside each category. Which list is easier to memorise and recall from?

*Simple List*

*Categorised List*

<b>Columbus</b>	<b>Columbus</b>
<ol style="list-style-type: none"> <li>1 Born 1452, Spain.</li> <li>2 Died 1506, Genoa.</li> <li>3 Aimed to find a quicker western route to Asia.</li> <li>4 Given support by King and Queen of Spain.</li> <li>5 Three voyages to the New World.</li> <li>6 Thought he had reached Asia.</li> <li>7 Did not reach Asia or discover route.</li> <li>8 However, was the first European to reach Bahamas, Central and South America.</li> </ol>	<p><i>Raw Data:</i></p> <ul style="list-style-type: none"> <li>• Born 1452, Spain.</li> <li>• Died 1506, Genoa.</li> </ul> <p><i>Aims:</i></p> <ul style="list-style-type: none"> <li>• Aimed to find a quicker western route to Asia.</li> </ul> <p><i>How did he achieve them ?</i></p> <ul style="list-style-type: none"> <li>• Given support by King and Queen of Spain.</li> <li>• Three voyages to the New World.</li> </ul> <p><i>How successful ?</i></p> <ul style="list-style-type: none"> <li>• Thought he had reached Asia.</li> <li>• Did not reach Asia or discover route.</li> <li>• However, was the first European to reach Bahamas, Central and South America.</li> </ul>

### Contrasting Lists

Often you have to learn about things that can be compared to each other; for example, different characters in a novel, or different explorers.

If you make lists using the same categories for both people you are studying it will be easy to contrast and compare them in an examination. For example:

Columbus		Magellan
	<i>Raw Data:</i>	
<ul style="list-style-type: none"> <li>Born 1452, Spain.</li> <li>Died 1506, Genoa.</li> </ul>		<ul style="list-style-type: none"> <li>Born 1480, Portugal.</li> <li>Died 1521, Philippines.</li> </ul>
	<i>Aims:</i>	
<ul style="list-style-type: none"> <li>To find a quicker western route to Asia.</li> </ul>		<ul style="list-style-type: none"> <li>To find a quicker western route to Asia.</li> </ul>
	<i>Achieved By:</i>	
<ul style="list-style-type: none"> <li>Given support by King and Queen of Spain.</li> <li>Three voyages to the New World.</li> </ul>		<ul style="list-style-type: none"> <li>Sailed around the world.</li> </ul>
	<i>Success:</i>	
<ul style="list-style-type: none"> <li>Unsuccessful</li> <li>Thought he had reached Asia.</li> <li>Did not reach Asia or discover route.</li> <li>However, was the first European to reach Bahamas, Central and South America.</li> </ul>		<ul style="list-style-type: none"> <li>Successful.</li> <li>First European voyage around the world.</li> <li>First European to reach Asia from the West.</li> </ul>

### Visualising Information

Use the combination of visuals and text to help you learn more. When revising, turn written explanations into diagrams and visuals; write explanations of diagrams and visuals in paragraphs.

Processing the same information using different forms will help you to consolidate your learning of the ideas.

#### Diagrams:

- Flow diagram for showing a sequence of events or processes.
- Star diagram for showing aspects of a topic, i.e. reasons, or consequences.
- In the title of the diagram include the number of points it includes i.e. 'Eight steps to war'. That reminds you how many points you have to recall.

**Symbols:**

Sometimes, instead of using words, use symbols (or media graphics) to represent particular things.

**Memorising Information**

If you are finding some information really hard to remember, there are a few 'tricks' that may help. They won't improve your understanding, but they *can* aid simple recall.

**Acronyms:**

An acronym is a name made from the first letter of each word you need to remember.

<i>Five areas occupied by Hitler before WW2 in chronological order:</i>	<i>Four main battles in the Waikato War in chronological order:</i>
<b>RASCP</b>	<b>MRPO</b>
Rhineland	Meremere
Austria	Rangiriri
Sudetenland	Paterangi
Czechoslovakia	Orakau
Poland	

An acronym will help you remember:

- o Key names, and how many must be recalled
- o Their order

If the words do not need to be learnt in any particular order then it can be easier to find a mnemonic for them. For example the five examples of expansion that led to World War Two, which could be called an enormous **SCRAP**.

**Mnemonics:**

Mnemonics means visual or aural (sound) association to aid the memory.

For example, if you can't remember RASCP, associate the term with something you already do know - Hitler was a rascal, proven.

*Other examples:*

U.S. Slavery was abolished in 1863.

Word association: three with free. Slaves were free in 1863.

Muldoon lost power in 1984.

Word association: four with door. In 1984 Muldoon was shown the door.

**Testing**

You have used a variety of methods to learn and remember.

These have included reading, note making, making lists, diagrams, symbols, acronyms and mnemonics.

How can you tell if it has worked? The final and most important step of revision is to test yourself.

- 1 Re-produce, from memory, one section of information, in the way you have learnt it. For example if you used a simple list for Columbus' achievements, then recite or write out that simple list.
- 2 Compare 'your production' with the original, and note any errors or gaps.
- 3 Memorise what you still don't know.
- 4 Test yourself again.
- 5 Continue this process until you get it right.

Note that the more simple and straightforward the organisation of your notes is, the easier it is to test yourself on them.

**Going over it all again**

To remember something well you need to revise it at least three times as follows:

- o An hour or two after you first learnt it. This is the time period when new information is most easily 'forgotten'. Even a brief reminder will help to reinforce it.
- o Later that day or the following day.
- o Shortly before the examination.

Each 'revision' will take less time than the one before, and will seem easier, as you remember more and more.

## EXAMINATION PREPARATION

**Most students will start examination preparation about a month before examinations and the following tips should assist students with preparing effectively:**

### **Set your goals:**

In each subject set a specific goal: a mark or class placing or both.

How much work, in what areas of the subject, will be necessary to achieve your goals?

### **Know the examination format:**

Examine previous examinations. How are they organised? How are instructions and questions worded, what are the sections, and how are marks allocated? Find out if the format of this examination will be the same.

Don't take anything for granted. Check your understanding of the content and format of the examination with someone else in the class, preferably the teacher.

### **Fill the gaps:**

Check that your notes are complete and accurate. Do this by comparing them with someone else's, noting the following:

- Are there gaps in your notes, or lab books?
- Were term essays or assignments not completed?
- Are there topics that you still don't understand?

You don't want to discover such problems a day or two before an examination.

It is tempting to copy or photocopy the missing work from a friend. But you will learn much more if you do the work yourself.

### **Plan a study timetable:**

Study in the weeks before School examinations can be difficult, because it is additional to normal homework which may already take several hours a night.

It is no use studying *instead* of doing homework. The homework will be necessary for you to finish the syllabus to be covered in the examinations.

*Extra* study time needs to be found, starting at least three to four weeks before the examination. Aim for:

- o Up to an extra hour per night
- o About an extra day in the weekend

By a week or two before the examinations, much of your weekend should be devoted to study. It may be better to do most of your extra study in the weekend, when you are less tired and busy, than during the week.



**Steps in drawing up an Examination Study Timetable:**

1. On a calendar planner, mark all the hours on all the days between now and examinations that you will use for study.
2. Total the number of hours.
3. Divide the total by the number of subjects to be studied, to give you the number of hours you can spend on each subject. Then make adjustments if some subjects need more, or less, time than others.
4. On the time planner now allocate each hour to a particular subject, taking note of when each examination is.
5. Then divide up your term's work in each subject into manageable sections that you can complete in a few hours. Note any sections where you are weak, and extra time or assistance might be needed. *For example:*

English: Total time available: 6 hours	
2 hours	Poetry
1 hour	Play
1 hour	Novel
1 hour	Language
1 hour	Reserve

Leave an hour or two a week in reserve, in case you encounter problems with a topic, or some study time is lost through unforeseen events like sickness. If all is going well, you can reward yourself by not using your reserve study time.

When you know exactly how much time you have available for each subject and topic, you will use that time much more efficiently.

**Don't overdo it:**

You will invoke the law of diminishing returns (i.e., the longer you do something for, the less return per hour you get out of it) if...

- You study for too long without breaks
- You study without ever exercising
- You study late into the night, and then can't sleep.

You should leave 30 minutes to an hour between ending study and going to bed. During this time do relaxing things: exercise, bath, shower, warm drink, music, TV. If you study directly before going to bed, you may have trouble getting to sleep, as the information you have been studying keeps circulating around your mind.

If you need extra study time directly before an examination, it is better to get up early than to go to bed late.

Possible homework/examination study timetables for weeknights in the week or two before examinations:

	2.5 hours total	3.5 hours total
to 5.00	Leisure/ sport	Leisure/ sport
5.00-5.30	STUDY	STUDY
5.30-6.00	STUDY	STUDY
6.00-6.30	STUDY	STUDY
6.30-7.00	TV/ Dinner	TV/ Dinner
7.00-7.30	TV/ Dinner	STUDY
7.30-8.00	STUDY	STUDY
8.00-8.30	STUDY	Relax/ TV
8.30-9.00	Relax/ TV	STUDY
9.00-9.30	Relax/ TV	STUDY
9.30-10.00	Bed	Relax/ TV
10.00-10.30		Bed

**For weekends before examinations - 13 hours of study in total:**

	<i>Saturday</i>	<i>Sunday</i>
9.00-10.00	Leisure	STUDY
10.00-11.00	Leisure	STUDY
11.00-12.00	Leisure	STUDY
12.00-1.00	Leisure/ Lunch	Leisure
1.00-2.00	STUDY	Lunch
2.00-3.00	STUDY	STUDY
3.00-4.00	Leisure	STUDY
4.00-5.00	STUDY	STUDY
5.00-6.00	STUDY	Dinner
6.00-7.00	Dinner/ Leisure	STUDY
7.00-8.00	Leisure	STUDY
8.00-9.00	Leisure	STUDY
9.00-10.00	Leisure	Leisure
10.00-11.00	Bed	Bed

Note how it is possible, with a good study timetable, to keep plenty of leisure time, have good breaks between study, and avoid late night work.

### Take regular breaks:

Take long breaks every few hours.

Also take short breaks. How long, and how often, will depend upon your concentration span. You may work best in short spurts of 20-30 minutes with 5 minute breaks in between -but do not have too many breaks, or you will never get into your work. Or, you may prefer longer work periods of an hour or more, with longer, less frequent breaks.

### What should you start on?

Some people start on the easiest or most interesting work, because that gets them going straight away. Other people save the easiest or most interesting work for last, when they may be feeling tired or bored, and start with the hardest, when they are most alert.

Every person is different. Find out what works best for you.

## My Study/Homework Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00							
:30							
7:00							
:30							
8:00							
:30							
9:00							
:30							
10:00							
:30							
11:00							
:30							
12:00 pm							
:30							
1:00 pm							
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2:00 pm							
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5:00 pm							
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7:00 pm							
:30							
8:00 pm							
:30							
9:00 pm							
:30							

## EXAMINATION TECHNIQUE

**The two easiest ways to lose examination marks are:**

- 1. Not following instructions**
- 2. Running out of time**

**Before the examination:**

Examine previous examinations. How are they organised? How are instructions and questions worded, what are the sections, and how are marks allocated? Obtain a detailed format from your teacher to find out if the format of this term's examination will be the same. Note that past examinations are available on **Grammarnet**.

**On the day:**

- Don't stay up late studying the previous night.
- Find at least half an hour before the examination to skim over main points - just to get your brain working. *But don't try to learn anything new!*
- Have a good breakfast.
- Arrive at the examination room early. Arriving late can throw your confidence and concentration, as well as losing you valuable time.

**When you are issued your paper:**

- Scan the whole examination. Look especially for questions that continue over a page. Read and then re-read all the instructions. Don't assume that the format will be the same as for previous years.

**When the examination starts: Five essential minutes of organization:**

Many students will start writing answers the moment they can. Don't be put off by this. You will gain more from spending your first few minutes organising your examination as follows:

- Work out the questions you will do, in the order you will do them. Start with the questions you will find easiest (usually short answers, because the questions help to jog your memory, whereas writing essays you are 'starting from scratch').
- Calculate roughly how much time you should spend on each section. For example in a two hour examination, a section worth 20 marks should be given about one fifth of the time, 25 minutes. If you stick to your calculations you should not run out of time.
- Jot down any key information that you may forget under time pressure.

**Short answer questions:**

- Do not waste time writing out the wording of the question. Give the answer only.
- The question may require one or two words only. Rarely will a one-mark short answer question require more than two sentences.
- Never put more than one answer. If you cannot make up your mind between one possibility and another, then guess. If you put two answers, one may be right, but the other one *must* be wrong! You will therefore get no mark.

**Multi-choice questions:**

- Read the options very carefully. They may be as much a test of your understanding of English, as of your understanding of the particular subject. The difference between the 'right' answer, and the next best one, may be very subtle.
- Look out for any options that contain a negative word - i.e. *Which of the following was **not** the reason why Mount Pinatobo erupted?*

When speed-reading it is easy to miss the 'not'.

- Place an asterisk alongside questions you are uncertain about, and return to them later in the examination.
- Always put an answer to a multi-choice question. You have nothing to lose if it is wrong.

**Essays:**

There are different kinds of essays. An essay may ask you to:

- Tell a story (English), or;
- Argue a case/give your point of view (English or Social Studies), or;
- Describe or explain a specific event or situation (English or Social Studies)

If you have to write about a specific topic, underline the words that define that topic. These may be names, dates, people, countries, regions, ideas, concepts. For example: *Outline the ways in which New Zealand has gained security in the South Pacific since 1945.*

Also examine the words that tell you what to *do* with this information

- **Straightforward:** Describe, outline, explain, summarise  
Here you are expected to tell a story or show a situation. You will be marked according to how much information your essay contains, and whether it is relevant, factually correct and well organised.
- **More demanding:** Compare, contrast  
Here you must compare (generally) two people, events, situations, and draw some conclusions about what they have in common and what is different.

## Examination troubleshooting:

*If you remember something that should have been included earlier in the essay:*

- Place an asterisk where this section should have gone in the essay, and alongside write 'please refer to separate sheet'. Then write the new section on a separate sheet, headed by the asterisk. Head this sheet INSERT.

*If you are running out of time:*

- Decrease the amount of detail in your answers. Remember that most of the marks in an essay come from the main points, not the detail.
- If desperate, forget about writing proper prose, and list main points in note form. You will still get some marks for these.
- Always attempt every question. You will probably get more marks from doing all questions quickly, than from doing only half of the examination really thoroughly.

*If you finish early:*

- There should be no such thing as finishing an examination early.
- If you are lucky enough to have some time in hand, use it to check, check and re-check your work, to make sure there is nothing you could improve upon:
  - Carefully read essays right through. This is the best way to find errors.
  - Return to short answers you were unsure of (which should be asterisked).
  - You will almost certainly find errors and gaps, and be able to improve your examination.
  - Ensure that all sections of the examination have been answered.

## COPING WITH EXAMINATION STRESS

### Why does stress make it hard to study?

From time-to-time things can go wrong in our private lives that are very stressful. Stress can make it difficult to study.

Examinations can also cause their own stress when:

- You feel under pressure to achieve.
- You know that you haven't done enough term work or examination preparation: now you are panicking.

### Here are some important things to remember:

*If you have tried really hard:*

- Examinations are stressful for *most* people.
- You can only do as well as *you* can do. No one can expect any more of you.
- There is a limit to how much examination preparation you can do. Try too much, or try too hard, and you invoke the law of diminishing returns.

*If you have not tried hard:*

- Last minute cramming won't help and you will need to prepare more thoroughly next time.

### If you are feeling stressed:

- *Ease up.*
- *Accept* that you may not do so well in these examinations (but still try).
- *Talk* to your parents about it.
- *Learn* from the experience.
- *Aim* to do better next time and work out a plan to achieve this.