



FORM 3

CURRICULUM & ASSESSMENT GUIDE

2011

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 streamed according to attainment. All students can be reclassified during the year on the basis of academic results.
2. Auckland Grammar School offers an academic programme with emphasis on national and international syllabi.
3. The school caters for the special needs of the very able by offering accelerated classes and courses.
4. The special needs of less able students are catered for by small classes and the provision of learning assistance programmes and, in the senior school, by specially devised programmes (Career Studies, Employment Skills, Gateway).
5. The School by its streamed classification provides the optimum system to enable all boys of all ability levels to reach their potential.
6. In Form 3 in 2011 there are two courses available:

3A-3H English, Social Studies, Science, Mathematics, Latin, French or Japanese or Spanish.

3I-3Q English, Social Studies, Science, Mathematics, French or Japanese or Latin or Spanish.

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

STUDENT DIARY

All third form students will be issued with a Student Diary through the school stationery 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 AUCKLAND GRAMMAR SCHOOL.

All third formers are required to take this book with them to each class. Parents are asked to look at it at least once a week, and to sign it. It provides a clear record of homework set and is an important means of communication between teachers and parents.

ENGLISH

Term 1: Programme of Work

- Narrative and Descriptive Writing: (with emphasis on process)
- Library Orientation and Reading Programme
- Language Study: Spelling [first column, p38 English Handbook]; Parts of speech, editing passages [particular attention: use of articles as well as tense and number agreement].
- Literature:
 - A brief introduction to Genre
 - Short Story Introduction and Study of four stories (Literature Unit 1)
 - Learning to write a Literature Essay
- A study of at least two poems and basic literary devices therein
- Comprehension

Term 1 Exam Format - 1.5 hours

- All Form 3 students will sit a common examination. The exam structure will be as follows:
 1. Comprehension
 - a. Narrative prose
 - b. Poetry (basic meaning and language devices) **[30]**
 2. Language [Parts of speech, spelling (1st column on p38 of English Handbook), editing work] **[25]**
 3. Literature: Short essay on character or theme in the short stories studied **[20]**
[75 converted to %]

Term 2: Programme of Work

- Language Study Programme (Spelling [2nd column from p38 of handbook], punctuation, syntax and types of sentences)
- Literature (Unit 2 - novel or non-fiction)
- Comprehension (non-fiction)
- Speech Delivery techniques
- Speaking Task
- Extended Writing (formal writing - **marks to count for exam mark**)
- Reading Programme

Term 2 Exam Format - 2 hours

1. Comprehension (Non-fiction) **[25]** more reading than in term one
2. Language (Spelling, punctuation, syntax) **[25]**
3. Literature (Novel or Non-fiction- essay on theme, character or setting) **[20]**

[+15 marks for writing done during term = 85]

Terms 3 Programme of Work

- Writing (Empathy writing: **marks to count for final exam**)
- Comprehension (General – fiction or non-fiction)
- Introduction to Shakespeare: his life, works and language)
- Literature Unit 3: (Shakespeare play. Excerpts for lower forms)
- Language Study: Spelling- (third column p 38); Paragraph division; Emotive Language
- Static image (Advertisement)
- Oral – Dramatic Monologue (Performed during Assessment Week, Term 3)
- Reading Programme
- Filmic Terminology

Terms 4 Programme of Work

- Film Study (Literature Unit 4)
- Spelling (Column 4 p 38)

Term 4 Exam Format - 2 hours

1. Comprehension (Fiction or non-fiction) [20]
2. Language (paragraphs, spelling [columns 3 & 4] emotive language, film terminology) [25]
3. Shakespeare (general short questions on life, works and language) [10]
4. Literature:
 - Shakespeare play [character or theme essay] [20]
 - Film [essay on scene analysis] [20]

+ writing mark [15] from term's work = 110

MATHEMATICS

Assessment

- Common Tests relating to specific topics will be given on specific dates. Check the Maths 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 any of their exams (except for Forms 3A - C in the Final Exam)

Exam 1

- This exam will be 1.5 hours in duration
- An exam format is prepared and distributed to all classes. A copy is put on the Maths Dept. 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.
- Pupils 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 Maths teacher should set homework of at least 20 minutes daily.
- The homework can be a project, investigation/activity or the completion of an exercise from the 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 exams are all available on the School's website. Click on the 'Staff & Student Intranet' button and then click on 'Departments' - select 'Mathematics'.
- Lost topic sheets can be replaced via the Library Desk Copy scheme.
- Maths Tutorials are provided for all levels in B8 every Tuesday and Thursday from 8 - 8:45 am.

FORM 3A, B & C MATHEMATICS

Term 1 Programme of Work

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

Exam 1 (1.5 Hours): Topics 1 - 3 only

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
Topic 10	Arithmetic, Percentage, Metric System
Topic 11	Algebra with Brackets, Factors & Equations

Exam 2 (2 Hours): Topics 1 - 11

Term 3 Programme of Work

Topic 12	Relations and Graphs
Topic 13	Transformation Geometry
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

Exam 3 (2 Hours): all topics covered during the year

FORM 3D - 3Q MATHEMATICS

Term 1 Programme of Work

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

Exam 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
Topic 10	Arithmetic, Percentage, Metric System

Exam 2 (2 Hours): Topics 1 - 10

Term 3 Programme of Work

Topic 11	Algebra with Brackets, Factors & Equations
Topic 12	Relations and Graphs
Topic 13	Transformation Geometry
Topic 14	Geometry with Constructions

Term 4 Programme of Work

Topic 15	Statistics
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Exam 3 (2 Hours): all topics covered during the year

SCIENCE

Term 1 Programme of Work

- Topic 1 Skills in Science – 3 weeks**
- a general introduction to Science via an appreciation of the different science disciplines, famous scientists;
 - recognition and use of common laboratory apparatus;
 - the scientific method.
- Topic 2 Particles and Small size – 3 weeks**
- nature of substances;
 - the concepts of the atom and molecules;
 - states of matter and changes of state.
- Topic 3 A study of Communities – 3 weeks**
- living organisms;
 - biological communities;
 - food chains, food webs and pyramids of numbers;
 - natural balances in a community.

Electronics introduction: All form 3 classes this term undertake a 1 week study of the properties of common electronic components. This knowledge will assist with the boys' understanding of the electronics device they will make in Science and Technology lessons.

Exam 1 (end of Term 1) - 1.5 hours: Exam 1 tests all of the content studied in the above four topics (including electronics).

Term 2 Programme of Work

- Topic 4 Astronomy – 3 weeks**
- life the universe and everything;
 - the planets and the solar system;
 - our place in the universe
 - Planetarium visit.
- Topic 5 Cells – 1 week**
- cell types;
 - microorganisms;
 - cell characteristics.
- Topic 6 The Plant Way of Life – 4 weeks**
- plant phylogeny (classification of the major types);
 - photosynthesis;
 - plant structure;
 - osmosis and transpiration.

- Topic 7 Energy - 2 weeks**
- forms of energy;
 - conservation of energy;
 - work and energy; fuels and food.

Exam 2 (end of Term 2) - 2 hours : Exam 2 tests Term 1 topics (40%) and Term 2 topics (60%) including the Electronics introduction .

Term 3 Programme of Work

- Topic 8 Introduction to Chemical Reactions - 3 weeks**
- elements combining and separating;
 - testing for gases;
 - classifying chemical elements;
 - everyday uses for some elements.

- Topic 9 Earth Sciences - 3 weeks**
- minerals, rocks, weathering and erosion;
 - earthquakes, volcanoes, plate tectonics;
 - outline of the geology of New Zealand with a focus on Auckland.

- Topic 10 Growth and Reproduction - 3 weeks**
- cells, plant reproduction and growth;
 - animal reproduction and growth; biotechnology.

Common Test (week 10) - 40 minutes : Examines the Term 3 topics 8, 9 and 10 along with Topic 1 skills in science.

- NOTE:** Forms 3A and 3B will **not** study topic 9. As preparation for IGCSE Combined Science in Form 4 they will study two **extension** units on:
- nature of atoms
 - electricity.

Term 4 Programme of Work

- Topic 11 Biotechnology - 3 weeks**
- ancient biotechnologies
 - immunity, antibiotics
 - genetics and issues related to modern research technologies

Exam 3 (Term 4 week 5 or 6) - 2 hours: Exam 3 tests all term 3 and 4 topics.
NB: the exam for 3A and 3B does not include Topic 9 but instead tests content from the **extension** units.

- NOTE:** Skills in Science are developed as a continuous process. These skills will be tested in all exams. They include apparatus drawing, the concept of fair testing, graph drawing and interpretation, data interpretation skills, etc.

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.

SOCIAL STUDIES

General

- Built into the course throughout the year are a number of skills (e.g. written and graphic source interpretation, essay writing, research method, graph drawing and interpretation, note taking). These are interwoven with various key curriculum concepts.
- Two individual assignments are completed by each boy in Terms Two and Three.
- In addition, periods will be spent examining current events of significance each term.
- Student resources include textbooks and workbooks, which will be issued on a topic-by-topic basis.

Term 1 Programme of Work

Topic 1 Settlement and Migration:

- Introduction: What is Social Studies?
- NZ Natural Environment
- NZ Climate
- Migration and Settlement

Topic 2 The Settlement of Polynesia and New Zealand:

- Introduction
- Where did the original ancestors of the Maori come from?
- Pacific archaeological evidence
- Following the Lapita Potters
- The Settlement of Polynesia

Topic 3 The World of the Maori:

- Who were the first New Zealanders?
- Maori lifestyle and change
- Modern thoughts

Current Events

Skills

Exam 1 (end of Term 1): Covers Topics 1 - 3, Current Events and Skills

Term 2 Programme of Work

- Topic 4 Discovery Contact and Migration**
- Abel Tasman & James Cook
 - Whalers, Sealers and Missionaries
 - Why did settlers want to come to New Zealand?
 - 1840's mass migration
 - The Gold Rush
 - Settlement in the 1870s: The Vogel Boom

- Topic 5 Our Treaty**
- Background
 - Signing
 - Translation
 - Consequences
 - Fight for redress

Current Events
Skills

Exam 2 (end of Term 2): Covers Topics 1 – 5 (emphasis on 4 and 5,) Current Events and Skills

Term 3 & 4 Programme of Work

- Topic 6 Resources and Economic Activities**
- What are Resources?
 - Sustainability
 - Unequal Distribution of Technology and Wealth
 - Industry in New Zealand
 - Entrepreneurship

- Topic 7 Governments:**
- Features of different political systems
 - Key features of the New Zealand political system
 - How decisions are made in New Zealand
 - How decisions are made in the United States and in Cuba.

Current events
Skills

Exam (Weeks 3 & 4 Term 4): Covers Topics 6 - 7, Current Events and Skills

FRENCH

Pupils will be required to have a 1B5 exercise book.

Note on Assessment:

- The cumulative nature of the study of a language means that each exam, 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 exam or test in French will test the skills of listening, reading and writing. All exams except for the exam at the end of Term 1 will include a speaking mark based on tests carried out in class during the term.
- Questions in common tests and exams 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.

Term 1: Programme of Work

- 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 – 69 and the alphabet.
- Giving details about other people.
- The classroom: talking about familiar objects and the language of the classroom; instructions; saying where things are; to whom things belong, etc.
- Talking about where you live and identifying places e.g. town, village.

Common Test (mid-term) covering topics listed above. **Part A: Listening (50%)**
Part B: Writing (50%)

- Talking about your family.
- Talking about your house; what it is like; where things are.
- Days of the week
- Describing pets and possessions (size and colour).
- Saying what you like and dislike.

Exam 1 (end Term 1) : covering all topics for Term 1.

Term 2: Programme of Work

- Describing clothing.
- Talking about activities (using a variety of -er verbs) and times.
- Numbers 1 – 100.
- Talking about the months of the year and what is important about certain dates.

Speaking Assessment (mid-term) : 1 minute presentation

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

- Talking about the weather.
- Talking about the seasons.
- Talking about sports and leisure interests.
- Talking about what you do in your spare time.

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

Term 3: Programme of Work

- Talking about a French town; what there is to do and see; main buildings.
- Asking for tourist information.
- Asking for and giving directions.
- Talking about what you do every day and when you do it (telling the time).
- Expressing preferences, favourites, etc.
- Talking about food, drink and mealtimes.
- Understanding a menu.
- Talking about physical characteristics, personality, feelings.
- Talking about professions.

Speaking Assessment (Week 7) : conversation of approximately 2 minutes

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

Term 4: Programme of Work

- Leisure activities.
- Understanding times (24-hour clock).
- Where to buy things.
- Shopping.
- Computing and technology.
- Describing where you go and how you get there.
- Talking about plans for the immediate future.

Exam (end Term 4): on topics learned in Terms 3 and 4.

Note on Assessment:

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

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.

Exam 1 (end Term 1): all Term 1 topics.

Term 2: Programme of Work

- Topic 4 Talking about your Home and Family:**
- talking about your family
 - talking about your schooling
 - learning about Japanese houses.
- 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.

Exam 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 May I Watch T.V.?

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

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 Give a full INTRODUCTION of YOURSELF IN JAPANESE

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

Exam (end Term 4): whole year's work (emphasis on topics learned in Terms 3 and 4).

LATIN

Testing

- All vocabulary will be tested (Latin to English) by a written test. A number of vocabulary lists may be amalgamated for these tests.
- Grammar tests will be given where appropriate. These will become more frequent as the exams draw near.
- 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 Exam 3. These projects will be displayed for three days in the Library 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. Homework will be checked by a test if it is of a learning nature and by inspection if it is of a written nature.
- Students may find additional help with vocabulary and grammar on the School intranet website (go to Latin Department).

Discipline

- Lessons will not begin until all pupils 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

Exam 1 (end of Term 1)

3A - Q:

Students will be provided with the examination format and mark allocations one week before all exams.

Coverage: The content in the Auckland Grammar School Latin Course Booklets.

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, etc.
4. Vocabulary recall.

Exam 2 (end of Term 2)

3A/B/C/D

Coverage: The content in the Auckland Grammar School Latin Course Booklets.

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, etc.
4. Vocabulary recall.

3E - Q

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. Derivatives
5. Life and Customs
6. Vocabulary recall.

Exam 3 (end of Term 4)

3A/B/C/D

Coverage: The content in the Auckland Grammar School Latin Course Booklets.

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.
4. Vocabulary recall.

3E - Q

Coverage: The content in the Cambridge Latin Course I, Stages 8 - 14 and the Cambridge Latin Course II (to stage 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.
6. Vocabulary recall.
- 7.

SPANISH

Pupils 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 pupils 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 all 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. Some of these sheets are also available on the school intranet, which the students are encouraged to access. All form classes will sit a common exam at the end of Term One. Pupils will be re-allocated a Spanish class depending on the result of this exam.

FORM THREE SPANISH SCHEME OF WORK 2011 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 st 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 rd 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	
	Six	Where you live	IR verbs	
		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 rd 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	Por la mañana, el sábado
Date	Chapter	Topics	Suggested Grammar
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 2011
CLASSES 3I - 3Q**

Date	Chapter	Topics	Suggested Grammar
Term One	One	Greetings	Estar - learn as irregular
		Giving your name	Subject pronouns
		Number 1-20	1 st 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 rd person verb pattern/ER verbs
		Animals	Possessive adjectives
		Birthday	Spanish word order
Date	Chapter	Topics	After Term 1, grammar is taught as phrases
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
Date	Chapter	Topics	
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
Date	Chapter	Topics	
Term Four	Ten	Chores around the house	Tengo que
		Daily routine	Hay que, present tense regular (1 st person only)
		Interrogatives	Asking questions
	Eleven	Food and Drinks	Quiero, ¿qué quieres?
		Ordering in a cafe	¿Cuánto es?

Form Three Assessment Schedule 2011

	Assessment	Chapters covered	Date of exam
Term One	Common Test	Chapters 1 and 2	Week beginning 28th Feb
	End of term exam	Chapters 1, 2 and 3	Week beginning 4th April
Term Two	Speaking Assessment	Everything so far	Week beginning 13 th June
	End of term exam	Chapters 4, 5 and 6	Week beginning 11th July
Term Three	Speaking Assessment	Everything so far	Week beginning 13th Sept
	Common Test	Chapters 7,8 and 9	Junior Assess Week beginning 3rd Oct
Term Four	End of Year Exam	Chapters 1 - 11	Junior Exam Week beginning 7 th Nov

Notes on Assessment

- After Term One, there will be separate exams for classes 3A-H and 3I - Q
- The cumulative nature of the subject means that each exam, while concentrating mainly on the topics studied during the term, will inevitably also test overall knowledge.
- Each exam will test the skills of Reading, Listening, Speaking and Writing.
- The assessment dates set may be subject to minor alterations due to demands on the students in other subject areas.

SEEKING HELP WITH SCHOOLWORK

Who can you ask?

- Your teacher
- Another teacher
- Learning Support Department - Mrs Rawlinson.
- Your Dean
- Friends
- Parent
- Tutor
- Your parent-tutor, if you have one

How to ask your teacher for extra help

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.

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:

- 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.
- 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.
- 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?

- The Director of Guidance, Mr McKain
- Your Dean
- Any teacher
- Public Health Nurse (See your Dean to make an appointment)
- Learning Support Department
- The Headmaster or any Executive member

SECTION B : ASSESSMENT

ASSESSMENT & REPORTING SCHEDULE 2011

	Placement	Length	Reports Issued	Parent Evenings
EXAM 1	Term 1, Weeks 11 & 12 Thurs 7 - Mon 11 April	1.5 hrs	Posted during holidays	Thursday 10 Feb * Wednesday 9 March
EXAM 2	Term 2, Week 11 ie Tues 12 - Fri 15 July	2 hrs	Posted Term 3	Wednesday 17 August
JUNIOR Assessment Week	Term 3, Week 10 ie Mon 3 - Fri 7 October.	Class time	No formal reporting	Options Evening - Tues 6 September for all Form levels
EXAM 3	Term 4, Weeks 3 & 4 ie Thur 10 - Tues 15 Nov	2 hrs	Issued with other documentation at Prizegiving on Thur 1 December	

* Form 3 Parents Introductory Evening

NOTE: During exam periods if students do not have a timetabled exam, they are not expected to be at School. If a student has a morning exam only, School will finish at 11.30 am. Afternoon exams finish by 2.30 pm.

HOW TO REVISE

Study techniques will vary according to the subject

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 or generalisation 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
- Categorical Lists
- Contrasting Lists

Simple Lists

For example

Eight Important Points About Christopher Columbus

- 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

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

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

If you read a book and saw a film of the same story, which would you find it easier to remember the plot from?

For most people the answer is the film. Visual images are easier to remember than words.

The more visually you display your material, the more you are using the right side of your brain, as well as the left side (This is called Whole Brain Learning).

Use visual images or displays whenever you can when swotting.

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.

For example if you were learning about the Holocaust, symbols in your notes could include:

- a Swastika to represent Nazi Germany
- a Star of David to represent Jews
- a chain to represent Concentration Camps
- a whisp of smoke to represent Extermination Camps
- a train to represent transportation

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.

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

- Key names, and how many must be recalled
- 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. Blacks 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 're-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 three times.

- 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.
- Later that day, or the following day
- Shortly before the exam

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

EXAM PREPARATION

Most students will start exam preparation about a month before exams:

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 exam format

Examine previous exams. 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 exam will be the same.

Don't take anything for granted. Check your understanding of the content and format of the exam 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 notes.

- 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 exam.

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 exams 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 exams.

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

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

By a week or two before the exams, 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 Exam Study timetable:

1. On a time planner, mark all the hours between now and exams 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 exam 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 hours	Play
1 hours	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 exam, it is better to get up early than to go to bed late.

Possible homework/exam study timetables for weeknights in the week or two before exams

	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 exams - 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.

EXAM TECHNIQUE

The two easiest ways to lose exam marks are

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

Before the exam

Examine previous exams. 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 exam will be the same.

On the day

- Don't stay up late studying the previous night.
- Find at least half an hour before the exam to skim over main points - just to get your brain working. *But don't try to learn anything new!*
- Have a solid breakfast
- Arrive at the exam room on time or 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 exam. 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 exam starts: Five essential minutes of organisation

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 exam.

- 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 exam, 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 can not 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! Therefore you will get no mark.

Multi-Choice questions

- Read the options very carefully. They are 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 exam.
- 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.

Exam 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 exam really thoroughly.

If you finish early

There should be no such thing as finishing an exam early.

If you are lucky enough to have some time in hand, don't blow it by going to sleep

Use the extra time to check, check and re-check your work:

- 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).
- Ensure that all sections of the exam have been answered.

You will almost certainly find errors and gaps, and be able to improve your exam.

Cautions

Do not write silly answers. These annoy the marker.

Do not cheat.

EXAM 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.

Exams can also cause their own stress, when:

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

If you are tense and stressed during an exam your brain will not function as well.

Here are some important things to remember:

If you have tried really hard:

- Exams 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 exam 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. Try harder next time.

If you are feeling stressed:

- *Ease up.*
- *Accept* that you may not do so well in these exams (but still try).
- *Talk* to your parents about it.
- *Learn* from the experience.
- *Aim* to do better next time.

EXPECTATIONS OF STUDENTS AT AUCKLAND GRAMMAR SCHOOL

The following are expected of every boy attending AUCKLAND GRAMMAR SCHOOL:

1. Students are to arrive **on time**.
With periods being only 40 minutes long it is essential that minimal time is taken moving between classes. There is no excuse for lateness following interval and lunchtime.
2. Students to be **fully prepared** for each class.
Students should have all learning materials (texts, stationery, equipment) required for each lesson. Completing homework is also essential preparation for lessons.
3. Students to only **enter the classroom** under the direction of the master.
4. Students to **obey the instructions** of the master.
5. Students to act in a way which does not interfere with the **rights of others to learn**.
Behaviour which prevents masters from teaching or other students from learning will not be tolerated.
6. Students to refrain from **offensive behaviour** and from using **offensive language**.
7. Students to wear the **correct uniform** well and with pride.
Shirts are to tucked in and socks up. Jackets are not to be worn during assembly or in class.
8. Students to leave the **room clean and tidy** and not to exit until directed by the master.
9. Students to **give their best** always.
All that any parent or master can ask for is for students to do their best. This is the key to achieving to potential.
10. Students to **co-operate** with the master and accept the authority and rules of conduct of the school.

AUCKLAND GRAMMAR SCHOOL - SCHOOL GOALS

- To enable students to achieve a standard of literacy and numeracy comparable to the best international standards.
- To provide a curriculum which in all disciplines will consist of content that is both substantial and rigorous.
- To encourage students to reach their maximum potential by competition and cooperation with their peers and for this purpose to use academic streaming, form by form.
- To inspire in students a love of learning and respect for knowledge in a wide variety of disciplines.
- To enable students to master skills required to acquire and apply knowledge.
- To teach students the value of hard work and the importance of healthy competition.
- To require students in Forms Three and Four to study a major core of subjects consisting of English, Mathematics, Social Studies, Science, Languages and a minor core of Physical Education, Music, Art and Technology. No major core subject will consist of a course of less than one year's duration.
- To measure student performance by competitive internal examinations each term and external examinations at senior levels.
- To encourage participation and interest in cultural activities and pursuits which lead to physical fitness and good health.
- To provide school rules requiring a high standard of conduct from students in the interests of creating and maintaining a well-disciplined learning environment for all.
- To develop in students self discipline, resourcefulness, adaptability, creativity, honesty, courtesy, self-reliance, healthy self-esteem, pride in personal appearance, public spirit and other personal qualities, and to aim to use these virtues for the good of the School and of society at large.
- To promote attitudes and behaviour reflecting a core of values supported by the school and community, including,
 - the encouragement and reward of effort and achievement
 - the pursuit of excellence in all personal and group endeavours
 - the importance of fulfilling commitments
 - the acceptance of lawful and just authority
 - respect for and participation in the democratic process
 - the balancing of self-interest with concern and tolerance for others, their cultures and beliefs.

- To develop in students sensitivity towards and acceptance of the rights of others in our culturally diverse society.
- To appoint staff of the highest calibre, who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in co-curricular activities.
- To provide hostel accommodation for selected students from a wide variety of outside the Auckland metropolitan area, giving these students the opportunity to study at Auckland Grammar School.
- To promote these objectives for mutual benefit through contact and association with organisations in the community such as the University, Old Boys and Friends of the School.