



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL



Steiner School Certificate
Levels 1, 2 and 3

Student Handbook

2015

Foreword

Welcome to the Steiner School Certificate Course for 2015.

This handbook contains the qualification requirements, assessment regulations and information about your programme of study towards this qualification.

Please note, this 2015 Student Handbook has been revised from last year, including combining all Levels into one handbook, updated Learning Outcomes, and some changes to procedures.

The Steiner School Certificate is an NZQA approved course comparable to NCEA. We at the school uphold the standards established by NZQA, and are accountable to them. It is your responsibility as a student to meet the course requirements, including meeting the due dates.

Our hope is that you do your best and achieve a successful outcome. This will be assisted if you refer to this handbook both at the start of and during the year.

The subject specialist teachers at Raphael House will do all they can to ensure you achieve your goals towards the qualification and have a positive experience.

Steiner School Certificate expectations include full participation of Special Character Activities. This includes the cultural/social life of the school (eg: festivals, camps, outdoor activities, work-weeks) which contribute to the broader curriculum that supports Steiner/Waldorf education.

“We want to work with all material things

In the light of the Spirit,

And we want to seek the light of the Spirit in such a way

That it will create warmth within us

For our practical work.”

Rudolph Steiner

Sarah Pitman

Steiner School Certificate Coordinator

Raphael House Rudolf Steiner School

Table of Contents

1.0	Overview of the Steiner School Certificate	1
1.1	Qualification	1
1.2	Graduate Outcome Statement	1
1.3	Standard Entry Requirements	1
1.4	Discretionary Entry	2
1.5	The SSC Coordinator	2
1.6	Exchange Students	2
2.0	SSC Course Structure.....	3
2.1	Subjects and Learning Outcomes	3
2.2	Steiner School Certificate	3
2.3	University Entrance	3
2.4	Special Character Activities	4
2.5	Class 12 Project Guidelines for Students	4
2.6	Grades	5
2.7	Endorsement Awards	5
2.8	End of Year Certificate and Record of Achievement	Error! Bookmark not defined.
2.9	Class 12 Final Year Leaving Package	6
3.0	Assessment Regulations.....	7
3.1	Assessment	7
3.2	Moderation	7
3.3	Authenticity	7
3.4	Extension	8
3.5	Re-Submission	8
3.6	Appeals	9
3.7	Aegrotat Appeals	9
3.8	Special Assessment Conditions	9
3.9	Assessment in Te Reo Maori	10
3.10	Assessment Misconduct	11
3.11	Keeping a Copy of Your Work	11
3.12	Digital Submission of Work	11
3.13	Feedback on Progress and Reporting	11
3.14	Questions and Concerns	12
	APPENDIX 1	13
	Forms	
1)	Authenticity Form	13
2)	Extension Form	13
3)	Request for Appeal Form	13
4)	Special Assessment Conditions Form	13
	APPENDIX 2	18
	Subject and Learning Outcomes Table	
1)	Level 1	18
2)	Level 2	18
3)	Level 3	18

1.0 Overview of the Steiner School Certificate

1.1 Qualification

Upon successful completion of the three year programme, you are awarded the Steiner School Certificate (SSC). You will receive a certificate for each Level completed.

The qualification is owned by the Federation of Steiner Waldorf Schools in New Zealand (FRSWSNZ).

SSC Level 3 together with the University Entrance requirements provides entry into most New Zealand universities. To achieve this, the SSC qualification is registered and reviewed by NZQA (New Zealand Qualification Authority).

Raphael House provides SCC Levels as follows:

- Level 1 - Class 10
- Level 2 - Class 11
- Level 3 - Class 12

1.2 Graduate Outcome Statement

On successful attainment of the Level 3 qualification, students will have a comprehensive foundation for leaving school as independent life-long learners who are able to be self-reflective and take initiative when required. They will have openness and connectedness to the world and its peoples, will demonstrate tolerance and respect for others, and have a curiosity about all aspects of life.

Steiner School Certificate graduates are clear and creative thinkers and problem-solvers who can apply learning across a broad range of contexts. They are effective communicators, persevere towards deeper thinking and understanding and take action to follow things through to their conclusion.

1.3 Standard Entry Requirements

Steiner School Certificates are not awarded to students under the age of 16 years (ie, students must have turned 16 by Dec 31 of the year enrolled).

Students wishing to enter for the SSC must:

- Agree to abide by the FRSWSNZ and Raphael House Regulations
- Be enrolled in the school on or before March 1st in the year for which the certificate applies
- Provide an Enrolment Form to the front office by Friday 27 February 2015 signed by you and your parent/care giver
- Pay the enrolment fee of \$143.75 (GST included) to the School Office or by internet banking by 27 February 2014. Fees are not refundable after 1 May, even if a student withdraws from the course.

Additional entry criteria for SSC levels 2 and 3 are:

- Achievement of SSC level 1 (for entry to level 2) or SSC Level 2 (for entry to Level 3)
- Be able to demonstrate connection to the Special Character of Steiner education
- For entry into Level 3 Maths, Chemistry or Physics Additional Subjects (ie: Electives), Numeracy competence must be evidenced to a minimum of Level 1.

1.4 Discretionary Entry

Where a student wishes to enrol in a SSC level 2 or 3 qualification, but does not meet the entry criteria, there is provision for discretionary entry by the SSC Coordinator with approval from the FRSWSNZ.

To be considered for discretionary entry, the student must apply to the SSC Coordinator, and provide the following evidence:

- An equivalent level qualification (eg NCEA level 1 to move into SSC level 2);
- Literacy and Numeracy capacities to meet the requirements of the Level entered (the evidence will be in the form of approved test score/s, or similar);
- Capacity to participate and achieve in the Special Character Activities

1.5 The SSC Coordinator

The Steiner School Certificate Coordinator at Raphael House has responsibility for administering, overseeing and reporting results for the qualification on behalf of the FRSWSNZ.

1.6 Exchange Students

New Zealand students going overseas on exchange are unlikely to obtain an Achieved for the year. However, special arrangements prior to exchange may be made with their Teachers to fulfil the Learning Outcomes

Students will still receive a school-based Record of Achievement for all Learning Outcomes achieved while still at school.

2.0 SSC Course Structure

2.1 Subjects and Learning Outcomes

Each level of SSC is made up of subjects. Level 2 subjects are categorised as either Core or Additional Subjects, and Level 3 subjects are categorised as either Core or Elective Subjects. Each subject is then made up of a number of Learning Outcomes.

Each Learning Outcome states the Assessment Criteria to achieve each grade, including evidence you will have to present or demonstrate to allow your teacher to award you the Learning Outcome. The Assessment Criteria for each learning outcome are provided in Student Study Guides, which are given to you at the start of the course.

Details of the Subjects and Learning Outcomes for each SSC level are provided in the Subject and Learning Outcomes Tables in Appendix 2. These tables also provide the SSC points available and assessment dates for 2015 with each Learning Outcome.

Each learning outcome number is made up of 4 digits, plus a version number ie v1, v2, v3 etc. The first digit of the number represents the level of the course, from 1 to 4.

2.2 Steiner School Certificate

Each Learning Outcome has an SSC level points value assigned to it. The point value reflects a combination of relative aspects such as workload, teaching and self-study time, timetabled hours, and the wholeness of the qualification.

To gain Steiner School Certificate Level 1, 2 or 3, students must achieve the SSC points requirements which are provided in the Learning Outcome Tables in Appendix 2

Note that your courses will offer you more than the minimum required number of points.

2.3 University Entrance

University Entrance is attained as follows:

- 1 Achievement of a SSC Level 3 Certificate
- 2 Meet UE points requirements which are provided in the Learning Outcome Tables in Appendix 2

Points towards UE can be achieved in Level 1, 2 and 3. Note that all numeracy points must be achieved in Levels 1 and 2, while literacy points can be gained in Levels 2 and 3.

Please note that requirements for entry vary between Universities and different courses. Achievement of University Entrance does not necessarily allow entry into all University courses. Students should contact the University or the Raphael House Careers Advisor for details.

2.4 Special Character Activities

Not all activities and learning are assessed as part of the SSC Steiner School Certificate requirements. However full participation in Special Character Activities is expected. This includes cultural/social life of the school which are a normal expectation of all Steiner/Waldorf schools.

Non-participation or non-attendance are school absences and will be recorded on your Raphael House Record of Achievement.

The following are the main Special Character Activities planned for 2015:

Level 1 Special Character Activities are:

1. Festivals
2. Class 10 camp
3. Surveying camp
4. Community service week

Level 2 Special Character Activities are:

1. Festivals
2. Class 11 camp
3. Work Experience weeks

Level 3 Special Character Activities are:

1. Festivals
2. Class 12 camp
3. Rite of Passage camp
4. Class 12 play

2.5 Class 12 Project Guidelines for Students

At Raphael House Rudolf Steiner School, the Class 12 Project is an integral part of the Class 12 year. The project is a self-selected study that senior students begin in Term 4 of the Class 11 Year.

Class 12 Projects are supervised and generally consists of 4 integrated components:

1. A substantial theoretical study that is documented
2. A long-term practical or artistic activity
3. A public display
4. A speech

Students need to be self-motivated and undertake work outside of school hours. Please read the Class 12 Project Guidelines Handbook for details of what is required.

2.6 Grades

Assessment grades for each Learning Outcome are provided dependent on the levels of achievement as follows:

Achieved (A)	Which confirms that the student has met the requirements of the Learning Outcome adequately and appropriately
Merit (M)	Which confirms that the student has met the requirements of the Learning Outcome to a commendable degree of achievement
Excellence (E)	Which confirms that the student has met the requirements of the Learning Outcome to an exemplary degree of achievement.
Not Achieved (NA)	Which is recorded where a student has not met the requirements of the Learning Outcome.

The Student Study Guide provides the Assessment Criteria for each grade.

2.7 Endorsement Awards

Certificates are endorsed as **Highly Commended** as follows:

Level 1	30 or more points at Merit or Excellence
Level 2	30 or more points at Merit or Excellence
Level 3	35 or more points at Merit or Excellence

Certificates are endorsed as **With Distinction** as follows:

Level 1	30 or more points at Excellence
Level 2	30 or more points at Excellence
Level 3	35 or more points at Excellence

2.8 End of Year Certificate and Record of Achievement

After the end of the year, all students will receive:

- 1 **A Level 1, 2 or 3 Steiner School Certificate**, stating Achieved and Not Achieved results (confirmed by the Qualifications Committee mid-January of the following year).
- 2 **A FRSWSNZ Record of Achievement** which covers each course and will state explicit achievements for each Learning Outcome, grouped into relevant subject areas where applicable. Students leaving prior to the end of the year, will also receive this.
- 3 **A Raphael House Record of Achievement**, including participation in all Special Character Activities

2.9 Class 12 Final Year Leaving Package

On graduation from Level 3 each student who has completed their final year at Raphael House Rudolf Steiner School will receive a leaving package containing the following documents:

- A Steiner School Certificate, if achieved (confirmed by the Qualifications Committee mid-January of the following year and mailed to students)
- FRSWSNZ Record of Achievement (confirmed by mid-January of the following year and mailed to students)
- A testimonial which attest to the student's personal qualities, development and history with the school
- A Class 12 Project Supervisor Report

3.0 Assessment Regulations

3.1 Assessment

Assessment is the way that we determine whether you have met the Learning Outcomes of the Certificate or not. Assessment usually occurs through:

- Written assignments, essays and reports
- Tests, examinations and performances
- Oral presentations
- Finished works and portfolios

Assessment requirements vary from course to course. You should study assessment instructions very carefully, and ask the teacher if there are aspects you don't understand.

It is important that you are aware of assessment deadlines. You are advised to add the due dates of assessments and any examinations to a list of important dates in your diary.

3.2 Moderation

All Steiner School Certificate Learning Outcome assessments are moderated. Moderation is the process of checking assessments so that they are fair, valid and consistent by a second moderator. All Learning Outcomes are moderated internally within Raphael House, and a selection is moderated externally by the FRSWSNZ. All moderation should be completed before assessment results are given to the student.

3.3 Authenticity

All work submitted for assessment must be the student's own work, unless attributed to another source in writing provided with your work. (e.g. reference list, or quotation marks).

Where the student has worked on assessment material in their own time and/or in wholly or partly unsupervised conditions, the student undertakes that the work submitted is their own, and that where they have used words, ideas, images, etc. from other people, they are required to acknowledge these.

Where required by the teacher, a signed Authenticity Form (See Appendix 1) must be provided. This is a legal statement made by you that the work submitted is your own, and that where you have used words, ideas, images, etc from other people, you have acknowledged these. The teacher may require the Authenticity Form either with your submitted work, or when requested if there is a concern.

Failure to submit this Authenticity Form when requested means the submission will not be formally assessed.

3.4 Extension

When an assessment date is unable to be met due to extraordinary circumstances (e.g. serious sickness or illness, or family tragedy), then an extension may be applied for.

An application for an extension must be made to the SSC Coordinator as follows:

1. Within 3 school days before the assessment date, or
2. If the cause is sudden and serious, within 3 school days after the assessment date

An extension must be applied for using the Extension Form (see Appendix 1) with accompanied documentary evidence. For sickness or injury, a medical certificate must be provided.

The SSC Coordinator may request additional written evidence in order to approve the extension.

Absence from a one-off scheduled examination, test or performance date will normally incur a Not Achieved. However a re-sit maybe available when:

1. An extension is applied for (see above)
2. The SSC Coordinator approves a re-sit
3. It is practicable to provide an alternative examination, test or performance date
4. The re-sit does not give the student an unfair advantage.

Where a Re-Sit is approved, students must not receive any assistance from students who have already sat the examination, test or performance.

Failure to meet the approved extension date or attend the alternative re-sit date will result in a Not Achieved.

3.5 Re-Submission

Where a student has narrowly Not Achieved for a Learning Outcome, one Re-Submission may be given.

The decision on whether to allow a Re-Submission will consider the following:

- Circumstances that may have affected the result
- The student's attendance and performance over the course
- How practicable it is to arrange a Resubmit
- When fair and authentic assessment conditions allow

A Re-Submission is only available for some Learning Outcomes, and at the sole discretion of the Teacher with approval from the SSC Coordinator.

Re-Submissions are not available to improve results above Achieved.

Should you wish to resubmit your work, you should contact your Teacher promptly after

receiving your result, to find out whether a Re-Submission is available to you.

Following receiving the results from your Re-Submission, the appeals process is still available to you. However the appeal will only consider the originally assessed work, and not the resubmitted work.

3.6 Appeals

If you feel you have not been treated fairly in an assessment, or you dispute the result, you can appeal the assessment decision on the Request for Appeal Form (See Appendix 1). To have your appeal considered, this form must be received by the SSC Coordinator within 5 school days of the school issuing the results.

Before you do so, it is a good idea to discuss your concern with the Teacher first.

If you are still unhappy with the assessment decision after receiving the result of your Appeal, you can apply to the FRSWSNZ National Moderator to have your assessment result reviewed.

Where a student, wishes to appeal a decision, they should first discuss it with their Teacher. If action is required, this can be discussed in the following order of preference:

1. Head of Department
2. SSC Coordinator
3. FRSWSNZ National SSC Moderator

3.7 Aegrotat Appeals

An aegrotat award is when a student has, through severe circumstances, missed a Learning Outcome assessment activity, which cannot be re-offered.

The granting of an aegrotat result is rare, but may be granted where a student has been prevented from attending an assessment occasion due to illness, injury, trauma or personal bereavement.

Application for consideration for aegrotat decision must be made to the SSC Coordinator, not later than ten working days after the assessment date. The SSC Coordinator may require further documentary evidence. The SSC Coordinator together with the FRSWSNZ will assess the application, with the following being considered:

- Satisfactory class work and attendance
- History of achievement during course
- Likelihood of successful achievement
- Participation in Special Character Activities

3.8 Special Assessment Conditions

Where a student wishes to access special assessment conditions due to impairment, illness, injury or learning disability, the school must be supplied with a current medical certificate (within the previous 12 month period), or other appropriate document that establishes the nature of the significant barrier that may impact on the applicant's

ability to complete assessments without the special assessment conditions applied for.

Where a SeNCO student has asked for assistance from a subject teacher prior to the assessment, effective communication should take place between the teacher, SeNCO Co-ordinator, parents, tutors etc, to ensure that the student receives the assistance that they have asked for.

Application for special assessment conditions must be made to the SeNCO (Special Education Needs Coordinator) Coordinator using the Special Assessment Conditions Form (See Appendix 1).

Applications must be made within the first two weeks of the start of the Unit of Learning, unless due to a subsequent event (eg accident). Approval is at the discretion of the FRSWSNZ.

Special assessment conditions which may be approved are:

1. **Time Allowance:** extra time may be granted for assessment events and, under exceptional circumstances, assignment deadlines
2. **Modifications to Assessment Requirements:** Written assessment instructions may be approved for modification, such as enlarging the font size, provision for oral responses, etc.
3. **Use of Equipment or Resources:** Use of computers, dictionaries, or other aids may be permitted for students who have difficulty with reading or writing, if this is the usual method of communication. Approval will not be granted if the request is made on the grounds that a student has untidy writing.
4. **Examination or Test Assistant:** assistance by a Reader, Writer or a Reader/Writer may be provided. Extra time and a separate examination room may also be given to accommodate the reading/writing assistance

Where a student, parent or caregiver has questions on the Special Assessment conditions, they should first approach their Teacher. If still needing clarification, then questions can be asked to the following, in order of preference:

1. SeNCO Coordinator
2. SSC Coordinator
3. Deputy Principal (DP)

3.9 Assessment in Te Reo Maori

Learning Outcome assessment activities may be submitted in te reo Maori where this is practicable, provided that:

1. The student indicates to the SSC Coordinator within two weeks after the start of the school year
2. The Learning Outcome has no other requirements around communication explicitness in English.
3. The school can assure itself and the student that the assessment material can be written and marked in Te Reo to the same standard as all other assessments in the paper.

3.10 Assessment Misconduct

Dishonest or improper practice in formal assessments includes:

1. Copying from another student
2. Plagiarising a piece of work without acknowledging the source.
3. Cheating in controlled formal assessments (tests, quizzes, examinations)
4. Extensive and inappropriate collaboration on assignments.

Raphael House Rudolf Steiner School has procedures for dealing with possible dishonest or improper practice in formal assessments by students, which also protects student rights.

Where dishonest or improper practice is suspected, it is referred to the SSC Coordinator who will investigate the claim. If dishonest or improper practice is proven, the student will be graded a Not Achieved and no Re-sit opportunity will be available.

Instances of gross dishonesty or improper practice will also be referred on to School Management for further consequences.

3.11 Keeping a Copy of Your Work

To ensure that your work can be assessed, should your work be lost in the assessment process, it is the student's responsibility to keep a copy of any work sent for marking.

3.12 Digital Submission of Work

Where a teacher allows work to be submitted digitally, it is the student responsibility to ensure that their work is received by the due date. However as digital transmission is sometimes not reliable, it is recommended that you also provide a hard copy by the due date.

3.13 Feedback on Progress and Reporting

Feedback on progress and results will generally be offered to students during the course of the classroom contact time when the grades for a particular block are given out to a class. Students may also approach individual teachers for feedback on a casual basis.

A student's unconfirmed Record of Achievement is updated by the school as results come to hand and posted to students and parents every term. All results are "raw" or "interim" (not final) until confirmed by the in the FRSWSNZ Record of Achievement provided after the end of the year.

All SSC student feedback must conform to the standards contained in the "Feedback and Feedforward" policy contained on SchoolDocs (<http://raphaelhouse.schooldocs.co.nz/>).

3.14 Questions and Concerns

Where a student has questions or concern about the Assessment regulations they should first approach the Teacher. If clarification is still needed, then the student, parent or caregiver should ask the following, in order of preference:

- 1 The Head of Subject Department (HoD)
- 2 SSC Coordinator
- 3 Deputy Principal (DP)

APPENDIX 1

Forms

- 1) Authenticity Form
- 2) Extension Form
- 3) Request for Appeal Form
- 4) Special Assessment Conditions Form

Appendix A: Application Forms

Request for Review of an Assessment Decision

(Give this completed form to the Steiner School Certificate Co-ordinator no later than 3 working days after receipt of your result.)

Student's name	
Today's date	
Date (or deadline) of Assessment	
Subject Name and Learning Outcome	
Type of Assessment Task to be reviewed:	<ul style="list-style-type: none"> • Examination or formal test • Oral presentation • Assignment • Essay or report • Performance • Portfolio • Other (specify)
Why I feel this result should be reviewed	
Student signature	
<u>Office Use only:</u>	
Reviewer's decision	
Reviewer's comments	
Reviewer's signature	

Application for Extension of Assessment Deadline

(Give this completed form to the SSC Coordinator)

Student's name	
Today's date	
Date of Assessment deadline	
Subject name and Learning Outcome	
Name of Assessment Task	
Why do you need this extension and how many days' extension are you asking for?	
Student signature	
<u>Office Use only:</u>	
Extension deadline approved	<ul style="list-style-type: none"> • Yes – the new deadline/assessment arrangement is: • No
Reasons for declining	
SSC Coordinator's signature	

Copies of this form to student, teacher and file.

Assignment Cover Sheet

This document is to be signed and attached to all assessment work which has been done under unsupervised conditions

Student name:	Subject name:
Assessment task (essay, assignment title, learning outcome, etc):	

I declare that:

- This is an original assignment and is entirely my own work.
- I have read the *SSC Regulations on Assessment Misconduct* and understand what plagiarism is.
- I am aware of the penalties for plagiarism as laid down by the Federation of Rudolf Steiner Waldorf Schools in New Zealand.
- Where I have made use of the ideas and/or words of other writers, I have acknowledged the source in every instance.
- Where I have used any diagrams or visuals I have acknowledged the source in every instance.

STUDENT SIGNATURE _____

For Office Use:

Time and Date received:	Grade/Mark
Comments	
Teacher/Assessor signature:	

(Optional)

----- (tear off)

Acknowledgement of receipt of submission for _____ (name of student and subject).

Time and Date received:

Signed:

Application for Special Assessment Conditions

Supporting Independent Evidence Checklist

(This report must be submitted to the Qualifications Committee for approval)

Student Name:

Evidence that student needs special assessment conditions (describe source –eg school specialist assessment, doctor certificate, health specialist report) *(Source documents to be kept by the AP, but do not need to accompany this application)*

Date of latest evidence

Evidence is related to a medical condition (describe)

This report recommends the following assistance is given (tick):

- | | |
|----------------------------------|---------------------------------------|
| <input type="radio"/> Extra time | <input type="radio"/> Reader/writer |
| <input type="radio"/> Reader | <input type="radio"/> Other (specify) |
| <input type="radio"/> Writer | |

Specify the assessment activities and the subjects or Learning Outcomes for which assistance should be given (eg all exams and tests; assignment deadlines, performance activities):

-
-

Office Use

Application approved / declined. Signed..... Date.....

Comments:

APPENDIX 2

Subject and Learning Outcomes Table

- 1) Level 1
- 2) Level 2
- 3) Level 3

Subject and Learning Outcomes Table

Steiner School Certificate

Level 1

Learning Outcomes

Students must achieve a minimum total of 50 SSC points, comprising:

- Any of the following Learning Outcomes (LOs), with at least ONE LO from each of sub-headings 1 - 6:
 1. English
 2. Social Sciences
 3. The Sciences
 4. Mathematics
 5. Practical Art and Technology
 6. Drama/Music/Movement;
- At least 5 SSC points from the Literacy (marked L) and 5 SSC points from the Numeracy (marked N) foundation requirements.
- Any number of L2 or L3 LOs can count towards a L1 SSC providing the Core requirements are met

For evidence of numeracy to University Entrance standard, the student enrolled for the SSC Level 1 can achieve:

- 9 SSC points in approved numeracy (UEN) Learning Outcomes at level 1 or above.

Level 1 - Learning Outcomes

Subject	Learning Outcome	Title	Points	Literacy/ Numeracy	Main Lesson	Assessment Date
English	1002 v1	Respond to texts studied	3	L		15/09/15
	1004 v2	Demonstrate understanding of moving and/or static images	2			3/11/15
	1005 v2	Deliver a prepared speech for a specified purpose	2	L		8/12/15
	1006 v2	Respond to poetry, a dramatic work, a selection of short stories or other fictional text/s	2	L		24/03/15
	1007 v2	Demonstrate research skills	2			29/05/15

Social Sciences	1009 v1	Respond to the social and/or historical, and/or personal/spiritual elements of a work of classical literature	3	L	ML	30/10/15
	1010 v1	Demonstrate and apply knowledge of the Treaty of Waitangi	3	L	ML	17/03/15
	1012 v1	Carry out and report on a historical/geographical or social studies investigation	2	L	ML	13/03/15
	1057 v1	Show understanding of aspects of ancient civilizations	3		ML	4/09/15
The Sciences	1014 v4	Demonstrate understanding of aspects of the elements	2			30/10/15
	1015 v3	Demonstrate knowledge of Acids, bases and salts	3		ML	31/03/15
	1017 v3	Demonstrate understanding of mechanics	3		ML	20/02/15
	1017 v3	Demonstrate understanding of mechanics	3		ML	11/09/15
	1019 v2	Classify and describe micro-organisms	2			5/06/15
	1021 v2	Demonstrate an understanding of the structure and function of human body systems	3		ML	12/05/15
	1022 v2	Demonstrate an understanding of genetic variation	2			27/03/15
Mathematics	1024 v1	Demonstrate knowledge and skills in surveying	3		ML	19/11/15
	1025 v3	Simplify expressions and solve problems by applying algebraic methods	2	N, UEN		1/05/15
	1026 v3	Solve measurement problems by applying trigonometry	2	N, UEN		6/11/15
	1027 v3	Demonstrate understanding of the relationships between equations and graphs	2	N, UEN		25/09/15
	1028 v3	Solve problems using Euclidean geometry	2	N, UEN		5/06/15
	1029 v3	Investigate data using the statistical enquiry cycle	2	N, UEN		14/08/15
	1030 v3	Solve problems by using numeric reasoning	2	N, UEN		17/12/14

Practical Art and Technology	1035 v3	Produce a portfolio of original art work which shows functional understanding of composition, colour/tone and form ART	3			13/11/15
	1037 v3	Demonstrate understanding of cultural design and practice in art and/or craft ART HISTORY	3		ML	25/09/15
	1038 v3	Produce a portfolio of sculpted or crafted products TEXTILES	3			5/11/15 (10A)
	1038 v3	Produce a portfolio of sculpted or crafted products TEXTILES	3			4/06/15 (10B)
	1038 v3	Produce a portfolio of sculpted or crafted products WOODWORK	3			6/11/15
Digital Technologies	1040 v2	Solve a problem using Information Technologies	3			2/09/15 (10A)
	1040 v2	Solve a problem using Information Technologies	3			4/11/15 (10A)
Drama / Music / Movement	1041 v2	Perform in an extended piece of drama for a specified audience PLAY	3		ML	3/07/15
	1042 v3	Give a musical performance	2			22/09/15
	1043 v4	Develop skill in an aspect of the arts MUSIC	3			22/09/15
	1043 v4	Develop skill in an aspect of the arts BOTHMER	3			5/11/15
	1044 v2	Demonstrate knowledge of a movement/performance discipline through a creative process EURYTHMY	3			5/11/15 (10A)
	1044 v2	Demonstrate knowledge of a movement/performance discipline through a creative process EURYTHMY	3			29/10/15 (10A)
	1044 v2	Demonstrate knowledge of a movement/performance discipline through a creative process MUSIC	3			22/09/15

Second Languages	1045 v2	Demonstrate understanding of written texts in a second language GERMAN	3		23/03/15
	1046 v3	Deliver a prepared speech in a second language GERMAN	3		10/08/15
	1046 v3	Deliver a prepared speech in a second language JAPANESE	3		31/03/15
	1047 v2	Demonstrate understanding of spoken texts in a second language GERMAN	2		27/10/15
	1047 v2	Demonstrate understanding of spoken texts in a second language JAPANESE	2		6/11/15
	1048 v3	Produce written text in a second language JAPANESE	3		18/08/15
	1049 v3	Hold conversations in a second language with another speaker of that language GERMAN	2		16/10/15
	1049 v3	Hold conversations in a second language with another speaker of that language JAPANESE	2		18/09/15

Subject and Learning Outcomes Table

Steiner School Certificate

Level 2

Core Learning Outcomes

Students must achieve a minimum of 18 points (out of 50 total) in the following Core Learning Outcomes (LOs), with at least one LO from each of the 6 compulsory groups:

1. English
2. Social Sciences
3. The Sciences
4. Mathematics
5. Practical Art and Technology
6. Drama/Music/Movement

For evidence of literacy and numeracy to University Entrance standard, the student enrolled for the SSC Level 2 can achieve:

- SSC points in approved (UELW) literacy (writing) Learning Outcomes at level 2 (or above)
- SSC points¹ in approved (UELR) literacy (reading) Learning Outcomes at level 2 (or above)
- 9 SSC points² in approved numeracy (UEN) Learning Outcomes at level 1 or above.

Level 2 - Core Learning Outcomes:

Subject	Learning Outcome	Title	Points	Literacy / Numeracy	Main Lesson	Assessment Date
English	2001 v2	Demonstrate understanding of a work of non-fiction (written or film)	3	UEL(R,W)		9/11/15
	2002 v4	Demonstrate skills in, and knowledge of, the structure of prose and/or poetry	3	UEL(R)		24/08/15
	2003 v3	Respond to poetry and/or prose	3	UEL(R)	ML	26/06/15
	2004 v2	Deliver a persuasive speech	2			7/09/15
	2005 v3	Describe and respond to a theme as evident in a significant novel or play.	3	UEL(R,W)	ML	4/08/15

The Social Sciences	2006 v1	Examine perspectives and demonstrate empathy for people in an historical setting	3		ML	17/03/15
	2008 v2	Demonstrate critical thinking skills in relation to one or more geographical, historical or social areas of inquiry	3	UEL(R)	ML	25/09/15
The Sciences	2009 v2	Describe structure, function and diversity of plants BIOLOGY	3		ML	5/11/15
	2015 v2	Demonstrate knowledge of the development and structure of the periodic table	3		ML	8/06/15
	2016 v2	Demonstrate understanding of atomic theory, atoms and radioactivity	3		ML	19/02/15
Mathematics	2018 v1	Demonstrate an understanding of sequences and series.	2	UEN		2/07/15 (11A)
	2018 v1	Demonstrate an understanding of sequences and series.	2	UEN		6/11/15 (11B)
	2020 v2	Solve problems involving the use of coordinate geometry methods	2	UEN		29/05/15 (11A)
	2020 v2	Solve problems involving the use of coordinate geometry methods	2	UEN		6/11/15 (11B)
Practical Art and Technology	2022 v2	Craft an object(s) in specified materials for a specified outcome BOOK BINDING	3			11/06/15
	2022 v2	Craft an object(s) in specified materials for a specified outcome ART HISTORY	3		ML	1/04/15
	2023 v1	Demonstrate knowledge of an art movement ART HISTORY	3		ML	1/04/15
Drama / Music / Movement	2024 v2	Analyse and respond to music from a range of styles, genres and environments MUSIC	3			30/10/15
	2025 v3	Perform in a physical movement or music activity in an authentic setting EURYTHMY	3			17/09/15
	2025 v3	Perform in a physical movement or music activity in an authentic setting MUSIC	3			30/10/15

Additional Learning Outcomes

Students must achieve a further minimum of 32 points (of the 50 total) in ANY of the Core and/or L3 Core and/or L2 elective Learning Outcomes 2001-2089 in a combination which may include:

- Up to 10 SSC points from SSC Level 1 and/or any number of Level 3 Learning Outcomes,
- Up to 5 SSC points (8 NZQF credits) from approved NCEA standards.

Level 2 - Additional Learning Outcomes:

Subject	Learning Outcome	Title	Points	Literacy / Numeracy	Main Lesson	Assessment Date
English	2079 v1	Produce an extended piece of creative writing	3	UEL(W)		23/03/15
	2086 v2	Produce crafted formal writing	3	UEL (W)		9/06/15
The Sciences	2011 v2	Demonstrate understanding of cell biology BIOLOGY	3			30/03/15
	2012 v2	Carry out a science-based investigation, research or inquiry PHYSICS	2			3/11/15
	2013 v3	Use physics concepts to discuss physical phenomena or applications (eg waves, light, heat, electricity, electrostatics) PHYSICS	2			5/11/15
	2028 v2	Demonstrate understanding of adaptation of organisms to their way of life BIOLOGY	2			29/07/15
	2029 v2	Investigate and explain the concepts and processes relating to ecology BIOLOGY	2			21/10/15
	2030 v2	Demonstrate understanding of genetic variation and inheritance BIOLOGY	2			15/06/15
	2031 v2	Take measurements of physical quantities and analyse data graphically to determine a relationship PHYSICS	2			12/03/15
	2032 v2	Demonstrate understanding of mechanics PHYSICS	3			25/06/15
	2033 v3	Demonstrate understanding of electricity and magnetism PHYSICS	3			22/10/15
	2035 v3	Demonstrate understanding of structure and reactivity of carbon compounds CHEMISTRY	3			26/06/15

	2036 v2	Solve quantitative chemical problems CHEMISTRY	2			13/03/15
	2037 v3	Demonstrate knowledge of oxidation reduction reactions CHEMISTRY	2			11/09/15
Mathematics	1025 v3	Simplify expressions and solve problems by applying algebraic methods	2	N, UEN		27/08/15 (11B)
	1026 v3	Solve measurement problems by applying trigonometry	2	N, UEN		2/07/15 (11B)
	1027 v3	Demonstrate understanding of the relationships between equations and graphs	2	N, UEN		28/05/15 (11B)
	1031 v4	Solve problems involving measurement	2	N, UEN		27/03/15 (11B)
	2039 v2	Solve problems using algebraic processes	3	UEN		27/08/15 (11A)
	2039 v2	Solve problems using algebraic processes	3	UEN		27/08/15 (11B)
	2040 v2	Demonstrate an understanding of the graphical properties of some common mathematical curves	2	UEN		11/09/15 (11A)
	2041 v3	Demonstrate understanding of differentiation	2	UEN		13/11/15 (11A)
Drama / Music / Movement	2025 v3	Perform in a physical movement or music activity in an authentic setting DRAMA	3			11/11/15
	2044 v1	Perform in a range of contrasting music works MUSIC	4			23/10/15
	2045 v1	Create a portfolio of musical compositions and/or arrangements MUSIC	4			30/10/15
	2048 v3	Demonstrate understanding of a performing arts discipline DRAMA	3			5/06/15
	2048 v3	Demonstrate understanding of a performing arts discipline MUSIC	3			30/10/15

Practical Art and Technology	2049 v3	Demonstrate understanding of the design process in producing a crafted object or design LEATHERWORK	4			1/04/15
	2050 v3	Produce a portfolio of original art/craft work which shows understanding of medium and/or design SCREEN PRINTING AND PHOTOGRAPHY	4			13/11/15
	2051 v2	Demonstrate skills in generating, developing and refining a chosen theme in an art or design medium ART	4			13/11/15
	2052 v1	Show understanding of viewing and researching art-making ART	4			13/11/15
Second Languages	2054 v3	Demonstrate understanding of written texts in a second language GERMAN	2			23/03/15
	2054 v3	Demonstrate understanding of written texts in a second language JAPANESE	2			13/11/15
	2055 v3	Deliver a prepared speech in a second language JAPANESE	3			10/04/15
	2056 v3	Demonstrate understanding of spoken texts in a second language GERMAN	2			22/06/15
	2056 v3	Demonstrate understanding of spoken texts in a second language JAPANESE	2			16/10/15
	2057 v3	Produce written texts in a second language GERMAN	3			30/10/15
	2057 v3	Produce written texts in a second language JAPANESE	3			28/08/15
	2058 v2	Hold conversations in a second language with another speaker of that language GERMAN	2			22/10/15
	2058 v2	Hold conversations in a second language with another speaker of that language JAPANESE	2			18/09/15

Subject and Learning Outcomes Table

Steiner School Certificate

Level 3

Core Learning Outcomes

Students must achieve at least one LO from each core subsection (1-4) of this list below, to gain the SSC Level 3.

18 (of 50 total) SSC points from Core Learning Outcomes must be credited towards the SSC Level 3.

For University Entrance:

- 4001 and 3087 can be credited under the English approved subject heading;
- those marked UEL(W) or UEL (R) could be credited for UE Literacy Writing or Reading

Level 3 - Core Learning Outcomes

Subject	Learning Outcome	Title	Points	Literacy / Numeracy	Main Lesson	Assessment Date
Class 12 Project	2059 v1	Present research findings in an oral presentation	2			26/09/15
	2060 v3	Display Class 12 project and interact with the public	1			25/09/15
	2087 v1	Produce a written report	3	UEL (R,W)		24/08/15
	3087 v1	Produce an extended written report	4	UEL (R,W)		24/08/15
	4001 v3	Write an extended thesis or research report	5	UEL (R,W)		24/08/15
The Humanities	2061 v3	Respond critically to literature studied from a specified period	3	UEL(W)	ML	1/04/15
	2062 v1	Demonstrate knowledge of the historical background to a modern significant social issue or event.	3		ML	4/08/15
	2064 v2	Produce a portfolio of crafted, original creative writing	2	UEL(W)	ML	21/08/15
	2065 v2	Demonstrate understanding of Western philosophical thought	3	UEL(R)	ML	20/02/15

The General Sciences	2067 v3	Demonstrate knowledge, and apply an understanding of, light and wave phenomena	3		ML	16/03/15
	2068 v3	Demonstrate knowledge of general astronomy	3		ML	13/05/15
	2071 v2	Discuss the theories, factors and processes involved in human biological evolution	3	UEL (R,W)	ML	1/07/15
The Arts	2074 v2	Demonstrate with skill a programme of bothmer, and/or eurythmy and/or dance and/or physical movement EURYTHMY	3			11/06/15
	2075 v2	Perform in a musical presentation for a specified audience FESTIVAL OF SONG	3			6/11/15
	2078 v3	Produce an original design, supported by architectural commentary, for a contemporary building.	3		ML	9/06/15

Elective Learning Outcomes

Students must achieve at least 32 (of 50 total) SSC points from the following list of LOs to gain the SSC Level 3.

For University Entrance:

- All LOs 3008 onwards can be credited for UE
- 9 SSC pts must come from LOs grouped under one subject (heading)
- 9 SSC points must come from another subject heading
- 9 SSC pts must come from a 3rd subject heading

Numeracy competence must be evidenced to minimum Level 1 prior to entry into Level 3 Maths, Chemistry or Physics LOs.

Level 3 - Elective Learning Outcomes:

Subject	Learning Outcome	Title	Points	Literacy / Numeracy	Main Lesson	Assessment Date
English	3008 v2	Produce a portfolio of crafted, original creative writing	3	UEL (W)	ML	21/08/15
	3009 v1	Create and present a story to a specified audience	2		ML	23/09/15
	3023 v2	Deliver a formally structured speech to an invited audience	3		ML	1/07/15
	3024 v1	Write an extended formal essay substantiating a point of view	3	UEL (W)	ML	27/03/15
	3025 v3	Respond critically to a significant film or Shakespearean play	3	Ext UEL(W)		27/10/15
	3026 v3	Respond critically to literature studied	3	UEL(R)		18/09/15
	3027 v3	Demonstrate skills of comprehension and interpretation of unfamiliar texts.	3	Ext UEL(R,W)		27/10/15
Calculus	3032 v3	Demonstrate an ability to solve problems using differential calculus	3	Ext		27/10/15
	3033 v3	Demonstrate an ability to solve problems using integral calculus	3	Ext		27/10/15
	3034 v2	Solve problems and equations using trigonometric principles	3			9/03/15
	3036 v3	Demonstrate an understanding of the geometry of conic sections	3			21/05/15

Statistics	3038 v3	Solve probability problems	3			21/05/15
	3039 v3	Investigate and analyse bivariate data	2			18/06/15
	3041 v1	Solve problems using probability distribution models	3	Ext		27/10/15
	3040 v3	Analyse time series data to make a forecast	2			12/03/15
	3042 v3	Demonstrate ability to solve problems using linear programming	2			6/08/15
Physics	3045 v2	Demonstrate knowledge of mechanical systems	3			2/07/15
	3046 v3	Carry out, interpret and report on a practical physics investigation	3			28/05/15
	3047 v2	Demonstrate understanding of electrical systems	3			30/04/15
	3048 v2	Demonstrate knowledge of atomic physics	3	Ext		27/10/15
	3049 v2	Demonstrate knowledge of wave systems	3	Ext		27/10/15

Biology	3056 v3	Demonstrate an understanding of evolutionary processes leading to speciation	3	Ext UEL (R,W)	27/10/15
	3059 v3	Demonstrate knowledge of the fundamentals of gene expression	3	Ext UEL (R,W)	27/10/15
	3060 v3	Demonstrate understanding of biotechnology	3		1/04/15
	3062 v2	Research a contemporary biological issue	3	UEL (R)	1/07/15
Second Languages	3063 v3	Hold conversations in a second language with another speaker of that language JAPANESE	3		30/10/15
	3063 v3	Hold conversations in a second language with another speaker of that language GERMAN	3		23/10/15
	3064 v2	Demonstrate understanding of written texts in a second language GERMAN	2		11/06/15
	3064 v2	Demonstrate understanding of written texts in a second language JAPANESE	2		13/11/15
	3065 v3	Deliver a prepared speech in a second language JAPANESE	3		9/04/15
	3066 v3	Produce a portfolio of written pieces in a second language GERMAN	3		23/10/15
	3066 v3	Produce a portfolio of written pieces in a second language JAPANESE	3		7/11/15
	3067 v2	Demonstrate understanding of spoken texts in a second language GERMAN	2		25/03/15
	3067 v2	Demonstrate understanding of spoken texts in a second language JAPANESE	2		16/10/15
Practical Art and Technology	3068 v2	Produce a portfolio of visual art work ART	5		13/11/15
	3069 v2	Demonstrate understanding of process in relation to visual art work ART	4		13/11/15
	3070 v2	Produce an original crafted object or group of objects TEXTILES	5		7/08/15
	3071 v3	Demonstrate understanding of process in relation to craft work TEXTILES	4		6/11/15
	3071 v3	Demonstrate understanding of process in relation to craft work WOODWORK	4		6/11/15

	3072 v3	Produce a portfolio of items crafted and/or sculpted from hard and/ or soft materials WOODWORK	5			6/11/15
	3072 v3	Produce a portfolio of items crafted and/or sculpted from hard and/ or soft materials EURYTHMY	5			22/10/15
Drama	3075 v3	Demonstrate performance skills in drama DRAMA	4	UEL(R)		15/05/15
	3076 v1	Compose or choreograph a performance or demonstration piece in drama DRAMA	5			21/10/15
Physical Education and Movement	3077 v1	Demonstrate high performance skills in sport and/or outdoor pursuits PHYSICAL EDUCATION	5			15/08/15
	3078 v2	Demonstrate performance skills in a movement discipline FESTIVAL OF SONG	3			6/11/15
	3078 v2	Demonstrate performance skills in a movement discipline EURYTHMY	3			22/10/15
	3078 v2	Demonstrate performance skills in a movement discipline ADVANCED EURYTHMY	3			11/06/15
	3080 v3	Demonstrate leadership in physical activity or outdoor setting PHYS ED	3			15/08/15
	3081 v4	Compose or choreograph a performance or demonstration piece in a movement discipline EURYTHMY	3			22/10/15
Music Studies	3082 v2	Perform with skill in a programme of music over a range of music styles	5			25/10/15
	3083 v2	Produce a portfolio of musical composition	4			30/10/15