



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL



**New Zealand Certificate of
Steiner Education
NZCSE**

**Student Handbook
2021**

Levels 1, 2 and 3

Foreword

Welcome to the NZ Certificate of Steiner Education Course for 2021

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

Please note, this 2021 Student Handbook has been revised from last year, including updated Learning Outcomes.

The NZ Certificate of Steiner Education 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.

Raphael House expectations include full participation of Special Character Activities. This includes the cultural/social life of the school (eg: festivals, plays, camps, outdoor activities, work-weeks etc.) 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

Ngā mihi nui,

Amelia Minogue

New Zealand Certificate of Steiner Education Coordinator

Raphael House Rudolf Steiner School

Table of Contents

1.0	Overview of the NZ Certificate of Steiner Education	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 NZCSE Coordinator	2
1.6	Exchange Students	2
2.0	NZCSE Course Structure.....	3
2.1	Subjects and Learning Outcomes	3
2.2	NZ Certificate of Steiner Education	3
2.3	University Entrance (U E)	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 Final Report	6
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	Student login for checking results	11
3.15	Questions and Concerns	12
APPENDIX 1		14
Forms	14	
Request for Review of an Assessment Decision		15
Application for Extension of Assessment Deadline		16
Assignment Cover Sheet		17
Application for Special Assessment Conditions		18
APPENDIX 2		20
Subject and Learning Outcomes Table		20
Level 1		21
Level 2		25
Level 3		32

1.0 Overview of the NZ Certificate of Steiner Education

1.1 Qualification

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

The qualification is owned by the Federation of Steiner Education Aotearoa New Zealand (SEANZ) and managed by the Steiner Education Development Trust (SEDT) and the NZCSE Qualifications Committee.

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

Raphael House provides NZCSE Levels as follows:

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

There are exceptions, for instance where a student may need to work towards Level 1 or Level 2 over two years. This will need to be approved by the NZCSE coordinator.

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.

NZ Certificate of Steiner Education 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

NZ Certificate of Steiner Educations are not awarded to students under the age of 16 years (i.e. students must have turned 16 by Dec 31 of the year enrolled).

Students wishing to enter for the NZCSE must:

- Agree to abide by the SEDT 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 12th March, 2021 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 12th March, 2021. Fees are not refundable after 1 May, even if a student withdraws from the course.

Additional entry criteria for NZCSE levels 2 and 3 are:

- Achievement of NZCSE level 1 (for entry to level 2) or NZCSE 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 (i.e.: Electives), Numeracy competence must be evidenced to a minimum of Level 1.

1.4 Discretionary Entry

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

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

- An equivalent level qualification (eg NCEA level 1 to move into NZCSE 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 NZCSE Coordinator

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

The NZCSE Coordinator also works closely with the Class Sponsors and the SenCo to monitor and support students' progress.

1.6 Exchange Students

New Zealand students going overseas on exchange may obtain an Achieved for the year, however this is unlikely if they are away for more than two terms. For some subjects, special arrangements prior to exchange may be made with their teachers to fulfil some Learning Outcomes while they are away.

If they choose not to enrol, students will still receive a school-based Record of Achievement for all Learning Outcomes achieved at the end of each term in order to follow their progress.

2.0 NZCSE Course Structure

2.1 Subjects and Learning Outcomes

Each level of NZCSE 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 NZCSE level are provided in the Subject and Learning Outcomes Tables in Appendix 2. These tables also provide the NZCSE points available and assessment dates for 2021 with each Learning Outcome. In addition to this, Literacy and Numeracy Learning Outcomes are identified.

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

2.2 NZ Certificate of Steiner Education

Each Learning Outcome has a NZCSE 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 NZ Certificate of Steiner Education Level 1, 2 or 3, students must achieve the NZCSE 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 (U E)

University Entrance is attained as follows:

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

Numeracy and literacy 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 UE 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 NZ Certificate of Steiner Education requirements. However, full participation in Special Character Activities is expected. This includes the cultural/social life of the school which is a normal expectation of all Steiner/Waldorf schools.

Non-participation or non-attendance are school absences and will be recorded and addressed if necessary.

The following are the main Special Character Activities planned for 2021:

Level 1 Special Character Activities are:

1. Festivals
2. Class Play
3. Class 10 camp
4. Surveying camp
5. Community volunteering weeks

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 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 Final Report

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

- 1 **A Level 1, 2 or 3 NZ Certificate of Steiner Education**, stating Achieved and Not Achieved results (confirmed by the Qualifications Committee mid-January of the following year).
- 2 **A SEDT Final Report** which covers each course and will state explicit achievements for each Learning Outcome, grouped into relevant subject areas where applicable.

Both of these are formal documents and will usually be required for tertiary study applications. It is essential that these documents are kept in a safe place (i.e. with passports/birth certificates). If they are lost or destroyed, a new copy can be requested from SEDT via the Raphael House NZCSE Coordinator. SEDT charges an administration fee of \$30 for issuing a new certificate.

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 NZ Certificate of Steiner Education, if achieved (confirmed by the Qualifications Committee by mid-January of the following year and mailed to students)
- SEDT Final Report (confirmed by mid-January of the following year and mailed to students)
- A testimonial which attests 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 do not 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 NZ Certificate of Steiner Education Learning Outcome assessments are moderated. Moderation is the process of checking assessments so that they are fair, valid and consistent by a second subject teacher. Learning Outcomes are moderated internally within Raphael House, and a selection is moderated externally by subject experts employed by SEDT. 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 cannot 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 NZCSE 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 NZCSE 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 NZCSE 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 NZCSE 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.

After 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 want to dispute the result, you can appeal the assessment decision on the Request for Review of Assessment Form (See Appendix 1). To have your appeal considered, this form must be received by the NZCSE 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 SEDT National Moderator to have your assessment result reviewed.

When 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. NZCSE Coordinator
3. SEDT National NZCSE 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 NZCSE Coordinator, not later than ten working days after the assessment date. The NZCSE Coordinator may require further documentary evidence. The NZCSE Coordinator together with the SEDT 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 documentation 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, 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) 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 SEDT.

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
2. NZCSE Coordinator
3. Deputy Principal (DP)
- 4.

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 NZCSE 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 NZCSE 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's 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 sent to students and parents every term. All results are "raw" or "interim" (not final) until confirmed by the Qualifications Committee in the SEDT Record of Achievement provided after the end of the year.

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

3.14 Student login for checking results

Once enrolled, each student is allocated a login and password to access their results online on the SEDT website: sedt.co.nz

- As explained above, these results are “raw” and “interim” until the end of the year, as they are often checked following input for human error.

3.15 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 NZCSE Coordinator
- 3 Deputy Principal (DP)

APPENDIX 1

Forms

1. Request for Review of Assessment Form
2. Extension Form
3. Authenticity Form (Assignment cover)
4. Special Assessment Conditions Form

Appendix A: Application Forms

Request for Review of an Assessment Decision

(Give this completed form to the NZ Certificate of Steiner Education 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:	<input type="checkbox"/> Examination or formal test <input type="checkbox"/> Oral presentation <input type="checkbox"/> Assignment <input type="checkbox"/> Essay or report <input type="checkbox"/> Performance <input type="checkbox"/> Portfolio <input type="checkbox"/> 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 NZCSE 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	<input type="checkbox"/> Yes – the new deadline/assessment arrangement is: <input type="checkbox"/> No
Reasons for declining	
NZCSE 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 NZCSE *Regulations on Assessment Misconduct* and understand what plagiarism is.
- I am aware of the penalties for plagiarism as laid down by SEDT 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):

- Extra time
- Reader/writer
- Reader
- Other (specify)
- 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

*Dates given are accurate at the time of printing (**March 2021**) however may be subject to change.
If assessment dates are changed due to timetable alterations or other unforeseen circumstances,
students will be notified in advance and the assessment materials will be updated to reflect the new date.*

Subject and Learning Outcomes Table

NZ Certificate of Steiner Education

Level 1

Learning Outcomes

Students must achieve a minimum total of 50 NZCSE 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 NZCSE points from the Literacy (marked L) and 5 NZCSE points from the Numeracy (marked N) foundation requirements.
- Any number of L2 or L3 LOs can count towards a L1 NZCSE providing the Core requirements are met

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

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

Endorsement:

- For a Highly Commended endorsement to be awarded, students will achieve with 30 or more points at Merit or above.
- For a Distinction endorsement to be awarded, students will achieve with 30 or more points at Excellence.

Level 1 - Learning Outcomes

Subject	LO	LO Title	Lit/Num/UE	Points	ML/PL	Date of Assessment
Drama/Music/ Movement	1041v3	Perform in an extended piece of drama for a specified audience		3	ML	9-Jul
	1044v2	Demonstrate knowledge of a movement/performance discipline through a creative process (Eurythmy)		3	PL	28-Sep
	1042v4	Give a musical performance		2	PL	2-Sep
English	1006v2	Respond to poetry, a dramatic work, a selection of short stories or other fictional text/s	Lit	2	PL	23-Mar
	1007v3	Demonstrate research skills		2	PL	16-Jun
	1002v2	Respond to texts studied	Lit	3	PL	14-Sep
	1004v3	Demonstrate understanding of moving &/or static images		2	PL	12-Nov
Mathematics	1025v5	Simplify expressions and solve problems by applying algebraic methods	N, UEN	2	PL	16-Apr
	1028v3	Solve problems using Euclidean geometry	N, UEN	2	PL	11-Jun
	1027v4	Demonstrate understanding of the relationships between equations and graphs	N, UEN	2	PL	24-Sep
	1024v2	Demonstrate knowledge and skills in surveying	N, UEN	3	ML	26-Nov

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Practical Art and Technology	1037v3	Demonstrate understanding of cultural design and practice in art &/or craft (Art)		3	ML	13-Aug
	1035v4	Produce a portfolio of original work which shows functional understanding of composition, colour/tone and form (Art)		3	PL	24-Sep
	1038v5	Produce a portfolio of sculpted or crafted products (Soft Materials)		3	PL	9-Nov 10A
	1038v5	Produce a portfolio of sculpted or crafted products (Soft Materials)		3	PL	11-Nov 10B
	1038v5	Produce a portfolio of sculpted or crafted products (Hard Materials)		3	PL	12-Nov
Second Languages - German	1048v5	Produce written texts in a second language		3	PL	15-Apr
	1046v4	Deliver a prepared speech in a second language		2	PL	22-Oct
	1045v4	Demonstrate understanding of written texts in a second language		3	PL	2-Nov
	1070v1	Produce a portfolio of evidence in second language studies		4	PL	5-Nov

Second Languages - Japanese	1046v4	Deliver a prepared speech in a second language		2	PL	26-Mar
	1048v4	Produce written texts in a second language		3	PL	12-May
	1049v4	Hold conversations in a second language with another speaker of that language		3	PL	17-Sep
	1047v4	Demonstrate understanding of spoken text in a second language		2	PL	20-Oct
Social Sciences	1010v3	Demonstrate understanding of the Treaty of Waitangi	Lit	3	ML	5-Mar
	1009v2	Respond to the social and/or historical, and/or personal/spiritual elements of a work of classical literature	Lit	3	ML	21-May
	1057v1	Show understanding of aspects of ancient civilisations		4	ML	29-Sep
The Sciences	1017v4	Demonstrate understanding of mechanics		3	ML	26-Mar 10B
	1015v4	Demonstrate knowledge of acids, bases and salts		3	ML	14-Apr 10A
	1017v4	Demonstrate understanding of mechanics		3	ML	16-Apr 10A
	1015v4	Demonstrate knowledge of acids, bases and salts		3	ML	16-Apr 10B
	1022v3	Demonstrate an understanding of Genetic variation		2	PL	11-Jun
	1021v3	Demonstrate an understanding of the structure and function of human body systems		3	ML	3-Sep

Subject and Learning Outcomes Table

NZ Certificate of Steiner Education

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 NZCSE Level 2 can achieve:

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

Endorsement:

- For a Highly Commended endorsement to be awarded, students will achieve with 30 or more points at Merit or above.
- For a Distinction endorsement to be awarded, students will achieve with 30 or more points at Excellence.

¹ Total UE Literacy NZCSE points are 8 (equivalent to 12 NZQF credits)

² Total UE Numeracy NZCSE points are 9 (equivalent to 14 NZQF credits)

Level 2 - Core Learning Outcomes

Subject	LO	LO Title	Lit/Num/UE	Points	ML/PL	Date of Assessment
Drama/Music/Movement	2025v4	Perform in a physical movement or music activity in an authentic setting (Music)		3	PL	18-Jun 11A
	2025v4	Perform in a physical movement or music activity in an authentic setting (Music)		3	PL	19-Nov 11B
	2048v3	Perform in a physical movement or music activity in an authentic setting (Eurythmy)		4	PL	18-Jun 11A
	2048v3	Perform in a physical movement or music activity in an authentic setting (Eurythmy)		4	PL	19-Nov 11B
English	2005v3	Describe and respond to a theme as evident in a significant novel or play	UEL (R, W)	3	ML	19-Mar
	2003v4	Respond to and analyse shorter texts	UEL (W)	3	ML	21-May
	2001v2	Demonstrate understanding of a work of non-fiction (written or film)	UEL (R, W)	3	PL	25-Jun
	2004v2	Deliver a persuasive speech		2	PL	23-Sep
	2002v5	Respond to and analyse visual texts or film		2	PL	12-Nov 11B
Mathematics	2020v2	Solve problems involving coordinate geometry methods	UEN	2	PL	11-Jun
	2021v2	Carry out a statistical investigation	UEN	2	PL	20-Aug MM

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Practical Art and Technology	2022v3	Craft an object/s in specified materials for a specific outcome (Hard Materials)		3	ML	2-Mar
	2023v2	Demonstrate knowledge of an art movement		3	ML	2-Mar
The Sciences	2011v3	Demonstrate understanding of cell biology		3	PL	16-Apr
	2009v4	Demonstrate an understanding of the structure and function of plants		3	ML	13-Aug
	2015v3	Demonstrate knowledge of the development and structure of the periodic table		3	ML	18-Aug
	2010v4	Demonstrate knowledge of the nature, structure and bonding of different substances		3	PL	11-Nov
The Social Sciences	2006v2	Examine perspectives and demonstrate empathy for people in a specified context		3	ML	11-Jun
	2007v3	Explain a trend of Globalisation or development and its impact on society	UEL (R)	3	ML	10-Sep

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

Level 2 - Additional Learning Outcomes

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Chemistry	2035v4	Demonstrate understanding of structure and reactivity of carbon compounds		3	PL	13-Apr
	2036v3	Solve quantitative chemical problems		2	PL	3-Jun
	2037v4	Demonstrate knowledge of oxidation reduction reactions		2	PL	9-Jul
	3051v4	Demonstrate knowledge of atomic structure and bondings		3	Ext	Exam week
Creative Response	2090v1	Demonstrate understanding of topics using a creative response (Macbeth)		2	PL	7-Apr
	2090v1	Demonstrate understanding of topics using a creative response (Parzival)		2	ML	9-Jul

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Drama/Music/Movement	2096v1	Demonstrate performance skills in drama (Drama)		3	PL	4-Jun
	2048v3	Demonstrate understanding of a performing arts discipline (Drama)		3	PL	1-Oct
	2044v3	Perform in a range of contrasting music works (Music)		4	PL	21-Oct
	2045v3	Create a portfolio of musical compositions and/or arrangements (Music)		4	PL	4-Nov
	2093v1	Produce a portfolio of evidence in music studies (Music)		4	PL	4-Nov
English	2079v2	Produce an extended piece of creative writing	UEL (W)	3	PL	12-Nov 11A
Mathematics	2039v2	Solve problems using algebraic processes	UEN	3	PL	14-Apr
	2040v2	Demonstrate an understanding of the graphical properties of some common mathematical curves	UEN	2	PL	25-Aug ALG
	2043v3	Calculate probabilities using various mathematical methods (Part 1)	UEN	2	PL	27-Sep MM
	2041v4	Demonstrate understanding of differentiation	UEN	2	PL	5-Nov ALG
	2043v3	Calculate probabilities using various mathematical methods (Part 2)	UEN	2	PL	8-Nov MM

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Practical Art and Technology	2051v3	Demonstrate skills in generating and refining a chosen theme in an art or design medium		4	PL	5-Nov
	2094v1	Produce a portfolio of original craft work which shows understanding of medium &/or design (Soft Materials)		4	PL	11-Nov
	2052v1	Show understanding of viewing and researching art making		4	PL	12-Nov
	2049v3	Demonstrate understanding of the design process in producing a crafted object/s or design (Hard Materials)		4	PL	15-Nov
	2049v3	Demonstrate understanding of the design process in producing a crafted object or design (Soft Materials)		4	PL	19-Nov
	2094v1	Produce a portfolio of original craft work which shows understanding of medium and/or design (Hard Materials)		4	PL	12-Nov
Second Languages – German	2057v5	Produce written texts in a second language (German)		3	PL Optional	13-Aug
	2058v3	Hold conversations in a second language with another speaker of that language(German)		3	PL	3-Sep

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Second Languages - German	2056v4	Demonstrate understanding of spoken text in a second language (German)		2	PL	29-Oct
	2054v4	Demonstrate understanding of written texts in a second language(German)		3	PL	3-Nov
The Sciences	2032v3	Demonstrate understanding of mechanics		3	PL	4-Jun
	2030v4	Demonstrate an understanding of Genetic variation and inheritance		2	PL	25-Jun
	2031v3	Take measurements of physical quantities and analyse data graphically to determine a relationship		2	PL	6-Aug
	2029v3	Demonstrate understanding of concepts and processes relating to ecology		2	PL	20-Aug
	2033v4	Demonstrate understanding of electricity and magnetism		3	PL	24-Sep
	2028v4	Demonstrate understanding of adaptation of organisms to their way of life		2	PL	5-Nov

Subject and Learning Outcomes Table

NZ Certificate of Steiner Education

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 NZCSE Level 3.

18 NZCSE points from Core Learning Outcomes must be credited towards the NZCSE Level 3. The Core Learning Outcomes are separate from the Elective LOs as they are mostly assessed at Level 2 and mostly from Main Lessons.

A further 32 NZCSE points from Level 3 Learning Outcomes are required to make a total of 50 points).

Those Core LOs which have a * before the LO number are available as L3 Core or Elective, however they cannot be used for both.

All Level 3 Core LOs will initially appear in the Report under the elective subject heading and will be eligible as UE subject LOs except LO 3010 and 3014.

These Level 3 Core LOs can be moved back to the Core subject heading if needed for meeting the Core requirement of 18 points; at this point they will no longer count towards UE.

This will be done in consultation with the NZCSE Coordinator.

For UE:

1. 4001 and 3087 can be credited under the English approved subject heading;
2. those marked UEL(W) or UEL (R) could be credited for UE Literacy Writing or Reading

Level 3 - Core Learning Outcomes

Subject	LO	LO Title	Lit/Num/UE	Points	ML/ PL	Date of Assessment
Class 12 Project	2087v1	Produce a written report	UEL (R,W)	3	Core	3-Sep
	*3087v1	Produce an extended written report	UEL (R,W)	4	Core	3-Sep
	*4001v3	Write an extended thesis or research report	UEL (R,W)	5	Core	3-Sep
	2060v3	Display Class 12 project and interact with the public		1	Core	11-Sep
	3014v1	Create an effective Class 12 project display and respond to questions from the public		2	Core	11-Sep
	2059v1	Present research findings in an oral presentation		2	Core	18-Sep
	3021v2	Complete a Class 12 project with a substantial practical component		4	Optional	21-Sep
	*3023v2	Deliver a formally structured speech to an invited audience		3	PL	18-Sep
	3022v1	Demonstrate Leadership in a community based project		2	Optional	21-Sep
The Arts	2078v4	Produce an original design, supported by architectural commentary, for a contemporary building (Art)		3	ML	10-May
	3020v1	Provide critical analysis of an original architectural design (Art)		3	ML	10-May
	*3075v4	Demonstrate performance skills in drama (Drama)	UEL (R)	4	PL	28-May
	*3082v4	Perform with skill in a programme of music over a range of music styles (Music)		4	PL	21-Oct

Subject	LO	LO Title	Lit/Num/UE	Points	ML/PL	Date of Assessment
The Arts	2074v2	Demonstrate with skill a programme of bothmer, &/or eurythmy, &/or dance, &/or physical movement (Eurythmy)		3	PL	28-Oct
	*3077v2	Demonstrate a range of significant skills in a movement discipline (Eurythmy)		3	PL	28-Oct
	2075v3	Perform in a musical presentation for a specified audience (Music)		3	PL	8-Dec
The Humanities	2062v1	Demonstrate knowledge of the historical background to a modern significant social issue or event		3	ML	26-Feb
	2064v2	Produce a portfolio of crafted, original creative writing	UEL (W)	2	ML	19-Mar
	2065v3	Demonstrate understanding of philosophical thought	UEL (R)	3	ML	21-May
	*3026v3	Respond to literature studied	UEL (R)	3	PL	3-Jul
The Sciences	2068v3	Demonstrate knowledge of general astronomy		3	ML	16-Apr
	2071v3	Demonstrate knowledge of various theories, factors and processes of human biological evolution	UEL (R,W)	3	ML	13-Aug
	3019v1	Provide critical commentary on aspects of human evolution	UEL (R,W)	3	PL	25-Aug

Level 3

Elective Learning Outcomes

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

For UE:

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

Endorsement:

- For a Highly Commended endorsement to be awarded, students will achieve with 35 or more points at Merit or above.
- For a Distinction endorsement to be awarded, students will achieve with 35 or more points at Excellence.

Level 3 - Elective Learning Outcomes

Subject	LO	LO Title	Lit/Num/UE	Points	ML/PL	Date of Assessment
Biology	3060v4	Demonstrate understanding of biotechnology		3	PL	16-Apr
	3062v3	Research a contemporary Biological issue		3	PL	4-Jun
	3056V5	Demonstrate an understanding of evolutionary processes leading speciation	UEL (R,W)	3	Ext	Exam week
	3059v5	Demonstrate knowledge of the fundamentals of gene expression	UEL (R,W)	3	Ext	Exam week
Calculus	3034v2	Solve problems and equations using trigonometric principles		3	PL	17-Mar
	3036v3	Demonstrate an understanding of the geometry of conic sections		3	PL	14-Apr
	3032v5	Demonstrate an ability to solve problems using differential calculus		3	Ext	Exam week
	3033v4	Demonstrate an ability to solve problems using integral calculus		3	Ext	Exam week
Chemistry	3052v3	Demonstrate understanding of thermochemical reactions		3	PL	14-Apr
	3054 v3	Demonstrate understanding of the properties of aqueous systems.		3	PL	8-Jul
	3050v4	Demonstrate knowledge of organic compounds		3	Ext	Exam week
	3051v4	Demonstrate knowledge of atomic structure and bondings		3	Ext	Exam week

Drama	*3075v4	Demonstrate performance skills in drama	UEL (R)	4	PL	28-May
	3076v2	Compose and choreograph a performance or demonstration piece in drama		5	PL	25-Sep
English	3008v2	Produce a portfolio of crafted, original creative writing	UEL (W)	3	ML	19-Mar
	3024v2	Write an extended formal essay substantiating a point of view	UEL (W)	3	PL	3-Jun
	*3026v3	Respond to literature studied	UEL (R)	3	PL	3-Jul
	*3087v1	Produce an extended written report	UEL (R,W)	4	Core	3-Sep
	*4001v3	Write an extended thesis or research report	UEL (R,W)	5	Core	3-Sep
	*3023v2	Deliver a formally structured speech to an invited audience		3	PL	18-Sep
	3009v1	Create and present a story to a specified audience		2	PL	5-Nov
	3025v3	Respond critically to a significant film or Shakespearean play	UEL (W)	3	Ext	Exam week
	3027v3	Demonstrate skills of comprehension and interpretation of unfamiliar texts	UEL (R, W)	3	Ext	Exam week
Music Studies	*3082v4	Perform with skill in a programme of music over a range of music styles		4	PL	21-Oct
	3083v4	Produce a portfolio of musical composition		5	PL	4-Nov
	3084v1	Produce a portfolio of evidence in music studies		5	PL	4-Nov

Physics	3045v3	Demonstrate knowledge of mechanical systems		3	PL	4-Jun
	3046v4	Carry out, interpret and report on a practical physics investigation		3	PL	5-Nov
	3047v4	Demonstrate understanding of electrical systems		3	Ext	Exam week
	3049v4	Demonstrate knowledge of wave systems		3	Ext	Exam week
Practical Art and Technology	3068v3	Produce a portfolio of visual art work		5	PL	5-Nov
	3069v2	Demonstrate understanding of process in relation to visual art work		4	PL	12-Nov
	3070v2	Produce an original crafted object or group of objects (Hard Materials)		5	PL	12-Nov
	3071v4	Demonstrate understanding of process in relation to craft work (Hard Materials)		4	PL	15-Nov
	3072 v3	Produce a portfolio of items crafted and/or sculpted from hard and/or soft materials (Costume/ Soft Materials)		5	PL	19-Nov
	3070v2	Produce an original crafted object or group of objects (Garment Construction, Pattern making and Design)		5	PL	8-Jul

Second Languages - German	3065v4	Deliver a prepared speech in a second language (German)		3	PL	1-Jun
	3066v5	Produce a portfolio of written pieces in a second language (German)		3	PL	13-Aug
	3063v4	Hold conversations in a second language with another speaker of that language (German)		3	PL	3-Sep
	3067v2	Demonstrate understanding of spoken texts in a second language		2	PL	26-Oct
	3064v2	Demonstrate understanding of written texts in a second language (German)		2	PL	2-Nov
Statistics	3040v3	Analyse time series data to make a forecast		2	PL	12-Mar
	3039v3	Investigate and analyse bivariate data		2	PL	16-Apr
	3038v4	Solve probability problems		3	PL	9-Jul
	3042v3	Demonstrate ability to solve problems using linear programming		2	PL	24-Aug
	3041v3	Solve problems using probability distribution models		3	Ext	Exam week