

**THE NATIONAL
STEINER CERTIFICATE**

**RAPHAEL HOUSE
STUDENT INFORMATION HANDBOOK
2009**

NB: Details described in this document may be subject to further alteration and refinement during 2009

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For additional information on any aspects of the operation of the Steiner Certificate not covered in the following pages, contact David Stephenson (Qualifications Co-ordinator) david.s@raphaelhouse.school.nz

INTRODUCTION

Introductory Remarks

The Federation of Rudolf Steiner/Waldorf Schools in New Zealand is the organisation which approves, promotes and supports the ongoing development of the national Rudolf Steiner qualification system (National Steiner Certificate) for use by its member schools. The Federation ensures that only providers that have its approval offer the Qualification.

Along with Michael Park (Auckland), Taikura (Hastings), and Christchurch Rudolf Steiner Schools, Raphael House introduced this qualification in Class 10 in 2002. This was then extended to include Classes 11 and 12 from 2003.

Each school has a Qualifications Co-ordinator who oversees the school-based development and implementation of the Steiner Certificate. Jane Patterson is employed by the four schools as national Project Manager, to oversee the development, ongoing management and moderation of the qualification.

An outline of the qualification and the procedures used is given in the following pages.

Rationale

The National Steiner Certificate is a multi- purpose qualification designed to meet the contemporary needs of New Zealand students. In the case of Year 12 and 13 students (Class 11 & 12) it is a national award offered by all the New Zealand Rudolf Steiner High Schools. Year 11 (Class 10) students are awarded the Certificate from their own school.

The qualification makes use of standards based assessment. It can be combined with elements of the National Qualifications Framework, including the National Certificate of Educational Achievement (NCEA).

The Steiner Certificate is flexible, inclusive, provides for different learning pathways and allows for local school variation. At the same time it takes account of and validates core values, skills and personal qualities considered to be one of the hallmarks of graduating Rudolf Steiner/Waldorf school students. It includes a comprehensive record of student achievement and is an advocacy document for post school learning and employment opportunities.

OUTLINE

The certificate is awarded on successful programme completion of the year's work in Classes 10, 11 and 12, usually at levels 1, 2 and 3 respectively. At Class 12 level it forms part of a comprehensive leaving package, which gives a detailed picture of the breadth and level of a student's educational achievements, as well as their interests and personal character.

- Level 1** Class 10 level (Year 11)
- Level 2** Class 11 level (Year 12)
- Level 3** Class 12 level (Year 13)

Credit System

The school learning programme validated by the award of the Steiner Certificate is divided into a number of complementary Units of Learning (eg a main lesson or a block of weekly practice lessons).

All of these different Units of Learning have a local Steiner Certificate Credit Value. (For example, at Raphael House a three week main lesson will normally be worth 4 credits and one practice lesson per week for a term will generate 1 credit.). An overview of how the credits are distributed over all the lessons is shown at the back of this handbook.

To successfully complete and be awarded the Steiner Certificate students must obtain a **minimum of 90% of the credits** offered in their learning programme.

STRUCTURE

Units of Learning

Each Unit of Learning is described in a Unit of Learning Descriptor. These documents are for teachers, and together they form a complete picture of the curriculum offered to each class level.

Student Study Guide

This is given to the students at the outset of a Unit of Learning, and contains all the information required for success in gaining the credits for that unit. This includes an overview of the aims and objectives of the unit and the associated Assessment Standards.

Assessment Standards

The Steiner Certificate makes use of Standards Based Assessment. Each Unit of Learning is assessed against one or more Assessment Standards, which sets out the criteria for achievement of the credits assigned to the assessment at three different grade levels as follows:

- Achieved
- Merit
- Excellence

If a student's work does not reach the 'Achieved' standard it will be assessed as either:

- Not Complete - the set work has not been completed
- Complete - work completed but is not up to standard required for 'Achieved'

Credits graded at the 'Achieved' level or higher contribute to the total number of credits gained towards the National Steiner Certificate.

Subject Reports

Subject reports for each Unit of Learning are produced for the students and parents. These reports give the student's level of achievement, number of credits gained and the teacher's comments on progress and suggested next steps.

Record of Achievement

The level of achievement, as well as the number of credits gained for each Unit of Learning, is recorded on the student's Record of Achievement.

An update of the student's Record of Achievement is sent to parents each term. From Term 2 2009, this will be sent to parents at the end of the term.

The Record of Achievement gives a summary of overall student achievement for the year to date. It records the credits achieved for each subject and the level at which those credits were gained (i.e. at Achieved, Merit or Excellence).

By the end of the year students need to gain 90% or more of the Total Possible Credits for the year in order to gain a Steiner Certificate. The Record of Achievement indicates whether or not the 90% criteria has been met for work for the year to date, with the words GAINED or NOT GAINED at the bottom of the page. For the normal case where a student completes the full year programme, (i.e. is not absent or on an individual programme) the number of credits that can be lost over the whole year in 2009 for the different classes is shown below.

	Total Possible Credits for year (approximate)	90% of Total Possible Credits	Maximum number of credits that can be lost over the year
Class 10	133	119	14
Class 11	130	117	13
Class 12	132	118	14

Note: The final number of 'Total Credits Possible for year' may vary from the figures given above (eg where students are 'Withdrawn' from courses for legitimate reasons such as illness), however they still serve to give a good indication of the maximum number of credits that students can lose over the year and still obtain the Certificate.

Class 12 students receive their final Record of Achievement as part of their Leaving Package, which is presented to them on their last day of school. The final Records of Achievement for Class 10 and 11 students are sent home at the end of the second week after the end of the school year, together with their Steiner Certificate and subject reports.

Weighted Grade Average

The Weighted Grade Average is a single figure which indicates how well a student is achieving, on average across all of their subjects. In order to calculate this figure the grades attained by a student are weighted as follows;

Grade	Weighting
Achieved	1
Merit	2
Excellence	3

$$\text{The Weighted Grade Average} = \frac{(1 \times A) + (2 \times M) + (3 \times E)}{A + M + E}$$

Where

A = number of credits at Achieved

M = number of credits at Merit

E = number of credits at Excellence

Therefore, Weighted Grade Averages indicate the following:

Weighted Grade Average	
1	Student has achieved on average at the ' Achieved ' level'
2	Student has achieved on average at the ' Merit ' level
3	Student has achieved on average at the ' Excellence ' level

Weighted Grade Averages between 1, 2 and 3 indicate average achievement between the 3 levels of achievement. ie. A Weighted Grade Average of 1.5 indicates an average level of achievement midway between the 'Achieved' and 'Merit' levels.

Grades for **courses that are taken at a lower level** than the class level the student is in are considered to be at the **Achieved** level for the purpose of calculating the Weighted Grade Average. For example, for a student in Class 11 (Level 2), 2 Merit credits for a Level 1 Graphics course would be counted as 2 Achieved credits in the calculation of the Weighted Grade Average. Exceptions to this may occur when a student begins a new subject of which they have little or no prior knowledge; in which case the National Project Manager may deem it appropriate that the actual grades achieved in a lower level course be used in the calculation of the Weighted Grade Average. This may, for example, apply when a Class 11 (Level 2) student undertakes an NCEA Level 1 foreign language course. All such exceptions would be considered by and are at the discretion of the National Project Manager.

For **courses taken at a higher level** than the class level, the grades will be increased as set out below for the purpose of calculating the Weighted Grade Average.

Grade for Higher Level Course	Adjusted Grade Used for Calculation of Weighted Grade Average
Achieved	Merit
Merit	Excellence
Excellence	Excellence

For Class 10 all of the student's grades are used in the calculation.

For Class 11 & 12, the **top 90 percent** of the student's grades are used to calculate the Weighted Grade Average. The reason for this is to acknowledge the fact that some students struggle to do well in certain subject areas despite their best efforts and this can detrimentally affect their Weighted Grade Average and thereby not fully acknowledge the strengths they may have in subject areas they wish to continue on with at tertiary level.

Levels of Award of the Certificate

The Steiner Certificate is awarded at one of three levels.

Attainment of the Certificate at the two higher levels is based on the Weighted Grade Average. The numerical values of the Weighted Grade Average needed to achieve the Certificate at these two higher levels are nationally determined and for 2009 are as follows:

Level of Award of Steiner Certificate	Minimum Weighted Grade Average Required
Highly Commended	1.95
Distinction	2.4

The Steiner Certificate for Class 11 & 12 is a national qualification, therefore the numerical values of the Weighted Grade Average needed to achieve the Certificate at these two higher levels are reviewed and decided jointly by the participating schools each year. Raphael House uses these same values for determining the Levels of Award for Class 10.

Attendance and Participation Certificate

Those students who have not been able to gain 90 percent of the Possible Credits but who have completed 90 percent of the work given, receive an Attendance and Participation Certificate.

Assessment of whether the student has completed 90 percent of the work is made by adding the number of credits which have been assigned to the 'Complete' category to those credits gained at 'Achieved' or above and comparing the total to the number of Possible Credits.

The Record of Achievement indicates whether or not the 90% criteria for Attendance and Participation has been met for work for the year to date, with the words GAINED or NOT GAINED at the bottom of the page

Withdrawn Credits

Credits associated with work which the student has not been required to do on the basis of a valid reason are **Withdrawn** from the total number of Possible Credits linked to an individual student's learning programme. Valid reasons for work not being required relate to periods of absence due to illness, bereavement or other school approved absences.

The number of 'Withdrawn' credits, denoted as '**W**' credits, is shown on the student's Record of Achievement.

The school is required to notify the National Project Manager (Jane Patterson) if the total number of W credits exceeds 10 percent of the total credits offered for the year. If the total number of W credits exceeds 15 percent then the Project Manager, after consultation with the school and consideration of the specific circumstances, will decide whether or not the Certificate can still be awarded.

Education Outside the Classroom (EOTC)

Students' positive participation in activities such as camps, work experience, festivals, assemblies and the Class 12 Project, which have no associated credits allocated, is required for the completion of the Steiner Certificate for that year. Absence without due cause, or inappropriate behaviour at these events may lead to the student failing to fulfil the course completion requirements.

Alternative Programmes

Alternative Programmes may include courses which are graded at higher or lower level than the general level for the class. Alternative Programmes include Individual Education Programmes (IEP's) and programmes where alternative courses (eg. Correspondence School Courses or extension courses) are taken in place of one of the usual subjects offered. Students taking Alternative Programmes are given an individualized Steiner Certificate Credit Allocation.

The following criteria govern the composition of possible alternative learning programmes for each level of the Steiner Certificate:

- Level 1 minimum of 75% of credits at Level 1 (or above)
- Level 2 minimum of 75% of credits at Level 2 (or above)
- Level 3 minimum of 75% of credits at Level 3

The setting up of all such arrangements is at the discretion of the Upper School teachers. Any alterations to a student's programme must be formally agreed to by the Upper School Teachers and approved by the Qualifications Co-ordinator.

Courses taken at higher or lower levels than the class level of the student are shown on the student's Record of Achievement (ROA) as a lower or higher level course. For example, in the case of a student in Class 11 (Level 2) taking an NCEA Level 1 Graphics course, the course will appear on their ROA as 'NCEA Level 1 Graphics'. (refer to the section entitled 'Weighted Grade Average' for a description of how the grades for courses at higher or lower levels are adjusted for the purposes of calculating the Weighted Grade Average).

Individual Education Programmes (IEPs)

An IEP may be set up for a student when

- they have a recognised learning difficulty such as dyspraxia or dyslexia or
- they have a medical problem that affects their participation in the learning programme

The Individual Education Programmes set up for such students may include :

- Alternative assessments which cater for the specific learning needs of the student. These can be at the Class level of the student or at a lower level as appropriate, and/or
- Units of Learning at lower levels than the student's class level

As set out above in the section on Alternative Programmes, IEP Programmes may contain a maximum of 25% of the credits at lower levels than the Class level.

The appropriate Student Study Guides will be provided for students on IEP's, which set out the assessment criteria required at the agreed grade levels. Once established, the criteria for assessment cannot normally be modified except where unforeseen circumstances arise (e.g. compassionate considerations or illness etc).

NCEA Credits and Grades in the Steiner Certificate

Credits

1 NCEA Credit = 1 Steiner Certificate Credit

Note: Both credit systems are based on approximately 10 hours of student work per credit, being two thirds classroom work and one third homework.

Grades

NCEA Grade = Steiner Certificate Grade

Example: 2 Credits @ NCEA Level 2 = 2 Credits @ Steiner Certificate Level 2

NCEA credits will be identified as such on the Steiner Certificate Record of Achievement as, for example; Mathematics NCEA Level 2

The Leaving Package

Students who complete the Class 12 year (Year 13) will take with them a package of documents which together will provide a broad picture of their achievements and abilities. This will include:

- A Level 3 Steiner Certificate (where achieved)
- A Record of Achievement and Subject Reports
- A Personal Profile
- A Testimonial
- An Overview of the Rudolf Steiner / Waldorf High School Curriculum
- The Student's Class 12 Project Portfolio and Report

Further details of these documents are given below:

Personal Profile

The Personal Profile is an indicator of the underlying character and personal abilities of a student. These core attributes are broader than the specific skills learned in a particular subject area. A template of the Personal Profile is attached as an appendix.

From mid 2009, opportunities will be given annually for students in Class 10, 11 and 12 to self-evaluate against the profile to help them identify the areas they would like to develop in.

The final Profile is created by collating the assessments of all the teachers who have taught the student in their leaving year and then included in their Leaving Package.

Testimonial

This is a character reference, written for the student by the Upper School teachers, containing the following elements:

- A statement on how long the student has been enrolled at Raphael House, as well as any other previously attended Steiner Schools
- A summary of personal qualities such as leadership, social skills, motivation, etc
- Academic abilities and strengths
- Artistic abilities and strengths
- Practical abilities and strengths
- Summary of extra curricula activities such as sports, music, voluntary activities and special responsibilities, such as being on the Student Council, a World Vision coordinator etc.
- A summary and concluding paragraph

The Class 12 Project

The Class 12 Project forms a major part of the work of a Class 12 student. The aim of the project is to stretch and challenge the student in order that they experience self empowerment and growth through the process.

The Class 12 Project is an essential element of the students' final year at school, and its fulfilment is a precondition for the award of the Level 3 Steiner Certificate. The work is completed outside of school time.

Formal assessment of the Project (including the preparation process, project book, visual display, public presentation and final product) is summarised in a report that is given to the student. Course credits are not allocated towards the Class 12 Project.

The Project Portfolio (in the form of video, art piece, photo display or written work etc) is a measure of the capabilities of the student, and it can be used as a key element of the leaving package when applying for future work or study.

More comprehensive details of the organisation of the Class 12 Project are given to students and parents in a separate information pack in Term 3 of the student's Class 11 year.

PROCEDURES

Eligibility and Enrolment

All students enrolled in classes 10, 11 and 12 in a New Zealand Rudolf Steiner School that has been accredited to award this Certificate by the Federation of Rudolf Steiner/ Waldorf Schools in New Zealand are eligible for this qualification.

In general, Class 10 students work towards a Level 1, Class 11 students a Level 2 and Class 12 students a Level 3 Certificate, irrespective of their academic performance in previous years.

To receive the certificate at any level, students must fulfil the requirements of the Learning Programme and the school's Attendance Policy.

Absences

Absences are taken seriously by the school as they affect a student's learning and can often affect their performance in assessments.

Requests for Leave

Parents are required to request leave for any event, trip or other activity which requires a student to be absent for school, as early as possible before the leave is to begin. This request should be addressed to the Upper School Coordinator and can be either emailed to david.s@raphaelhouse.school.nz or given to the student's Class Sponsor.

Holidays are not normally considered to be a valid reason for a student to be absent, given that many weeks of holiday are provided within the school year and the school has a legal obligation to ensure that students attend school. Leave will be granted for students to attend family related events and for other reasons which are considered appropriate, all at the discretion of the Upper School Coordinator. Approval will be communicated by letter or email.

Parent Notes Explaining Absences

A note from a parent or caregiver is required to explain every absence a student has from school which has not been requested in advance and subsequently approved by the Upper School Coordinator. The note should be addressed to the Upper School Coordinator and given to the student's Class Sponsor on the day they return to school.

Doctor's Certificate for Illness

A doctor's or health practitioner's certificate is required for **periods of illness which exceed five days**.

Note: Letters from parents or caregivers requesting leave, notes explaining absences and doctor's certificates are all required as part of the National Steiner Certificate Assessment Requirements and are retained by the school for audit purposes.

Effect of Absences on Assessments

In general, students are expected to catch up on work missed due to absences. If the absence is known in advance then the student is expected to talk to all his or her subject teachers and work out how best the work can be covered; for example, the teacher may be able to provide work in advance. At other times it will be necessary to work out the 'catch up' with the teacher once they return to school.

There are circumstances when it is not practical or possible for a student to catch up on work missed; for example, if they are away for a period of prolonged sickness. In these cases the credits for the assessments associated with the work missed will be **Withdrawn** from the 'Total Possible Credits' pertaining to that student.

Absence on the Day of an Assessment

If a student is absent on the day of an assessment and this absence has either been approved by the Upper School Coordinator in advance or the explanation via a note from the parent or caregiver is considered satisfactory, then if it is possible, the student will be offered another opportunity to sit the assessment on a future date. If this is not possible then the credits for that assessment will be **Withdrawn**.

If however **no prior approval** for the absence has been given or **no note** from a parent with a satisfactory reason is received, then the student will not be given another opportunity to sit the assessment and **no credits will be awarded for it**.

Extensions

Requests to hand work in after the Due Date will only be considered if;

- A written application is made to the Subject Teacher and Upper School Coordinator **three days before the due date** and
- The reason for the request is considered valid by the teacher and Coordinator

Valid reasons may include periods of illness or other school approved absences, which have clearly affected a student's ability to hand the work in by the due date.

If a student does not hand in work by the required time, on the due date and no request for an extension has been received 3 days prior to the due date and granted, then the student will not receive any credits for the work. ie **no credits will be awarded for late work**.

Reassessment

Where students fail to gain credits at the first attempt, there *may* be one further opportunity for re-assessment at the discretion of the school. A reassessment would normally only be considered when the student has narrowly missed reaching the Achieved standard. The teacher concerned determines the timing of any such re-assessment opportunities. **The highest level of achievement attainable from a re-assessment will be standard Achieved.**

Authenticity of Student Work

The teachers have to be sure that any evidence of learning is attributable to the person being assessed, and that outside assistance is not distorting the assessment.

All students undertake that any work that they hand in for assessment is their own.

Within any assessment students must acknowledge in writing (in the form of a bibliography or reference note) any contribution from someone else that is included.

If a student submits work that is not their own, without acknowledging it as such, (except where it is appropriate, such as with group work), they will receive no credits for the assessment.

Students submitting work that is not authentic in this sense may also lose all other credits for the Unit of Learning concerned. This will be at the discretion of the Upper School teachers, in consultation with the Qualifications Co-ordinator. They will also receive a letter from the school with a warning to the effect that any further transgressions may mean they are no longer eligible for receiving the Steiner Certificate.

Transfers, New Entrants and Overseas Students

In cases where students are present at the school for only part of the year, they will be given their Record of Achievement for that part of the annual programme but will not be eligible to receive the Steiner Certificate.

Exchange Students

Raphael House students going overseas on exchange will not be able to fulfil the course completion requirements for that year and will therefore not be able to obtain the Steiner Certificate for that year. This will have to be considered when making the choice to go on an overseas exchange

Moderation

A national Moderation System is in place to ensure equivalency of the Steiner Certificate assessments given by the different Rudolf Steiner schools. This system involves experienced Steiner teachers, acting in the capacity of national moderators, reviewing samples of student work from all of the schools. Moderation includes the evaluation of a teacher's planning and documentation and their assessment, grading and reporting of student work.

Class 11 and 12 work is subject to external or national moderation, while Class 10 work is moderated internally, that is, within each school.

Appeals

Appeals with respect to any assessment may be made by students themselves or on their behalf by a parent or caregiver. It is preferable that appeals are brought as soon as reasonably possible after the assessment report has been received, so that a timely resolution can occur. The grounds for an appeal are:

- incorrect recording of assessment details
- failing to receive an extension or a compassionate consideration for a valid reason
- unfair or inconsistent marking

The procedure for appealing is as follows:

- 1 The issue should be raised with the teacher who gave the assessment. If the matter is not resolved there, it should be submitted in writing to the Qualifications Co-ordinator.
- 2 The Qualifications Co-ordinator will consider the appeal and meet with any of the following as appropriate; the student, parent or caregiver, the teacher, and any other colleagues whose advice may be considered useful. The Coordinator will make a judgement and communicate it to the student and their parents or caregivers. If the matter is not able to be resolved then the appeal should be submitted in writing to the National Project Manager.
- 3 The National Project Manager will consider the appeal, communicating with the school and other parties involved as appropriate. The decision of the National Project Manager will be final.

School Based Reporting and Recording Systems

- 1 In Term 4 of each year, the Steiner Certificate Credit Allocation will be decided on for the following year's courses and the teachers informed of this.
- 2 At the beginning of the year teachers will allocate the credits applicable to their courses to specific assessment tasks and decide on the due dates for assessments.
- 3 These will be collated by the Qualifications Co-ordinator at the start of the school year and the information given to the students. At the beginning of every Unit of Learning, the teacher will provide the students with a Student Study Guide (except for some EOTC activities as mentioned earlier).
- 4 Credit Allocations for students on Alternative Programmes (including Individual Education Programmes) will be given to the students and parents concerned.
- 5 At the conclusion of every Unit of Learning the teacher will mark the work and enter the grades and written comments into the school's assessment database.
- 6 Students may be asked for original or copied exemplars of their work in accordance with the Privacy Act, to assist with both internal and external moderation processes
- 7 Students and Parents will be sent a copy of Subject Reports and the Record of Achievement each term

Credit Allocations

The total number of local credits per year's course, and the number allocated to each subject, is at each school's discretion. At Raphael House in 2006 the Level 1, 2 & 3 year's programmes will have a slightly different number of credits due to a variance in the non-assessed content in the different programmes. The tables on the following pages show how the credits have been allocated to all the different courses in 2009.

Raphael House Course Credits for Class 10 2009

Subject	Credits per term				Credits per Subject	
	1	2	3	4		
Main Lessons						
Mechanics	4				4	
NZ History	4				4	
Chemistry	4				4	
The Living Earth		4			4	
Play		12			12	
Art of Language			4		4	
Ancient History			4		4	
Human Biology				4	4	
Odyssey				4	4	
Surveying (inc camp)				6	6	
Sub Total 1	12	16	8	12	50	
Practice Lessons						
Maths	4	2	3	3	12	
English	3	3	3	3	12	
Physical Education	2	2	1	1	6	
German / Japanese	3	1	3	3	10	
Music	2	0	3	2	7	
Drama	1	1	1	1	4	
Physics	3				3	
Chemistry		3			3	
Biology			3		3	
Genetics				3	3	
Woodwork	Craft Groups a or b	2a	2a	2b	2b	4
Bone Carving			2a	2b		2
Textiles		2a	2b			2
Recycling				2b	2a	2
Horticulture			2b	2a		2
Art		1ab	1ab	2ab	2ab	6
Computer		2b			2a	2
Sub Total 2						83
EOTC						
Wanganui River Camp	Course completion requirements					
Community Service						
Festivals + Assemblies						
Toy and Craft Fair						
Total Credits for the Year					133	
90% of Total. This is the number of credits required to gain a Level 1 Steiner Certificate in 2009					<u>119</u>	

Raphael House Level 2 Credits for Class 11 2009

Subject	Credits per term				Credits per Subject
	1	2	3	4	
Main Lessons					
Comparative Religions	4				4
English - Novel	4				4
Music and Culture	4				4
Creative Writing		4			4
Careers		3			3
Atomic Physics		4			4
Quantitative Analysis			4		4
History of Mathematics			4		4
Parzival			4		4
Power and Poverty				4	4
Botany				4	4
Sub Total 1	12	11	12	8	43
Practice Lessons					
Maths	4	4	4	2	14
English	3	3	3	2	11
German /Japanese/Alternative	3	3	3	2	11
Music	2	2	2	2	8
Microbiology	3				3
Genetics		3			3
Physics			3		3
Chemistry				3	3
Physical Education	2	2	2	1	7
Woodwork	2b	2b	2a	2a	4
Leatherwork	2ab	2ab			4
Bookbinding			2ab	2ab	4
Photography	2a	2a	2b	2b	4
Art	2ab	2ab	2ab	2ab	8
Sub Total 2					87
EOTC					
Camp	Course completion requirements				
Work Experience					
Talent Show & Upper School Ball					
Festivals & Assemblies					
Toy and Craft					
Total Credits for the Year					<u>130</u>
90% of Total. This is the number of Credits required to gain a Level 2 Steiner Certificate in 2009					<u>117</u>

Raphael House Level 3 Credits for Class 12 2009

Subject		Credits per term				Credits per Subject	Credits Per Option
		1	2	3	4		
Main Lessons							
	Creative Writing	4				4	
	Philosophy	4				4	
	Optics	4				4	
	Cycle of Life		4			4	
	Architecture		4			4	
	Astronomy		4			4	
	Ecology			4		4	
	English (Novel)			4		4	
	Issues of Our Times				4	4	
	Play				12	12	
Sub Total 1		12	12	8	16	48	48
Practice Lessons							
	English	4	4	4	2	14	
	Music		4		4	8	
	Physical Education	2	2	2	1	7	
Sub Total 2						29	29
OPTIONS							
Option 1 (4/wk)	Maths with Calculus	4	4	4	2	14	11 or 14
	Maths with Applications 3/wk	3	3	3	2	11	
	English Extension B	4	4	4	2	14	
Option 2 (3/wk)	Biology	3	3	3	2	11	11
	Woodwork	3	3	3	2	11	
	English Extension A	3	3	3	2	11	
Option 3 (3/wk)	Chemistry	3	3	3	2	11	11
	Drama	3	3	3	2	11	
Option 4 (3/wk)	Art (3 or 4 lessons per wk)	3 or 4	3 or 4	3 or 4	2	11 or 14	11 or 14
	Physics	3	3	3	2	11	
	Chemistry (Correspondence)	3	3	3	2	11	
Option 5 (2/wk)	Music Extension	2	2	2	2	8	8
	Photography	2	2	2	2	8	
	German (Correspondence)	2	2	2	2	8	
	Chemistry (Correspondence)	2	2	2	2	8	
Sub Total 3							55
EOTC		Course completion requirements					
Camp & Leadership							
Festivals & Assemblies							
Class 12 Project							
Toy and Craft Fair							
Total Credits for the Year							132
90% of Total. This is the number of Credits required to gain a Level 3 Steiner Certificate in 2009							<u>118</u>