

Course Directory

2017 - 2018

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Science

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Practical Skills

Sport & Movement

Eurythmy

Languages

Independent Projects

Work Experience

Student Exchange

Assessment & Certification

Higher Education

& Careers advice

Global Issues



INTRODUCTION

The High School programme is designed to give the students a foundation in a broad range of subjects, to develop practical and study skills and to encourage initiative and independence in learning; we want our students to develop the habit of learning.

The timetable is organised approximately in three 2 hour periods each day, with the intention that all subjects are taught in intensive blocks that change every 3 - 5 weeks, so that students focus on three subjects at a time. Afternoon blocks are slightly shorter and run from Monday to Thursday; the students have weekly P.E. and Global Issues lessons on Friday afternoons, as well as daily, 15 minute sessions in either Bothmer Gymnastics or Eurythmy before the afternoon block.

In Classes 9 and 10, there is a course of compulsory Main Lessons for all students throughout the year, supported by regular weekly lessons in Global Issues and P.E. In addition, we offer modules in a variety of studio and performance arts and crafts. Sometimes, students will be able to choose from two options running concurrently, but if the module specifically supports the current Main Lesson, it will be compulsory. There is also a requirement, in order to keep the curriculum broad, that all students take at least one movement module, one craft module and one studio arts module over the year.

Midway through Class 10, and then again in Class 11, students are consulted about their wishes and plans for the future. We refer to what they tell us, as well as our own knowledge and experience, in our planning for Classes 11 & 12. Some compulsory Main Lessons continue, and students must choose at least one subject from each of the core assessment areas at each level (see page 24), but there is an increasing number of optional Main Lessons and elective arts, crafts and supplementary lessons in Class 11 and especially in Class 12, so that students can begin to focus on their areas of particular interest.

In Class 12, the students must choose 3 areas of particular specialisation in addition to the compulsory blocks, and undertake a major personal project.

In Class 11, there is the possibility of student exchanges for those interested in improving their French, German or Spanish. Students from other countries also often visit and study with us for a term.

In Classes 10, 11 & 12, we offer assessment and certification through the Certificate of Steiner Education (NZCSE) at levels 1, 2 and 3. Details of the structure, requirements, grading system and validity of the certificate are on pages 24 - 28.

Below are details of the courses offered in the High School. The programme for each year depends on demand, space, individual students' needs, curriculum development, facilities and availability of staff. Details are updated as more information becomes available and are subject to change.

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MATHEMATICS

Probability: Roy Allen

Compulsory Main Lesson for Class 9

Permutations and Combinations: probability attached to possible outcomes in everyday situations.

Conic Sections: Roy Allen

Compulsory Main Lesson for Class 9

The Geometry of Conic Sections.

Algebra: Roy Allen

Compulsory Main Lesson for Class 10

Algebra: linear, simultaneous and quadratic equations.

Trigonometry: Roy Allen

Compulsory Main Lesson for Class 10

In Plane Trigonometry, the properties of right angled and non-right angled triangles will be investigated. The Sine, Cosine, Tangent and Cotangent ratios will be defined and calculated, the Theorem of Pythagoras will be reviewed and proved, and there will be some graph work to bring the calculations into practical problems.

Surveying: Roy Allen

Compulsory week for Class 10 - supplementary to the Trigonometry block.

The Surveying week will take place in Wales and is a practical application of the maths learned in the Trigonometry Main Lesson, through measuring and defining the land, its boundaries and topography in order to draw a map.

Projective Geometry: Roy Allen

Compulsory Main Lesson for Classes 11 & 12

Building on Euclidian geometry, this block explores questions about point, line and plane in relation to infinity and to the natural world, philosophy and sacred geometry.

Algebra: Roy Allen

Elective Main Lesson/module for Class 11

Geometry: Roy Allen

Elective Main Lesson/module for all Classes

Calculus: Roy Allen

Elective Main Lessons/modules for Classes 11 & 12

Binomial Theorem & Complex Number Theory: Roy Allen

Elective Main Lesson/module for Class 12

Applied Statistics: Sarah Houghton

Elective Main Lesson/module for Class 12

ENGLISH

The Narrative Tradition: Stella Ottewill

Compulsory Main Lesson for Class 9

Stories have probably existed for as long as human beings have walked the Earth. Almost every story follows a basic narrative structure and this is explored in this Main Lesson through looking at various examples including the novel and ballads. The theme is also broadened by following the development of characters through a story and by beginning to look at the literary devices writers use to shape the story.

History of Drama: Stella Ottewill

Compulsory Main Lesson for Class 9

The history of drama from the early origins of drama in Ancient Greece through the medieval development of theatre and up to Elizabethan drama will be studied. Works from Greek dramatists such as Sophocles, Aeschylus and Euripides may be included, as well as a play by William Shakespeare.

From Myth to Literature: Stella Ottewill

Compulsory Main Lesson for Class 10

Before literacy developed, people communicated through an oral tradition of fables, parables, and mythological stories. These often contained cultural wisdom and values which were passed from one generation to the next. As printed literature grew, stories began to change into more personal accounts of individual experiences. Throughout mythology and literature, the role of the hero has been a central theme and this development is one strand that can be followed through works such as The Epic of Gilgamesh and The Odyssey.

Poetics: Stella Ottewill

Compulsory Main Lesson for Class 10

Poetry, from rhythmically chanted verses to the refined sonnet, followed a similar path to the transition from myth to literature. Some of the earliest writings in English were written in verse, using the power of the word in poetic form. Poetry is a way of using words beyond mere meaning, delving deep into the rhythms and sounds of the natural world through language, to create pure forms of human expression. Different poetic forms are read and worked with in this Main Lesson. The tools to understand these forms and to learn how to compose different styles of poetry are introduced and pupils are given the opportunity to write their own poetry.

Parzival: Stella Ottewill

Compulsory Main Lesson for Class 11

Wolfram von Eschenbach's *Parzival*, a medieval classic tale of the individual's path through failure, guilt, atonement, and grace will be studied in some depth.

Poetry from the Romantic Period: Stella Ottewill

Elective Main Lesson/module for Class 11

A study of the lives and works of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Clare.

Modern Literature: Stella Ottewill

Compulsory Main Lesson for Class 12

A study of early 20th Century Literature looking at modern writers such as T. S. Eliot, Henry James and James Joyce. This block also introduces critical argument and helps pupils fine-tune their close reading skills.

Modern Drama: Stella Ottewill

Elective Main Lesson/module for Class 12

An overview of 20th Century Drama from Wilde to Stoppard and beyond. This block also includes a look at the development of musical theatre up to the present day.

Post World War 2 Literature: Stella Ottewill

Elective Main Lesson for Class 12

This block offers pupils an in-depth look at the ways in which literature changed in the second half of the 20th Century. Possible themes and genres may include post-colonialism, postmodernism, time, space, Science Fiction and early 21st century literature.

Film Studies: Stella Ottewill

Compulsory Main Lesson in Classes 9 & 10

Elective Main Lesson/module for Classes 11 & 12

Film is a more modern avenue for story-telling and comment on the human condition and it is important that young people have some understanding of what is at work in them. Techniques such as camera angles, lighting and soundtracks are briefly studied along with learning to recognise the narrative structure and literary devices employed in film. An historical survey of films will also show how some of these techniques have changed over time and what this may tell us about the changes in human consciousness.

NATURAL SCIENCES

Chemistry 1: Sarah Houghton

Compulsory Main Lesson for Class 9

In this introduction to organic chemistry, students will consider the role of carbon and its compounds. Rarefaction and solidification products starting from glucose are investigated by the students. Production of alcohols, vinegar via fermentation and distillation processes are investigated experimentally and smelly esters are created. Experiments relating to solidification products consider the characteristics and production and use of starch, cellulose, wood, coal, wax and oil. Fossil fuels are considered first by experimentation, and then extraction methods and uses are discussed. Natural and industrial organic compounds and their polymers will also be studied. This chemistry block involves a lot of laboratory work which gives the students a real opportunity to be hands-on.

Physiology and Anatomy: Sarah Houghton

Compulsory Main Lesson for Class 9

In this block students will explore several sense organs and discover how they work together to create our perception of the world and relate to our central nervous system and brain. Students will study anatomy, specifically the rhythmic system through a careful study and comparison of the human body in relation to that of different animals.

Geology: Sarah Houghton

Compulsory Main Lesson for Class 9

Thermodynamics: Roy Allen

Compulsory Main Lesson for Class 9

Ecology: Sarah Houghton

Compulsory Main Lesson for Class 10

In this block, students study the living world around them, focusing on the plant and animal from the aspects of natural history and ecology. Different ecosystems are studied and compared. The dynamic between an ecosystem and human beings is explored at the level of habitat and subsistence. The importance and history of the hedgerow is focused on to highlight this dynamic. Various skills and technologies will be explored through practical work on site and on field trips.

Mechanics: Roy Allen

Compulsory Main Lesson for Class 10

This Physics Main Lesson will focus on Mechanics. The section on statics will cover tensile and compressive forces, centre of area and centre of gravity, conditions for equilibrium, moments of forces, resolution of forces and the triangle and polygon of forces, elasticity, the stiffness of springs and Hooke's Law.

In dynamics velocity and acceleration will be defined from the results of experiments. Uniform acceleration as the result of gravity acting on a mass in free fall and the relationship between force, mass and acceleration will be investigated and discussed.

Chemistry 2: Sarah Houghton

Compulsory Main Lesson for Class 10

In this introduction to inorganic chemistry, students will study acids, bases, and salts and the reactivity series of metals. This is carried out through experiment, observation and analysis. We will examine different minerals from the earth and consider how they formed and what they are made of. Students will look and make salt crystals, investigate the role of water in crystallisation, and discover the qualities and reactivity of metals. From this students can start to derive the concepts of constant composition and definite proportion and start balancing reaction equations using words and symbols.

Chemistry 3: Sarah Houghton

Elective Main Lesson for Class 11

The Class 11 Chemistry Main Lesson will include: study of the Periodic Table; the nature of science and the history of chemistry connecting with Medieval History in alchemy, and with atomic theory through the study of significant personalities and practical work illustrating the concepts which led to the Periodic Table and how these elements and their compounds can be used in the world.

Embryology: Sarah Houghton

Compulsory Main Lesson for Class 11

Starting with the importance of understanding the female and male reproductive systems and hormones, this Main Lesson block then leads into the development of the human embryo. Details of organ formation and the phases of birth, childhood and the human life journey are discussed. In addition evolutionary aspects of human embryo development are compared with mammalian embryo development revealing the paradox of an adult human form with embryonic features but with the unique status of self-consciousness and individuality. Here at the cellular level, cell structure, function and life processes can be compared and discussed.

Electricity and Magnetism: Roy Allen

Elective Main Lesson/module for Class 11

Atomic Theory: Glenn Metzner

Compulsory Main Lesson for Class 11

From classical atomic theory to contemporary modelling of the atom; the study of significant personalities including the story of the Manhattan Project to create the atomic bomb and the moral and political repercussions.

Botany: Sarah Houghton

Elective Main Lesson/module for Classes 11 & 12

In this block students will observe plants and their structures, functions and diversity. Students will investigate photosynthesis, growth, reproduction, seed development and dispersal, and defence. Students will also focus on the many ways human beings depend on plants, e.g. food, medicinal qualities and pure beauty. Genetics will be discussed.

Biochemistry: Sarah Houghton

Elective Main Lesson/module for Class 12

Students will study the biochemistry of the body specifically the gut system and compare it with the biochemical substances and processes of other living organisms such as the bee. From this we will expand out to consider the impact of chemicals on the environment and living organisms.

Evolutionary Biology: Sarah Houghton

Compulsory Main Lesson for Class 12

Within this Main Lesson students investigate the evolutionary pathways of 'man and animal'. The lesson starts by considering what we need as individuals to live. We use this as a starting point to compare and contrast our needs with that of our ancestors and animals. The mighty resources of the museums and university research centres of London are used to explore and observe the teeth, skulls and skeletons and relics of our hominid ancestors and compare them with animals such as the shark and the primates. The viewpoints of science regarding evolution are compared with those of religion.

Physics: Glenn Metzner

Elective Main Lesson for Class 12

This block focuses on 20th and 21st Century Physics topics, which can include atomic physics, wave systems, electricity or mechanics. The block will be tailored to the interests and needs of the students who wish to take it.

Astronomy/Cosmology: Glenn Metzner

Elective Main Lessons/modules for Classes 10 & 12

SOCIAL SCIENCES

Modern History - Communications: Amanda Bell

Compulsory Main Lesson for Class 9

In the first History block of Class 9, we focus on communication from the invention of printing to the internet. Although the history goes back to the 15th Century, most of the developments we study took place in the 20th and 21st Centuries. The communications revolution is a modern phenomenon; not since the invention of the printing press has communication had such an impact on the lives of ordinary people as it does today.

Through key figures and events, we look at how the different communications media came into being and how they were used, under changing social and political conditions. We look at the history of propaganda as well as private and mass communication, including the entertainment industry and advertising.

Major themes are: printing, type, photography, telegraph, radio, telephone, film, sound recording, television, computers and the internet. The development from letter writing to email to Facebook, Twitter and Snapchat.

Modern History - Social Organisation: Amanda Bell

Compulsory Main Lesson for Class 9

In this second History block of Class 9, we look at political systems that have developed in the modern period from feudalism to communism and capitalism, focusing on the 19th, 20th and 21st Centuries; from the beginnings of the notion that all Men are created equal, through the Industrial Revolution and subsequent/consequent awakening to human rights, Marxism, prison and hospital reform, workhouses, the anti-slavery movement, the suffragists. Other social movements in the 20th Century: scouting, Arts and Crafts, 'back to nature', vegetarianism, animal rights, anti-apartheid, nuclear disarmament; the struggle for independence in former colonies of European empires; idealism and extremism.

We also look at how the changes in human consciousness that we see in the desire for social and political change are always reflected in the art, music, architecture, drama and literature of the time. It is through these things, which people create in freedom as an expression of their inner lives, that we see most clearly how they really thought and felt. This Main Lesson is supplemented throughout the year by the weekly 'Global Issues' lessons, and also by the Arts modules.

Pre-historic & Ancient Civilisations: Amanda Bell

Compulsory Main Lesson for Class 10

In this Main Lesson, we compare and contrast the ways in which civilisations first became established in different places and trace the development of some aspects of them from the earliest times through to the present, to try to get a different perspective on the modern world and our own lives; the relationship of early civilisation to its location; the dependence of people on the earth, the climate, the resources, contrasting it with the present disconnection.

We compare different civilisations, the way they interacted, drawing comparisons with the modern world; how do different ideologies affect our relationships with each other? We look at the development of the Tigris and Euphrates, the Nile and the Indus river valley civilisations; how they influenced each other and their contribution to the great culture of Greece.

Arts of the Pre-historic & Ancient World: Amanda Bell

Compulsory Main Lesson for Class 10

This block focuses on art from the last Ice Age to the Golden Age of Athens in the fifth Century BC. Through the study of the development of human creativity, we ask: what does the art of ancient peoples tell us about how they thought and felt? This will connect with the study of Gilgamesh and Homer's Odyssey in the English Main Lessons and with our study of media in Class 9. We trace the changes in activity, interests and concerns through the ways people portrayed themselves and their world, and try to draw our own conclusions from close observation and comparison with the modern world.

Medieval History: Amanda Bell

Compulsory Main Lesson for Class 11

In the first History block of Class 11, we focus on the transformation of the western territories of the Roman Empire into 'the first Europe', looking at the roots of some of the institutions of modern Western Europe between the end of the 5th Century and the fall of Constantinople in 1453. As well as the development and increasing political dominance of the Catholic church in the west, the relationship between church and state and the emergence of the Nation State, we look at monastic life, knighthood and chivalry; the influence of Roman, Greek, Germanic, Judaic, Persian and Arabic cultures on education and scholarship both in the west and in the Abbasid Empire and the impact of Islam. This block is supported and complemented by the study of Parzival.

History of the Romantic Period: Amanda Bell

Elective Main Lesson/module for Class 11

In this second History block of Class 11, we trace the development of Art from the Medieval world to the modern world. This connects the previous Medieval History block with the Modern History blocks in Class 12, as well as with Parzival and the Romantic Poets, also studied in Class 11. In order to do this, we look particularly at the influence of classical antiquity in the art of the Renaissance, the Enlightenment and the Romantic period, bringing us to the Impressionists and Post Impressionists, where we see the beginnings of the fragmentation of realism that is so characteristic of the 20th century.

History of the 20th Century: Amanda Bell

Elective Main Lesson/module for Class 12

In Class 12 we return to the modern world, now informed by our study of Ancient and Medieval history. In this Main Lesson, we look at how ideas, beliefs, inventions and values inherited from Greece, Rome, Egypt, Islam and Christianity were questioned, re-evaluated and reformed in the centuries that followed; how the new quickly became old and underwent more change in the 19th and 20th Centuries; the rise of nationalism and capitalism; their dominance in the 20th Century.

Art in the 20th Century: Amanda Bell

Elective Main Lesson for Class 12

In this block, we focus on individual artists - in the broadest sense - in the 20th Century and up to the present. This block expands and deepens the work done in the other Social Sciences Main Lessons.

Music in the 20th Century: TBA

Elective Main Lesson/module for Class 12

In this block we will look at the development of music in the 20th Century and up to the present. This block expands and deepens the work done in the other Social Sciences Main Lessons.

Philosophy: Amanda Bell

Elective Main Lesson/module for Class 12

In this Main Lesson we survey the thoughts and writing of philosophers throughout history and from different cultures. We examine ways in which people have thought about such things as the meaning of existence, how to know right from wrong, reality from fantasy; how people can live together, before looking in more detail at the philosophical thinking of the 19th and 20th Centuries. This block expands and deepens the work done in the other Social Sciences Main Lessons.

Economic History: Amanda Bell

Elective Main Lesson/module for Class 12

In this Main Lesson we survey the ideas of economists from the Physiocrats of the 18th Century to Neo-liberalism of the 20th. We look at the development of ideas about the ethics of providing communities with the things they need. This block expands and deepens the work done in the other Social Sciences Main Lessons.

Architecture: Amanda Bell

Elective Main Lesson/module for Class 12

“Architecture, in the end, is nothing more than the gift of making places for some human purpose.” In this block we look at the different ways in which people have ‘made places’ for themselves from the earliest times to the present, expanding and deepening the work done in the Modern History Main Lessons.

Global Issues: Amanda Bell

Compulsory course for all classes

In this weekly forum session, tutors and students bring, for discussion, information and questions about world events and current political, social and cultural issues.

Geography/Geomorphology 1: Sarah Houghton

Compulsory Main Lesson for Class 9

During this Main Lesson students consider how the surface of the earth has changed over time and how the landforms we see have formed. Students explore sedimentation and erosion processes and, in a global context, investigate glaciation, volcanoes, earthquakes and faulting to start contemplating the theory of plate tectonics. Maps of the global distribution of earthquakes and volcanoes are studied and this gives an insight into the interior of the earth and how mountain chains, plate boundaries and mid-ocean ridges are formed. Different rock types and fossils are studied; sedimentary, metamorphic and igneous rock as visual guides to the landforms students may see in the field. OS map work is carried out to help students read and use maps to investigate the earth’s surface.

Geography 2: Sarah Houghton

Compulsory Main Lesson for Class 10

Having had a foundation in mountain formation and the movement of the earth in class 9, class 10 students are ready to learn more about the theory of plate tectonics; converging and diverting plates. Geomorphology is joined by the study of the atmosphere and ocean circulation. Cycles of the whole earth are then considered in unison, how they affect the climate, how we affect the climate and how the earth can affect us. Here students tend to do a detailed study of a natural hazard that they will present to the class.

Geography 3: Sarah Houghton

Elective Main Lesson/module for Class 11

Students will study the distribution of ecosystems and people within our local and global environment. This will link back to their work in class 9 and 10 on geomorphology, oceanography and climate. Detailed map skills will be developed. An independent project on a chosen region will be carried out relating to this work.

Geography 4: Sarah Houghton

Elective Main Lesson/module for Class 12

Studies of changing communities over time will be studied with respect to natural, cultural and economic systems. Positioning and movement of communities and population change will be linked to the way the earth has changed and global politics. An independent project on a chosen community will be carried out relating to this work.

Outdoor Curriculum: Sarah Houghton

Elective module open to all students

According to the seasons and age students will be able to develop their knowledge of gardening and farming in the school grounds, visits to farms and gardens may also take place. For Class 9 this is linked to the chemistry lesson; making cider, vinegar, compost and charcoal. Cheese, jams and fermented products are also made. For Class 10, each student will learn how to graft and care for their own fruit tree. This links to the introduction of genetics. Students will learn about hedgerows by planting any laying them, this links into their work on ecology. They will learn how to look after woodland and develop its uses sustainably for firewood and wood for craft. In Class 11 linked to their botanical studies students will develop a herb and flower garden. Here a study of genetics is deepened. In Class 12 students will be able to develop a kitchen garden so they can understand how to become self-sufficient with respect to fruit and vegetable growing.

PERFORMING ARTS

Eurythmy: Michèle Hunter

Compulsory module for Classes 9 & 10.

Elective module for Classes 11 & 12

Compulsory short daily sessions for all classes, alternating with Bothmer Gymnastics.

Class 12 Play: Stella Ottewill

Compulsory module for Class 12

Including weekly drama lessons

Dance: Michèle Hunter

Elective module open to all students

Programme

Drama: Stella Ottewill

Elective module open to all students

Singing: Stella Ottewill/Ho Pan Liang

Regular optional sessions for all students

Students work with a variety of different styles of music, singing in parts, working towards termly presentations/concerts related to festivals.

Music (Performance): Ho Pan Liang

Elective module open to students who play an instrument to an adequate standard.

Students work with a variety of different styles of music, working towards a presentation at the end of the block. It is strongly recommended that students taking this course also have private instrument lessons.

Music (Theory): Ho Pan Liang

Elective course open to all students

CRAFTS & STUDIO ARTS

Blacksmithing: Bernard Graves

Compulsory module/Main Lesson for Class 9

In this block students will build an iron-age pit forge and use it to make small items such as hooks and pokers.

Building: TBA

Compulsory module/Main Lesson for Class 9

A building project in the school grounds as needed.

Copperwork: Roy Allen

Compulsory module for Class 9

This block complements the Conic Sections Main Lesson.

Drawing and Clay Modelling from Ancient artefacts: Amanda Bell

Compulsory module for Class 10

We work from historical artefacts from the earliest times to the present as well as drawing and modelling from life to develop observation skills, using a range of media, including charcoal, chalk pastels, pencil and clay. This module supports the Ancient History 2 Main Lesson. Work done in this module can be included in the students' final Art portfolio.

Painting: Amanda Bell/Julia Wallace et al

Elective module open to all students

Acrylic, watercolour, gouache, oils

Pottery: Julia Wallace

Elective module open to all students

In this block, students will learn the techniques involved in making and decorating pinch, coil and slab pots using different types of clay. Throwing, Glazing and Decorating.

Clay Modelling: Julia Wallace/Amanda Bell

Elective module open to all students

In this block, students will be given various exercises in modelling from life: heads, faces, hands, human figures.

Sculpture: Julia Wallace

Elective module open to students

This module requires that students are self-motivated; tutors are there to advise and consult, the aim being that students develop their own pieces, using any materials they like. Students are admitted at the tutors' discretion, depending on whether they have the necessary motivation and skills.

Leatherwork: Julia Wallace

Elective module open to all students

Students will learn how to make a variety of items in leather, including wallets and bags.

Collage: Amanda Bell

Elective module open to all students

In connection with the Class 9 and Class 12 Modern History blocks, we will look at how collage has been used since the 20th Century and produce collages of our own.

Mono-printing: Amanda Bell

Elective module open to all students

Mono-printing is a method of producing unique prints using various materials. Students will be introduced to different techniques, materials and tools and produce their own original designs, as well as looking at the work of some experienced and famous mono-printers.

Basketry: Julia Wallace

Elective module open to all students

Students will learn to choose and prepare the materials to make paper, cane and willow baskets using various techniques and weaves.

Joinery: Julia Wallace

Elective module open to all students

A course in dovetail box making. Students learn basic joinery based on dovetail joints in the form of hinged-lid boxes, using various tools. The lid of the box provides the opportunity for the beginning of woodcarving or inlay.

Pattern Cutting & Dressmaking : Amanda Bell

Elective module open to all students

Initially, students will learn how to make either a straight skirt or a simple pair of trousers before moving on to more complex designs. The course will include designing, drawing, measuring and making a pattern, choosing appropriate fabrics and notions (buttons, zips, thread, trimmings etc.), pinning and cutting, making darts, tacking, machining, putting in a zip, lining, buttons and buttonholes, pressing etc. Although beginners are welcome, students will be expected to have some skill in measuring, cutting, drawing and sewing.

Woodcarving: TBA

Elective module open to all students

This module will be offered if there is demand.

Knitting: Amanda Bell

Elective module open to all students

This module is open to beginners and experts alike. Each student will work on an individual project, based on their own design. In order to progress in this craft, students are expected to do a considerable amount of work at home.

Gardening: Sarah Houghton

Elective module open to all students

LANGUAGES

A central place in the High School Modern language curriculum is taken up with verbal communication, aiming at strengthening oral skills and enabling the student to speak confidently in the foreign language. Students will also be immersed in the spirit of the foreign language through a variety of cultural expressions, ranging from Literature and Film to Music and Art.

Although Latin is not a spoken language, it is offered to enrich the students' understanding of English and to give them the opportunity to read some Classical texts in their original form.

French:

Compulsory modules for Class 9; Elective modules for Classes 10, 11 & 12

German: Kristina Bitencourt

Compulsory modules for Class 9; Elective modules for Classes 10, 11 & 12

Spanish: Lola Gil-Navarro

Compulsory modules for Class 9; Elective modules for Classes 10, 11 & 12

Latin:

Elective modules for all Classes

This module will be offered if there is demand.

Greek:

Elective modules for all Classes

This module will be offered if there is demand.

CLASS 12 PROJECT

Compulsory project for Class 12

Students in Class 12 undertake a major personal project, which is a substantial part of their programme for the year.

Students are given guidance in choosing their topics; they are free to choose whatever they like, but there needs to be enough scope for in-depth research and development, and interest needs to be sustained for the whole year.

Each student then works with a project supervisor who advises and sets regular deadlines for each stage of development to help the student stay on track and to manage the available time.

Final projects can take any form, but must include some form of documentation, an exhibition and a presentation. The Class 12 project is assessed as part of the NZCSE Level 3 certificate.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Word Processing: Amanda Bell/Stella Ottewill

Compulsory module for Class 9; Elective for Classes 10, 11 & 12

In this module, students will learn how to use word processing applications, including formatting, inserting images and footnotes/endnotes, to help them produce good quality written work.

Research Skills: Amanda Bell/Stella Ottewill

Compulsory module for Class 9; Elective for Classes 10, 11 & 12

In this module, students will learn how to use the internet for research; how to find useful and reliable sources, how to identify bias and how to reference in APA format

Graphic Design: TBA

Elective module open to all students

Details of programme

Website Design: TBA

Elective module open to all students

Details of programme

Desktop Publishing: TBA

Elective module open to all students

Details of programme

SPORTS AND MOVEMENT

Bothmer Gymnastics: Vicky Dunn

Compulsory short daily sessions for all classes, alternating with eurythmy.

Bothmer Gymnastics is a series of physical exercises which evolve and develop with increasing complexity. The exercises support the development of spatial awareness, coordination, inner poise and body control.

Physical Education: TBA

Compulsory regular lesson for all students - 1 or 2 double lessons per week

In the PE lessons, a variety of seasonal sports will be played, including basketball, cross-country running, hockey, and rugby. There will also be the possibility for activities off site such as kayaking and archery.

ASSESSMENT & CERTIFICATION

The St Michael High School offers assessment and certification through the Certificate of Steiner Education (NZCSE).

The NZCSE at Level 3 with University Entrance Levels in Maths and English has been deemed equivalent to A Level by NARIC UK. In 2016 and 2017, Class 12 students from The St Michael Steiner School applied to universities in the UK through UCAS in the usual way, with their predicted grades in NZCSE Level 3, and were offered places at the universities of their choice on that basis.

The following information comes from the Federation of Rudolf Steiner Waldorf Schools in New Zealand.

Overview of the Certificate of Steiner Education

This is a programme of secondary school qualifications, owned and quality-managed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc, who accredit schools to deliver the programme, and award the Certificate of Steiner Education at Levels 1, 2 and 3.

The Certificate of Steiner Educations were approved in December 2010 by the New Zealand Qualification Authority (NZQA) and are now registered as quality-assured qualifications on the New Zealand Qualifications Framework. This means that there is a public profile of the qualifications, which assures the users of the certificates that the qualifications meet the National Qualifications Framework levels (1, 2, and 3).

Internationally, the NZCSE Level 3 certificate is recognised for university entrance in all countries that have ratified the Lisbon Recognition Convention, i.e. all EU member states (except Greece and Monaco) plus UNESCO members including Australia, New Zealand and Israel. USA and Canada have also signed but have not yet ratified the treaty.

A detailed, rigorous and credible external moderation system to provide and ensure consistency and robustness to this qualification has been established and approved; it describes the requirements and processes of standardising, controlling, managing and assuring the quality of assessment against NQF levels, as well as assessment procedures, coherence and consistency between the schools.

The qualifications are necessarily based on what a teacher can see, read or hear – sometimes touch or taste - that produces evidence of the student's understanding, knowledge or skills in nominated areas that represent the curriculum. The assessment is objective, represents external agreed levels of achievement, and is externally checked, both before and after a task leading to formal assessment is given.

Where the curriculum is based on developing personal qualities, or is more reflective or developmental in intent, a school may offer some other form of attestation to the teachers' assessment or impression of the student's achievement, if that is what is wished to be summarised and captured in a document. That document could take the form of a testimonial, personal profile, single school Record of Achievement, or single school certificate. What must be clear is that the Certificate of Steiner Educations themselves are formal and official documents confirmed only by the Federation as meeting the national, quality assured requirements, which are based on the quality of the evidence provided by the student and collected by the teachers to support achievement at each level.

Certificate of Steiner Education Level 1

The Level 1 student is primarily, but not exclusively, a Class 10 student who has moved through 2 years (Classes 9 & 10) of the Steiner High School curriculum, and wishes to have certified his/her achievements in the whole of the year's learning programme, which is made up predominantly of Compulsory courses.

Graduates of the Certificate of Steiner Education Level 1 will have a firm foundation for the final two years of Steiner education (Classes 11 & 12). They will have engaged in a very broad range of activities and subject matter, have learnt to balance and reflect on what comes towards them, and have sensitivity to independent, alternative or creative views of the world.

Graduates at NZCSE Level 1 will have demonstrated the ability to work at directed activities, solve familiar problems in supervised contexts, and to transfer learning across a range of situations. They will typically have developed the ability to express their own beliefs, feelings and opinions clearly and with openness to the views of others.

The NZCSE Level 1 qualification is assessed across a mix of compulsory, broad and interdisciplinary courses, with some also being assessed through additional non-core areas.

6 compulsory core courses:

English
Social Sciences
General Sciences
Mathematics
Visual Arts/Crafts/Technology
Drama/Music/Movement

1 non-core course:

Second Language

All courses are delivered and assessed at a level 1 standard. There are literacy and numeracy requirements integrated within the NZCSE Level 1.

Certificate of Steiner Education Level 2

This certificate is primarily, but not exclusively, for Class 11 students who have moved through 3 years (Classes 9 - 11) of the Steiner High School curriculum. Graduates of the Certificate of Steiner Education Level 2 will have a firm foundation for the final year of Steiner education (Class 12).

The NZCSE Level 2 qualification is assessed across a mix of compulsory broad and interdisciplinary courses, as well as additional, narrower subject areas:

6 compulsory core courses:

English
Social Sciences
General Sciences
Mathematics
Visual Arts/Crafts
Music/Movement

And additional subjects: Second Language

Mathematics

Physics

Chemistry

Biology

Product Art: Art/Craft/Technology

Performance Art: Music/Movement/Drama

Limited number of BSAS NQF subjects

The compulsory core courses comprise at least one third of the year's programme. The additional courses may comprise up to two-thirds of the year's programme. All courses are delivered and assessed at a level 2 standard.

The Certificate of Steiner Education (NzCSE) Level 3

The Level 3 student is primarily, but not exclusively, a Class 12 student who has moved through 4 years (Years 9-12) of the Steiner High School curriculum, participating in a range

of compulsory components, and who wishes to have certified his/her achievements in the whole of the final year's learning programme, which includes Compulsory courses.

The NzCSE Level 3 qualification is assessed across a mix of compulsory, broad and interdisciplinary courses, as well as elective and narrower subject areas:

4 compulsory core courses:

The Humanities

The General Sciences

The Arts

Independent Research (Class 12 Project)

And elective subjects:

English

Second Language

Calculus

Statistics and Modelling

Physics

Chemistry

Biology

Social Sciences (Geography/History)

Product Art: Art/Craft/Technology

Performance Art: Music/Movement/Drama

The school offers a set of assessments that reflect their capacities and previous subject programmes, and students choose to be assessed in these courses through interest, future directions, and capability, and are guided to do so through pathway support from teachers and qualified transition staff.

The compulsory core courses comprise one third of the year's programme. Students are required to pursue elements of the humanities, arts, sciences, mathematics, movement, drama, etc, through to the Class 12 graduation.

Graduate Statement

Graduates of the Certificate of Steiner Education Level 3 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. It is our aim that they have openness and connectedness to the world and its peoples, demonstrate tolerance and respect for others, and have a curiosity about all aspects of life.

As part of their studies, Certificate of Steiner Education graduates have undertaken a year-long independent study which will have demonstrated the ability to plan, organise, research, produce, write and present their findings to meet a high level of public and educational expectation. Graduates will have demonstrated the ability to problem-solve and apply learning across a broad range of contexts. They take action to follow things through to their conclusion.

Graduates will have persisted in a very broad range of activities and subject matter, have sensitivity to independent, alternative or creative views of the world, and have developed a strong sense of personal responsibility and ambition.

Students whose certificates have been awarded at Highly Commended or Distinction will be well-prepared to continue higher level study in the relevant subject areas.

How the Certificates are Attained

The qualification is awarded based on the collection of evidence required to support the decision of the teacher against detailed assessment criteria specified for each Learning Outcome. Each Learning Outcome has been approved as at the “correct” (NQF) level, has an individual weighting against the whole qualification, and is described in terms of Assessment Criteria.

Assessment decisions are made against requirements within 4 bands: Achieved, Merit, Excellence and Not Achieved.

It is important to note that Learning Outcomes are just the (preferably small) assessable part of any teaching and learning. They are not the course; they are not the content; they should not drive what is taught; ideally courses or blocks of learning should be descriptive of what is taught/learnt, not what is assessed. From what is taught, an appropriate Learning Outcome (or more) is selected because that will be the best context in which to find the evidence.

Assessment can generally occur any time during a course, is integrated with learning, and, where practicable, with other assessment events.

Assessment events include activities or tasks such as a project, assignment, essay, report, test, examination, product (e.g. art, writing portfolio) or performance (e.g. laboratory experiment, tool or materials handling, drama, speech, music and movement demonstrations).

A student will have achieved the NZCSE Level 3 upon attainment of a total of 50 NZCSE points (18 points in compulsory subject areas and 32 NZCSE points in elective areas of the Class 12 programme). Achievement is confirmed by the Federation’s Qualifications Committee after the end of the school year and certificates are awarded early the following year and posted to the students. The certificates may be awarded with two levels of endorsement:

- For level 3, a certificate will be endorsed with the words “Highly Commended” when the student has gained 35 NZCSE points or more at Merit or Excellence (maximum of 10 points of these from compulsory Learning Outcomes).
- For level 3, a certificate will be endorsed with the words “with Distinction” when the student has gained 35 NZCSE points or more at Excellence (maximum of 10 points of these from compulsory Learning Outcomes).
- For evidence of literacy to University Entrance standard, at least 5 NZCSE points must come from specified literacy Learning Outcomes and achievement criteria.
- For evidence of numeracy to University Entrance standard, at least 5 NZCSE points must come from specified Learning Outcomes in either the NZCSE Level 2, or NZCSE Level 1

A student will qualify for the award of the Certificate of Steiner Education Level 2 upon attainment of a total of 50 NZCSE points (30 points in compulsory subject areas of the Class 11 programme plus a further 20 NZCSE points in additional areas of the Class 11 programme).

Certificate of Steiner Education at Level 2 may be awarded with two levels of endorsement:

- For Level 2, a certificate will be endorsed with the words “Highly Commended” when the student has gained 30 NZCSE points or more, at the level or higher, at Merit or Excellence.
- For Level 2, a certificate will be endorsed with the words “with Distinction” when the student has gained 30 NZCSE points or more, at the level or higher, at Excellence.

A student will qualify for the award of the Certificate of Steiner Education Level 1 upon attainment of a total of 50 NZCSE points at level 1 or higher, including 30 in compulsory subject areas of the Class 10 programme. The certificate can be awarded with two levels of endorsement:

- For Level 1, a certificate will be endorsed with the words “Highly Commended” when the student has gained 30 NZCSE points or more, at the level or higher, at Merit or Excellence.
- For Level 1, a certificate will be endorsed with the words “with Distinction” when the student has gained 30 NZCSE points or more, at the level or higher, at Excellence.
- For evidence of minimum literacy and numeracy requirements for completion of the Level 1 qualification, at least 10 points must come from the specified Literacy and Numeracy foundation requirements nominated in the Learning Outcomes and achievement criteria.

WORK EXPERIENCE

In Class 11, Students are advised and organise work placements for a 2 - 3 week period, in order to gain some experience of work life beyond school.

STUDENT EXCHANGES

Student exchange programmes are organised in consultation with those studying foreign languages and sometimes other subjects such as Geography, or in connection with their personal project in Class 12.

HIGHER EDUCATION AND CAREERS

Upon entry to the High School (Class 9), students are consulted about their hopes and wishes for the future. This is taken into account in curriculum planning.

In Classes 9 and 10, the curriculum is broad and comprised mainly of compulsory subjects and courses, with elective courses in arts, crafts and foreign languages.

In Class 10, students are consulted about options for Classes 11 & 12, with view to the paths they may wish to follow when they leave school. Individual and group guidance is given with regard to elective courses and blocks, personal projects, work experience, cultural exchanges, university and work applications, CVs and interviews.

STUDENT WELFARE

Information about pastoral care, individual tutoring and mentoring is given in the Students' Handbook.



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