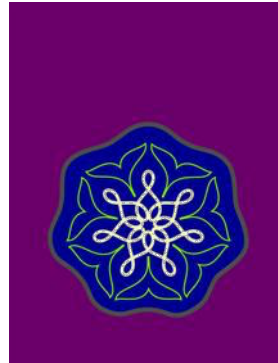




*"A living education for social renewal"*

ABN 76509 546 639



# New Zealand Certificate of Steiner Education

## NZCSE

# Student Handbook

## Level 1, 2 and 3

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CRICOS NUMBER: 03326J RSEGB T/A Samford Valley Steiner School

## Foreword

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### **Welcome to the Certificate of Steiner Education Course.**

Samford Valley Steiner School has offered the New Zealand Certificate of Steiner Education (NZCSE) since 2017. This is an internationally recognised Secondary Schooling Qualification and has been specifically designed to support an authentic Steiner curriculum all the way through senior to Class 12. The NZCSE is somewhat comparable to the International Baccalaureate (IB) offered by some schools. Samford Valley Steiner School is the first school in Australia to offer students the NZCSE pathway, and as a school we made this decision to stay true to our vision and task as a Steiner school.

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

The Certificate of Steiner Education is a New Zealand initiative, and is a NZQA approved course comparable to NCEA. The Queensland Curriculum Assessment Authority (QCAA) has endorsed our NZCSE Senior Curriculum and from 2020 QTAC will provide Level 3 students achieving university entrance requirements a selection rank. Staff at the school uphold the standards established by NZQA, NZCSE and QCAA, 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 Samford Valley Steiner School will do all they can to ensure you achieve your goals towards the qualification and have a positive experience.

***CSE expectations include full participation of Special Character Activities.*** This means engaging and making an effort in all aspects of the educational/cultural/social life of the school (including lessons, plays, festivals, camps, outdoor activities, community service, work experience) which contribute to the broader curriculum that supports Steiner 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

***Mel Allan***

***New Zealand Certificate of Steiner Education Coordinator  
Samford Valley Steiner School***

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## 1.0 Overview of the 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 Waldorf Schools in New Zealand (FRSWSNZ) 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 Australian and New Zealand universities. Many European Universities also recognise the NZCSE as a secondary qualification for Tertiary entry.

SVSS will provide NZCSE Levels as follows:

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

There are exceptions, for instance when students may work towards completion of Level 1 or Level 2 over two years, after consultation with Learning Support and 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.

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

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 FRSWSNZ Regulations and Samford Valley Steiner School (SVSS) policies.
- Be enrolled in the school on or before March 1st in the year for which the certificate applies

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 Activities of Steiner education. (See section 2.4 below for more information)
- 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 CSE 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 (e.g. Grade 10 report to move into CSE 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 CSE Coordinator

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

### 1.6 Exchange Students

Students going overseas on exchange may not be able to participate in sufficient assessments to meet an Achieved for the year. However, special arrangements prior to exchange may be made with their Teachers to fulfil the Learning Outcomes needed. In these circumstances, Discretionary entry to the subsequent level (1.4 above) is relevant.

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

## CSE 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 (LO's).

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 will be provided at the start of the course of study or associated main lesson.

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 2020 with each Learning Outcome.

Each learning outcome number is made up of 4 digits, plus a version number ie v1, v2, v3 etc. The first digit of the number represents the level of the course, from 1 to 3.

### 2.2 Certificate of Steiner Education

Each Learning Outcome has an 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

University Entrance is attained as follows:

1. Achievement of a CSE Level 3 Certificate
2. Meet University Entry (UE) points requirements which are provided in the Learning Outcome Tables in Appendix 2

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

Please note that requirements for entry and pre-requisite subject equivalences 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 NZCSE coordinator for details.

QTAC will use the Final NZCSE Report to award a selection rank of 80 or below for students who have achieved Level 3 and met the University Entrance requirements. For those wishing to study courses with a higher selection rank, you can sit the US Scholastic Aptitude Test (SAT) or study bridging courses. Again, see the NZCSE coordinator for assistance in all university entrance matters.

### 2.4 Special Character Activities

Not all activities and learning are assessed as part of the NZCSE Certificate of Steiner Education requirements. However full participation in the school's curriculum and its Special Character Activities is expected. This includes engaging in and meeting curriculum expectations (effort and submission of main lesson work and other subjects), participation in the cultural/social life of the

school, fulfilling work experience and community service expectations – all of which are a normal expectation of all Steiner/Waldorf schools.

Non-participation or non-attendance are school absences and will be recorded on your SVSS Record of Achievement. Samford Valley Steiner School *may not support the awarding of a NZCSE (level 1, 2 or 3)* if there is evidence a student has not engaged and participated in the curriculum and special character activities.

The following are the main Special Character Activities:

**Level 1 Special Character Activities are:**

- Festivals
- Surveying camp
- Boat Building / work experience
- Drama Production and Arts Camp

**Level 2 Special Character Activities are:**

- Festivals
- Class 11 Botany and Cartography camps
- Community Service
- Leadership camp

**Level 3 Special Character Activities are:**

- Festivals
- Class 12 Zoology camp
- Drama Production

## 2.5 Class 12 Project Guidelines for Students

At Samford Valley Steiner School, the Class 12 Senior Research Project (SRP) 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 SRPs 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 SRP information 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:

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



requirements of the Learning Outcome.

The Assessment task sheet provides the Assessment Criteria for each grade.

## 2.7 Endorsement Awards

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

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

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

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

## 2.8 End of Year Certificate and Record of Achievement

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

- 1 **A Level 1, 2 or 3 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 Record of Achievement** which covers each course and will state explicit achievements for each Learning Outcome, grouped into relevant subject areas where applicable. Students leaving prior to the end of the year, will also receive this.
- 3 **A SVSS Record of Achievement**, including participation in all Special Character Activities

## 3.0 Assessment Regulations

### 3.1 Assessment

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

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

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

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

### 3.2 Moderation

All 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 moderator. All Learning Outcomes are moderated internally within SVSS, and a selection is

moderated externally 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 A) 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.

### 3.3 Extension

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

An application for an extension must be made to the CSE 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 A) with accompanied documentary evidence. For sickness or injury, a medical certificate must be provided.

The CSE 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 CSE 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 CSE Coordinator

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

Should you wish to resubmit your work, you should contact your Teacher promptly after receiving your result, to find out whether a Re-Submission is available to you.

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

### 3.6 Appeals

If you feel you have not been treated fairly in an assessment, or you dispute the result, you can appeal the assessment decision on the Request for Appeal Form (See Appendix A). 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.

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

1. NZCSE Coordinator
2. 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 CSE Coordinator, not later than ten working days after the assessment date. The CSE Coordinator may require further documentary evidence. The CSE Coordinator together with 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 document that establishes the nature of the significant barrier that may impact on the applicant's ability to complete assessments without the special assessment conditions applied for.

Where a student has been identified as requiring learning support effective communication should take place between the teacher, Learning Support teacher, parents, tutors etc, to ensure that the student receives the assistance that they require.

Application for special assessment conditions must be made to the Learning Support Teacher using the Special Assessment Conditions Form (See Appendix A).

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. Learning Support Teacher
2. NZCSE Coordinator
3. Director

### 3.9 Assessment Misconduct

Dishonest or improper practice in formal assessments includes:

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

Samford Valley 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 CSE 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.

### 3.10 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.

### 3.11 Digital Submission of Work

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

### 3.12 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 Record of Achievement is updated by the school as results come to hand and posted to students and parents every semester. All results are "raw" or "interim" (not final) until confirmed in the SEDT Record of Achievement provided after the end of the year.

### 3.13 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 in the following order:

- 1 The Subject teacher
- 2 CSE Coordinator (Mel Allan)
- 3 High School Education Administrator (Delaney Crawley)
- 4 Director (Tracey Taylor)

## Appendix A: Application Forms

- Request for Review of an Assessment Decision
- Application for Extension of Assessment Deadline
- Assignment Cover Sheet
- Application for Special Assessment Conditions

## 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.)

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

## Application for Extension of Assessment Deadline

(Give this completed form to the NZCSE Coordinator)

<b>Student's name</b>	
<b>Today's date</b>	
<b>Date of Assessment deadline</b>	
<b>Subject name and Learning Outcome Code</b>	
<b>Name of Assessment Task</b>	
<b>Why do you need this extension and how many days' extension are you asking for?</b>	
<b>Student signature</b>	
<u>Office Use only:</u>	
Extension deadline approved	
Reasons for declining	
CSE 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 *CSE Regulations on Assessment Misconduct* and understand what plagiarism is.
- I am aware of the penalties for plagiarism as laid down by the Federation of Rudolf Steiner Waldorf Schools in New Zealand.
- Where I have made use of the ideas and/or words of other writers, I have acknowledged the source in every instance.
- Where I have used any diagrams or visuals I have acknowledged the source in every **instance**.

**STUDENT SIGNATURE** \_\_\_\_\_

**For Office Use:**

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

## 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 – e.g. 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):**

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#### **Office Use**

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

#### **Comments:**

## APPENDIX B -

### NZ Certificate of Steiner Education Level 1

Students must achieve a **50 NZCSE** points, comprising:

- Any of the following Learning Outcomes (LOs) with at **least ONE LO from each of the following six subject areas:**
  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 CSE 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**.

# 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 points<sup>1</sup> in approved (UELR) literacy (reading) Learning Outcomes at level 2 (or above)
- 9 NZCSE points<sup>2</sup> in approved numeracy (UEN) Learning Outcomes at level 1 or above.

## Additional Learning Outcomes

Students must achieve a **further minimum of 32 points (of the 50 total)** in **ANY of the Level 2 Core or elective Learning Outcomes 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 from approved NCEA standards (such as VET courses or TAFE courses)

### 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**

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<sup>1</sup> Total UE Literacy NZCSE points are 8

<sup>2</sup> Total UE Numeracy NZCSE points are 9

# NZ Certificate of Steiner Education Level 3

## Core Learning Outcomes

Students must achieve at least one LO from each core subject: **Class 12 Project, The Humanities, The Sciences, The Arts** to gain the NZCSE Level 3.

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

Those Core LOs which have a \* before the LO number are available as L3 Core or Elective.

For University Entry (UE):

1. 4001 and 3087 (LOs for Senior Project) 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

## 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 University Entrance:

- 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 3<sup>rd</sup> 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**