

# Newcastle Waldorf School 2017 HSC Information



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## Introduction

Since 2014 Newcastle Waldorf School has been running its own registered and accredited HSC pathway, for both Year 11 and Year 12. We have chosen a pathway that fulfils our aim to bring a quality, balanced education to our senior students; engaging their hearts, minds and wills in purposeful activities. Our range of courses brings them opportunities to be inspired by cultural achievements and to follow their individual inspirations along with academic challenges balanced with creative and physical endeavours. We have full Registration and Accreditation from the Board of Studies to teach the HSC in Years 11 & 12. We have official recognition as well as government funding.

Our range of subjects fulfils the Board of Studies requirements for the achievement of an HSC, however, as the students are able to choose to sit exams for just 6 units (out of the minimum 10 unit requirement for an ATAR). Students who choose this pathway will NOT receive an ATAR. For these students University entrance can be obtained through a combination of the HSC, completing a STAT exam and the presentation of the student's individual major work Portfolio. This pathway is used by the majority of Lorien Novalis Year 12 graduates, and has also been used by other Steiner Schools in NSW, Victoria and South Australia.

## The Learning Culture of the Senior School

This includes:

- Steiner based teaching methodologies such as: a broad base of subjects, multidisciplinary studies, use of a phenomenological method (observation-based instruction)
- Some application of the Independent Learning Model, particularly for the Individual Major Project and Portfolio, including: teacher as facilitator, self-monitored progress, and independent research.
- Assessment Procedures, including: course assessment schedules, a range of assessment requirements, external HSC exams for English, Mathematics and Visual Arts, and the application of N determinations for non-completion of assessment requirements.

## University Entrance Pathways

Students who achieve an HSC that includes Board Endorsed Courses do not qualify for an ATAR (Australian Tertiary Admissions Rank), however there are a number of options for students seeking university entrance. They include:

- Presenting their HSC and Individual Project Portfolio to a university (this has been a very successful method for students from Lorien Novalis and Glendaeon Steiner Schools and we currently have an agreement with Newcastle University to assist students with their enrolment).
- Completing an additional STAT test (in the following year, see Glossary) to supplement the HSC result and generate an ATAR.
- Completing additional units of Board Developed HSC Courses.
- Completing bridging courses offered by universities, such as the 1 year Newstep course.

These options should be discussed with parents and teachers on an individual basis.

## Extra Curricula Cultural Activities

### Overseas Trips

We anticipate overseas trips every second year including another Carrara (Italy) trip in 2018. The Wayfarers took students to Japan and Taiwan in April 2014, and made a return visit to our school in August 2015.

### Drama

Prospero Players continue to collaborate with the Newcastle Waldorf School students from Years 10 to 12, to produce plays for the public. Productions include opportunities for students to contribute and/or collaborate on original music, artistic set and costume design, lighting, script editing, movement choreography and speech work. We anticipate a Prospero production in April 2017 after the success of the *The Tempest* in April 2015.



Comedy Nights present fantastic opportunities for senior students to air their quirky side in dramatic production, as well as organise and direct their younger friends in a variety of skits.

### Music

Morning Choir and orchestral groups are one of the School's unique strengths. It supports the students' overall wellbeing and development via the inherent positive qualities of daily group singing and participation in musical experiences. Students can take leadership roles in orchestra and chamber music groups and may contribute to the choice of repertoire and the direction of the ensembles.

### Workshops with Visiting Artists

Students will be provided with the opportunity to work with eminent visiting artists. Visiting artists have included Tony Backhouse, Rachel Hoare, Judy Clingan, The Wayfarers and Timothy Constable.

## Courses

### Board Developed Courses:

- **2U English (Advanced or Standard)** *All students must do an English course*
- **2U/3U Mathematics**
- **2U Visual Arts** *It is expected that all students will do this course*
- **2U Music 1**
- **2U Biology**
- **Extension Maths and English**

These subjects have internal and external assessment and count towards an HSC and an ATAR. They will include as much Steiner content as possible, and students will be able to present any creative work to the School Community at the end of the year.

### Board Endorsed Courses:

- **2U Philosophy** *It is expected that all students will do at least the Preliminary section of this course*
- **2U Portfolio & Presentation** *It is expected that all students will do this Preliminary course*
- **2U Sport, Lifestyle and Recreation**

These subjects are assessed entirely within the school and count towards an HSC. They are explained in detail below.

### Additional Courses:

**Camden Haven Distance Education and OTEN** – Sciences, Modern History, Languages and other subjects. These subjects count towards an HSC and an ATAR. There is a range of subjects available through distance education (including the above) but they will need approval on an individual basis by the teachers.



## Courses in Detail

### Philosophy

The Lorien Novalis School developed this course some time ago and our teachers have assisted in updating two of the modules. It covers many of the significant Steiner School Year 11 & 12 Main Lessons. The topics are wide ranging and relevant, covering aspects of Science, Music, Drama, Geometry, Nature Studies, Agriculture, History, Ideology, Literature and Art, with cultural and artistic insight. The BoS has approved the course content, outcomes and assessment procedures, this course is attracting a lot of interest from other Steiner Schools. The following modules have been chosen by the School for inclusion in our Philosophy Course.

#### Power of Wonder

This is an introductory module addressing questions on the nature and relevance of philosophical enquiry, including the Socratic method and key philosophical movements and debates in history. Students will investigate significant philosophers across the ages and the importance of critical and imaginative thinking in today's society. **Task- Imaginative text**

#### Forms of Space and Time - Projective Geometry

Students will develop an appreciation and understanding of the human experiences and changing thoughts of time and space beginning with the Dream Time, the Egyptians, the unquestioned concepts of Euclid and the eventual, and recent, development of non-Euclidean Geometry, and in particular, Projective Geometry.

It is an enlivening experience investigating the deep artistry of nature. Students develop a portfolio of completed diagrams and writings, which explore the impressive range of geometric shapes found in the natural world. They review the philosophical and geometrical properties of the unique Platonic Solids. They also explore concepts of movement, time and pattern making and how these impact on shapes (symmetry, reflection, rotation, translation, transformation, duality and geometric movements). Students discover how the art of projective geometry reveals natural forms and the metamorphoses of these forms. **Task - Portfolio**

#### Clash of Ideologies

This is a study of revolution and evolution. Students can explore the science of the history of people in relation to clashes in ideologies and belief systems. The lesson explores world conflicts, the effects of Communism, Nazism and Democratisation, and how new world orders have given rise to new insecurities, new tensions and another major confrontation. A study of ideologies and how the dangerous camps of aggression, greed, the subjugation of races and the establishment of new empires follow the cyclic patterns present in history. Students can consider how these cycles can eventually take humanity up the spiral of evolution. **Task - Written report**

#### Zeitgeist

The concept of Zeitgeist, proponents of the idea and its historical context are explored by engaging students in a journey into the making of the present day world. Students will survey the development of human consciousness, including values, attitudes and perspectives, from the 19<sup>th</sup> and 20<sup>th</sup> centuries into the present new millennium. Critical shifts in thinking, feeling and willing will be investigated along with the connections between dimensions of human experience and expression. Students will engage in a survey of artistic, literary and historical texts, which give insight into areas such as technology, medicine, war and entertainment, and their impact on society and human consciousness. **Task - Oral report and/or Written report**

#### Beyond Good and Evil

This unit addresses the modern questions of choice and consequences, of moral and ethical discourse, through engagement with the origin, history and tradition of the devils books and the Dr Faustus narratives. **Task - Creative Presentation**

#### Spiritual Currents in World History

Here students can find the common threads as well as the differences which arise in the spiritual currents found throughout world history. The aim of this lesson is to gain an understanding of some of the spiritual



philosophies of the East and West by studying the origins, the founders, their lives, their spiritual message and code of ethics, and to observe the evolution of the original message in light of the present.

Students can review the creation stories of Indigenous Australians and American Indians, and partake in an artistic overview through story, art and music of the spiritual perspectives of a range of cultures which could include: Celtic, Islamic, Hebraic, Christian, Hindi, and/or Buddhist. Students will explore and appreciate the influences of religious and spiritual movements on present day humanity. **Task - Written report**

### **The Universal Language of Music (an elective module)**

Students will be given the opportunity to experience music on a number of different levels. They can investigate some exploratory questions relating to music which compare and contrast music unique to a culture with music as a universal language that transcends cultural boundaries.

Students will have a wide range of experiences to develop a broad understanding, but they will choose one of three main questions as their focus. These questions are:

- 1) **The Music of the Spheres:** What are the historical and scientific/mathematical links between the cycles of the celestial bodies and reverberations of music, and which cultures recognise these links?
- 2) **Music and Spirituality:** Why is music so often closely linked to Spirituality?
- 3) **Music, Expression and Emotions:** What can be expressed through music, where do composers find inspiration, and how and why does music affect us so deeply?

### **Global Issues Affecting Agriculture and Farming Practices (an elective module)**

This is a unique opportunity for students to gain practical experience in the increasingly important field of organic agricultural methods including an introduction to biodynamics. Biodynamic agriculture emphasises the link between humans, the earth and the cosmos, creating a sustainable approach to agriculture through the use of manures and composts while excluding the use of artificial chemicals on soil and plants. Methods unique to the biodynamic approach include the use of a sowing and planting calendar and specially prepared ineral additives for compost and field sprays which reinvigorate the natural forces of growth and decay in the plant world.

Class activities will include field studies visiting working farms and talks with active farmers and gardeners. Through these experiences students will increase their positive values and attitudes towards many aspects of the environment. We foresee possible collaboration with Lorient Novalis students for some of these experiences. **Task - Journal of ideas, research, diagrams**

### **History of Mathematical Thought (an elective module)**

This group of lessons brings mathematicians to life through discovering the interesting biographies of significant mathematical individuals such as Pythagoras, Archimedes and Pascal. Many aspects of Sacred Geometry are woven into their stories. This course is a detailed study of the main influences on mathematical thinking that have developed over the past 2,500 years, beginning with the influences of the Greek thinkers, and how this knowledge was 'lost' to most of the world but retained by the Arab countries. It includes how the concept of a zero has developed, how the need for algebra developed and how algebraic and geometric concepts needed to be combined before we could develop the study of movement, without which we would not have current technology. **Task - Written report**

## **Portfolio and Presentation**

Portfolio and Presentation is a preliminary course and has been developed by the School and approved by the Board of Studies. A form of this course has been taught in many Steiner schools usually going by the name of the Individual or Major Project. The course involves an in depth exploration into a field of study of the



student's own choosing. The course is typically project-based but requires the students to articulate their project through the development of a journal, portfolio, exposition and presentation.

Philo, and Presentation course is the apex of a student's journey in Steiner schools in Australia and globally. In the years preceding Year 11 and 12, the student has engaged, through the harmonious balance of lessons and activities, in the development of their mental, artistic and practical capacities. In the final years of their schooling this development reaches its culmination in the course we have called Portfolio and Presentation.

This course is designed to draw from and weave together the three strands of the human being's relationship to the world – thinking, feeling and willing. In the presentation component of this course, delivered to the school and the wider school community, the student makes a personal statement of their striving to become a free-thinking individual in the world.

The way in which this course differs from subjects such as D&T, Visual Art and Science is that the students are not bound by what the syllabus specifies they must study in that field. Instead, they choose the field, what direction to take and the depth of their study. The majority of learning involves gaining knowledge and skills to help them find the information they need, to then make sense of the information, to manage themselves through the work and present their work visually and orally.

A student's Mentor and Supervisor provide specific teaching and learning in the chosen field. A Supervisor from the School will be assigned to work with each student, overseeing how each aspect of the course is being managed. Students will also be assisted to find a suitable Mentor(s) to give them in-depth advice in their chosen field.

In the initial stages of the course the students are required to write a proposal that outlines their intentions for the course. All proposals will be thoroughly scrutinised for any overlap between the student's choice of study for the Portfolio and Presentation Course and other HSC subjects the student is undertaking. Projects and submitted works developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

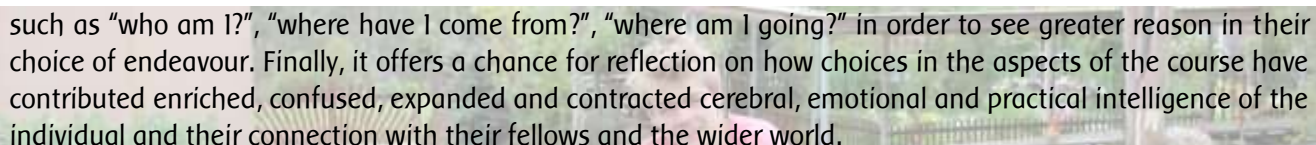
#### **Examples of projects by past students both at Newcastle and other Steiner schools**

- Writing a novel or children's book
- Designing and making an electric cello and an electric guitar
- Building a boat
- Fitting out a van and a ute as a form of accommodation
- Producing and marketing a calendar of the year with photographs
- Writing and directing a silent film
- Designing and making timber furniture
- The writing, production, direction, music composition, costuming and casting of a dramatic piece
- An exhibition of photography
- The building of a full-sized billiard table
- The writing of music, its performance and production of a CD
- The creation & fabrication of a collection of clothing, and the staging of a showing of the collection
- Establishing and organising an ongoing community market
- Designing and constructing a climbing wall
- Designing and constructing a relocatable room/cottage
- Designing and constructing a mountain bike
- Choreographing a series of theatrical dances

The course consists of five main modules each concentrating on different learning areas designed to provide students with the knowledge and skills to successfully complete a significant individual project. Within each teaching block time will be allotted to teaching the content of each module as well as for practical achievement of student projects.

#### **MODULE 1 – Orientation**

This module provides a philosophical underpinning to the course as a whole. The students will have the opportunity to study "The Journeyman" in story and biography to awaken questions on life, purpose and future endeavour. It provides students with the opportunity to think about themselves and ask questions



such as “who am I?”, “where have I come from?”, “where am I going?” in order to see greater reason in their choice of endeavour. Finally, it offers a chance for reflection on how choices in the aspects of the course have contributed enriched, confused, expanded and contracted cerebral, emotional and practical intelligence of the individual and their connection with their fellows and the wider world.

In this module the students will prepare a proposal of their intended scope of study. The students will prepare this in written form and also be expected to present this proposal to a panel of teachers for feedback and approval.

The thinking and feeling elements are most evident in this module of the course, in that the feeling/cultural elements provided are intended as an enrichment and development of this sphere of the individual student's life in order to better enhance their thinking processes.

#### **MODULE 2 – Shaping in Imagination (Documentation)**

This module provides students with opportunities to explore and produce ways of presenting their work for communication to others. The students will analyse various approaches to presentation by looking at the ideas, designs and techniques of others. This module prepares the students with the necessary skills and knowledge to develop a presentable portfolio that represents the learning undertaken during the course and a journal that documents their progress. They will learn to use a range of presentation methods that involve I.C.T. as well as skills such as book and folio making. Students will learn to use rhetorical modes of writing in the communication of their ideas, reflections and findings throughout the portfolio, journal and exposition.

The thinking and feeling elements are most evident in this module. The feeling comes through the creativity applied in their journal and portfolio whilst the exposition requires thinking to be exercised.

#### **MODULE 3 - A Voyage of Discovery - Research and Referencing**

This module provides students with opportunities to learn and apply methods of research. It takes them on their journey of discovery through the chosen field of study. Students will learn to apply appropriate, ethical research technique, learn to source a variety of reliable information, avoid plagiarism and formally refer to their sources of information. Through the study of outstanding people in various fields of endeavour, students develop a reverence for the work of others and gain inspiration to continue their own work. In this module the thinking and feeling elements are evident in the learning and application of research and the developing of reverence.

#### **MODULE 4 – Managing the Journey**

This module provides students with opportunities to learn and apply necessary project management tools, strategies and methods to assist the successful outcome of the project. Students will be taught methods used for project management such as creating schedules for time, material and resource management. They will learn how to monitor and evaluate their management plans. Students will gain knowledge and understanding in the methods and skills required to set goals, prioritise and organise.

The thinking element is evident in the planning for management whilst the willing is evident in the doing, monitoring and completion of each stage.

#### **MODULE 5 – Communicating with the Community**

This module provides students with opportunities to develop knowledge, understanding and skills in the area of public speaking. They will explore a variety of techniques and tools in the preparation of their presentations. This module allows them to develop the ability to structure an engaging presentation for an intended audience. All three elements of thinking, feeling and willing are exercised in this part of the course.



## *Sport, Lifestyle and Recreation*

This course provides students with opportunities to engage in a range of physical activities including team and individual sports and games as well as aquatics, hiking and camping. In the eight selected modules covered over the two years, students will have some choice in selecting activities that meet the module requirements. For example, in 'Individual games and sports Applications' students could choose mountain bike riding or rock climbing among a range of options. Team activities can be selected and organised around the needs and capacities of each cohort. The course consists of both practical and theory components with some modules being slightly more theory focused than others. There is however, the expectation that all modules and course work is comprised of elements of written, verbal and skills based knowledge and understanding, demonstrated through a range of assessment tasks.

The modules in the course are:

- Aquatics
- Games and Sports Applications II (sports where teams are separated by a net)
- Outdoor Recreation (hiking and camping based skills)
- Sports Coaching and Training
- Individual games and Sports
- First Aid and Lifesaving
- Games and Sports Applications I (sports where teams occupy same space)
- Healthy Lifestyles (a study and implementation of needs based activity programs)





## English and optional Extensions

### Preliminary Advanced English

Students will study a variety of important developmental texts, which cover a range of themes reflecting the social context of their times as well as the authors' insights into future developments. Through the way these texts are studied, the students will not only learn to value the power and depth of effective communication, but will become familiar with the leading questions of different eras and the evolutionary relationship between them.

#### ODYSSEYS AND SURVIVAL (AREA OF STUDY)

- 'The Odyssey' – Homer (poetry);
- 'Ulysses', 'The Lotus Eaters' – Tennyson ((poetry);
- *Kon Tiki* – directed by Thor Heyerdahl ((documentary 1950);
- *Kon Tiki* – (film 2012);

#### KINGS AND FOOLS

- *King Lear* – (Shakespearean drama);
- 'The Glugs of Gosh' – C. J. Dennis (Australian poetry)

#### INNOCENCE AND EXPERIENCE<sup>[1]</sup><sub>SEP</sub>

- *Parsifal* – Eschenbach (fiction)<sup>[1]</sup><sub>SEP</sub>
- *Peer Gynt* – Henrik Ibsen (drama)

#### CHILDHOOD AND THE PASSING MOMENT

- *Hugo* – directed by Martin Scorsese (film 2011);
- *The Invention of Hugo Cabret* – Brian Selznick (illustrated fiction 2007)
- *Momo* – Michael Ende

### HSC (Advanced English)

These studies include five texts from the NSW Board of Studies list. Students will study a variety of text types in depth with specific areas of focus. The school will use the following texts in 2016.

#### AREA OF STUDY: Discovery

- *The Tempest* – William Shakespeare, and Support texts

#### MODULE A: Comparative Study of Texts and Context –

- *Nineteen Eighty-Four* – George Orwell AND *Metropolis* – Fritz Lang

#### MODULE B: Critical Study Of Texts

- Poems by T. S. Eliot

#### MODULE C: Representation and Text – Elective 1: Representing People and Politics

- *The Crucible* – Arthur Miller

### English Extension 1 and 2

Preliminary Extension English 1 explores one module: Text, Culture and Value investigating ways of reading. In this unit, students learn how and why texts are appropriated into a range of contexts, develop skills in independent investigation and in extended compositions. Prelim Ext is a requisite for HSC Ext 1 and 2.

HSC Extension 1 focuses specifically on a chosen module and requires refining of the above skills and knowledge. Extension 2 requires a Major Work to be composed in the genre of the student's choice. It is only for those willing to dedicate ongoing and rigorous independent study into their project and to refine their work for sophistication and clarity.

(There are also options to undertake either Standard English or English Studies by distance Education)

## Mathematics and optional Extension 1 Mathematics

Mathematics, taught using "first principals" methodology, has an incredibly powerful impact on our developing minds, creating abilities to think clearly and laterally while synthesising and connecting in a relevant manner the huge quantities of information we absorb during our lives. Mathematics teaches us as much about logic as it does about numbers. It increases our problem-solving capacities in all areas of life. In the Mathematics course students learn to use sophisticated multi-step reasoning, and to integrate ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems.

Students who choose the Extension 1 option learn to synthesise mathematical techniques, results and ideas creatively across the Mathematics and Mathematics Extension 1 courses to solve difficult problems, and use sophisticated multi-step mathematical reasoning. They develop the further capacity to interpret and evaluate



the solutions to problems and to translate efficiently between practical problems and their mathematical model. Students choosing Extension Mathematics need to be able to commit themselves to consistent ongoing study and revision.

### Visual Art

The Preliminary and HSC Visual Art courses provide students with a broad range of study areas within the field of visual art, craft and design, allowing students to increasingly focus on areas and interests of their own choice. Students work through a range of art making experiences in the Preliminary course covering broad topics within visual art theory, history and criticism that inform their art making and expand their understanding of the art world from different times, places and cultures. Student art making will culminate in a fully resolved 'body of work' for their year 12 Major Art Project. The theory component of the course will continue to deepen their understanding of art practice through case studies and research tasks where students explore the work of a range of historical and contemporary artists. We offer this course in a compressed form (Preliminary and HSC course in one year in alternate years to the Portfolio and Presentation Course)

This subject offers students the chance to focus intensively on the creation of their own artwork, as well as to engage with the historical, social and cultural contexts of artists and artmaking. The Visual Art course provides students with diverse skills and interests to engage with and challenge themselves within the wide scope of possible media. Our expectation is that all Stage 6 students at our school will complete the Visual Arts Course

These include:

- Painting
- Printmaking
- Drawing
- Photography
- Sculpture in stone, wood, plaster, clay, metal, mixed media and founds objects
- Ceramics
- Textiles
- Photography
- Video
- Installation works

Previous Students have created works in:

- Cast metals
- Puppet making
- Woven and felted textiles
- Photography
- Sculpture
- Painting and Drawing
- Printmaking
- 





## Glossary of Terms

- An ATAR (Australian Tertiary Admission Rank) result can only be achieved by completing 10 units of Board Developed or VET Courses. The external HSC exam results are combined to produce a ranked result out of 99.9. The ATAR result is the main method by which students attain University Entrance
- The HSC (Higher School Certificate) is a Board of Studies qualification awarded by a registered and accredited Senior School. To achieve an HSC, a student needs to complete a minimum of 12 Preliminary units and 10 HSC units. At least 6 of these units of study in both Preliminary and HSC courses need to be Board Developed.
- Board Endorsed Courses (BEC) - these courses have been developed by individual organisations and approved for Year 11 & 12 delivery by the Board of Studies. The courses are overseen by the Board of Studies, but the assessments are conducted and marked internally by the school. These courses contribute towards the HSC, but NOT towards the achievement of an ATAR.
- Board Developed Courses – These courses are developed by the NSW Board of Studies. They have external exams which contribute towards an ATAR.
- Compressed Delivery - Undertaking the Preliminary and HSC Courses in one Year. This is a useful way of delivering some subjects for a combined Year 11 and 12 class. It avoids repetition of material where the content is highly specific, and economises on teaching commitments. We will use compressed delivery for 2 unit Visual Art.
- STAT (Special Tertiary Admissions Test) is designed to assess a range of competencies considered important for success in tertiary studies. It is accepted by most Universities and held between May and June each year. Students need to find out whether STAT can be used for admission to the course being considered, and which STAT version is required.
- UAC Schools Recommendation Schemes SRS  
Schools Recommendation Schemes (SRS) are one way institutions make early offers of admission to current Australian Year 12 students who have applied for undergraduate admission through UAC. SRS aim to assist access to higher education for current Australian Year 12 students using a wide range of selection criteria, including school recommendations, senior secondary studies and personal awards and achievements.  
Institutions have their own policies on determining SRS eligibility and making offers.  
Institutions can, for example, make early offers, which take into account:
  - SRS criteria only
  - SRS criteria and ATAR (or equivalent)
  - SRS and equity criteria, for example an Educational Access Schemes assessment
  - Extra-curricular awards and achievementsNewcastle Waldorf School currently has an SRS agreement with University of Newcastle



### Camden Haven Distance Education link

[http://www.camdenhaveh.schools.nsw.edu.au/documents/7678891/7684894/2016\\_Preliminary\\_Senior\\_Curriculum.pdf](http://www.camdenhaveh.schools.nsw.edu.au/documents/7678891/7684894/2016_Preliminary_Senior_Curriculum.pdf)