

Schola Maleficarum

*Adventures in Academic Wizardry for Young
Witches and Warlocks*



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Preface

I've never been a major *Harry Potter* fan. During my time in school there was a period of time when I “skipped” a lot of “Essential Young Adult Reading!” due to my own pessimism and dislike of the premise. Where others were reading *Harry Potter*, I was reading *The Witcher* to prove I was cool (I was not). Of course it's not like I didn't know about Mr. Potter and his friends, one of my friends was a dedicated “Potterhead” herself. But I never really engaged with the franchise at all, a lot of my knowledge of it comes from memes, second-hand information, or my own research to come up with more dedicated insults toward the franchise. But as I threw myself into the TTRPG sphere I noticed two things:

- 1) Everybody wants a Harry Potter and the Clicky-Clack Dice Game
- 2) Nobody can decide how to do it.

Out of the few I found, most are either trying to adapt the source material one-to-one, or are trying to shoehorn their own “magic system” into it (as the Wizarding World of Harry Potter's magic is made of Plotium). Another facet is Rowling's various. . . comments over the years did not endear her to any side in particular. With various forces trying to “recapture the magic” or “stick it to the libs” or whatever.

Schola Maleficarum was created as a meandering thought when *Hogwarts Legacy* (Avalanche Software, Portkey Games, 2023) released to thunderous acclaim and half the internet being on fire. It was also born of me going over the *Basic Roleplaying Ringworld* book, which had a strong emphasis on “research.” Using the power to combine these forces together, I thought this up. It's a game about being young wizards-in-training as they try to deal with the world and one another.

Well, here we go.

Wizard 123

Wizardry has been a part of human history since the first man uttered the first words and will continue to be a part of human development until the last moment of the last star in the sky. A Wizard is an individual who has been trained and has mastered the arts of Magic, a potent energy that flows through every aspect of existence. To describe Magic is to describe the "aspects" of reality, each building, flowing, and ultimately creating it. A Wizard is able to shift, morph, and twist this flow of power to perform supernatural feats and assist humanity from the shadows.

At least that was the case before the Blood War. But we're getting ahead of ourselves here. If you are reading this document, you are either a Wizard-In-Training (some may refer to you as an "Apprentice" but I will respect you and call you what you are, a Wizard) or some unfortunate soul reading the ravings of a lunatic.

Either way, treat this as a primer to our ways and our history, to understand the magical world one must be well-versed in the mundane one as well. Which, if I am correct, you will most likely receive this in study of.

All of Wizard History can be encapsulated by our schooling system, some reject this notion of defining, but I call them curs and charlatans (and any self-respecting sorcerer using that hack Gottfried's Eight Ages system deserves to get fed to a goblin nest). The Scholar's Seven are seven distinct eras defined by the march of the education system, its commonalities, and problems. In order:

- 1) The Hedgery Dominion
- 2) The Establishment of the School of Uruk
- 3) The Fiefdom System
- 4) The Fracturing Era
- 5) Pre-War Era
- 6) Post-War Era
- 7) Modern Era



The Hedgery Dominion

Much of human history is shrouded by particular eras of vast expansions and break ups, from our primal beginnings to roughly antiquity are difficult to pin down in any precise application. However, few texts remain in this era, all of which are written in the First Language.

The First Language is the language of Magic, and the only surviving Ancient Language to date. Sounding it out in modern tongues is difficult due to human development, hence why most of it is written down. Texts in the First Language detail the acts of "Hedgery" by chaotic and wild Proto-Wizards, using the primal forces to destroy their enemies or protect their people. None of our "Modern Magic" is even seen in these early texts.

The Hedgery Dominion is coined by Jin Bo (1942 - 2012) of the Third Tower, citing an era of domination by Hedgery and Hedge Magic. Where in the modern era we practiced Formal Magic, Hedge Magic is the act of less formal manipulation of magic. This is dangerous, unpredictable, and almost always dangerous to users. Most depictions of proto-gods and possibly those of antiquity were just depictions of Wizards employed by Hedgery to impress, or command, others.

To say anything else of this era is speculation and for your history courses.

The Establishment of the School of Uruk

The first evidence of employing Formal Magic is based on the School of Uruk, detailed in the broken shard of Gilgamesh's eighth tablet, where Gilgamesh appeals to the Sorcerers of the "School of Uruk" for assistance to resurrect his slain friend Enkidu. The School of Uruk, as Persian Archeologist Farid Rekabi (1821 - 1910), theorized, was built in the ruins of Uruk, but at some point rebuilt (or moved) to where the current Academy of Shadegan resides. Researching deeper into the era through Chrono-Magic and other texts indicates the first Definitions and Domains were being employed, as well as persecution of the Hedge Wizards of the area.

The Definitions are the beating heart of Formal Magic, while the Domains are the proper flow of where to use them. During the School of Uruk, most of the Wizards used some form of healing magic and few elemental spells, while unknown if they are the modern interpretations of them, there are clear indications that they were using them.

The Fiefdom System

The Fiefdom System is the time between the School of Uruk and the Blood War, millenia of education, schools, and other institutions were established and taught. During this era, the Wizards of old began to make formal contact with others outside their

immediate circles and began to amass great knowledge. However, conflict was inevitable.

The Fiefdoms were established as a method to wrangle Wizards seeking to start wars to further their own ends. Notably the First Punic War kicked off by Scillian Wizards attempting to claim knowledge from their rivals on the island. While Qin Shi Huang made extensive use of the Imperial Sorcerers by allowing them to scour his enemies' arts and work.

The system was different wherever it was established, but the basic Grand Sorcerer was established as the main "Leader" figure of a cabal of Wizards and Wizard Schools to keep them in line. Loyalty was always paid upwards and from here the first major schools of thought began to emerge. Not to say the Fiefdom System prevented wars, but instead of bloody conflicts between Wizards and mortals, it instead were formalized duels, assassination attempts, and the occasional skirmish.

The Fiefdom system continued until the Blood War in the late 700s.

The Fracturing Era

The Fracturing Era is the technical term for a time from 700 to 1425 but in most circles "The Blood War" can also be used. Throughout time and history, other magical beings roamed the Earth (religiously minded Wizards associated them with exiles of the Garden of Eden, but their origin remains a mystery in most cases), they had their own communities and hid away from the perceived plague of humanity. The Blood War was a major conflict sparked from a disagreement between the Academy of Leipzig and the Gnomes.

The Academy was built upon, by chance, a leyline. These astral connections of the world were powerful wellsprings of Magic in an area. Allowing easier flows of magic power for Wizards to exploit. The Gnomes and Academy staff had shared the castle grounds for years, but a disagreement after a student was injured led to the Gnomes being barred entry. This enraged them which led to both sides starting to fight one another. After the Gnomes were killed, it was discovered that Gnomish Blood reacted well to the leyline energy, and not only that, enhanced the magic of the Wizards carrying vials of it around.

By the end of the century, full Blood Hunts were being called by Wizards for magical beings to find, hunt, and harvest their bodies for parts and power. These mad dashes for power broke down the traditional Fiefdom System that was established in the centuries prior, any Wizard with the right Implements could seize power. The Fracturing Era was over 700 years of bloodshed, Wizard killing Wizard, Wizard killing Magical Creature, and everything in between.

The first False Magical Beings, the Devils and Angels were being called upon by ethereal magics by both sides to advise and attack their foes. While the Wizards developed and employed the first Homunculi Warriors to fight in their stead. After the first few witch burnings and exchanges, the hunts died down in frequency.

What few schools remained were situated on Ley Lines, established institutions, or were remote enough to weather the storm. The Magical Creature population was devastated and the scars of conflict cut deep into every participant.

The Pre-War Era

For almost two centuries, recovery from the Blood War was slow and meticulous, many scholars kept to themselves and even more attempted to find the next weapon to win the next war. It was a time of paranoia, distrust, and higher education for those who could afford it.

The Nobilis, the Wizard Families who had power, resources, and connections attended the remaining schools as poorer students were forced to learn second-hand information from aging teachers in exile. In the community, references to the Second Hedgery Dominion can be read, as a spike in Hedgery Magic was noted and observed leading to plentiful burnings at the stake and formal agreements with the church for protection (which got complicated during the reformation). In other parts of the world, the ripples of the European Blood War could be felt, with many Wizard Schools finding themselves battling back fleeing monsters or contending with exiled upstarts.

The world was beginning to open wider and farther, but to the Wizarding World, it was shrinking. The relationship between the Wizard and State began to be questioned deeper. Normally a "Veil" is put between the unsparked¹ and a Wizard, allowing for easier movement, but simpler Magic. To put it bluntly, normal people dull magic around them, making it more believable with their own views of the world. As reason dominated superstition, it grew worse with every passing hour. The pittance of financial patronage of states began to dry

up as they focused on the looming conflicts in their homelands and abroad.

During the Thirty-Years War, an unknown Wizard discovered, and mastered, an ancient Definition of Magic, the innermost ring of magic and one not thought possible. Where the three main rings are Adjustment, Customizing, and Converting a Domain, they had discovered the fourth, Domination.

Dominating a Definition of Magic allowed the Wizard to recruit Magical Creatures and Wizards to join their cause, taking upon them the Mantle of Dark Lord. The first conflicts erupted in Egypt and quickly consumed the world in bloody conflicts as servants of the Dark Lord and free Wizards dueled for supremacy. But anyone could be enslaved to their whims, and many others could be waiting to join them. They offered freedom from persecution, power to the powerless, and benefits to all those who were willing to take up arms in their service.

By 1672, the Dark Lord was slain by the High Sorceress Samia Kassis (1630 - 1672) during a battle in Alexandria, taking a mortal wound in the process. With the Dark Lord slain, his forces across the world went into hiding, and the modern witch hunts began. Rooting them out was a slow, laborious, and bloody expedition into the darkest pits and most wretched places. Even having to enact scenes from the Blood War to destroy even a minor assistant to the Dark Lord in isolated communities of magical creatures (though this is later documented to be either outright criminal behavior or fatigue from the war for some of the horrors committed there).

¹ Term used for humans who cannot use Magic

Post-War Era

With a need to stop the spread of Hedgery, the number of Schools quickly rose to almost Pre-Blood War levels, but each one was situated around more established schools and were effectively vassals of their "chief" institution. Technology changed, people changed, and the system was showing weakness by the end of the 1930s.

With global economic depression striking the world after the Great War which Wizards took no part in officially, the Pre-War Wizard Schools began demanding higher tuition from students to compensate, while also allowing established families cheaper access. This led to lower standards and more "rogue" schools being established. Two of these Institutions were the Academy of Thulean Arts in Augsburg and the Third Academy of Moscow. These two, and many others, introduced "poor and unfortunate" Wizards to the educational experience. Political Education. The Nazis and Soviets employed extensive use of Wizard support forces in World War 2, with Polish Hedge Wizards being rolled over by the Formal Magic of the Eagle and Bear.

Formally, no school, cabal, or group supported any side during the war, with extensive conclaves being held in Bern, Riyadh, Rio de Janeiro, and Macau to decide positions. Though nationalism overtook formalities, many joined the sides of their respective nations. The Federal Bureau of Midnight Affairs in the United States of America was the first state actor to formally employ Wizards in the allies, though it's known that Wizards have been working for the British Crown and Japanese State for years.

By the end of the war, the body of Wizards was the highest since the Dark Lord, the defeated Thulean Sorcerer, and the many recent Hedge Wizards, were forced into the new world with little more than a bad education and black mark. Things needed to change, and quickly.

Modern Era

1968 is when the Grand Wizard Conclave of Cairo decided upon revamping the global Wizard education system. It was decided, under vague threats of various higher ranking officials, that the Noblis Families and Pre-War Schools would fund the creation of new schooling facilities and options for students. The creation of Sensor Homunculi were also approved during this time, spreading artificial surveyors to find children with the spark before they are swayed by Hedge Magic.

Through the 70s and 80s hundreds of schools were erected in various locations, these schools are fast, dirty, and staffed by those who are capable enough to teach. Though many aren't as "prestigious" as their Pre or Post War Educational Facilities, the Modern School is one of sleek design, modern trends, and a focus on more "Mundane" affairs.

And now here we are, in the heart of the Modern Era with all the benefits and problems that come along with it. As a student in one of these immaculate buildings, you are the future of Wizard society. Whether you struggle forward to become a Grand Sorcerer or remain a comfortable existence in your own career paths, I hope you'll find your time here enjoyable and remember it fondly.

No Wizard Left Behind: Playing the Game

Schola Maleficarum has the players take the role of young Wizards going through their education as they explore their school and the magical happenstance that erupts around it. To play, one player will take up the role of the Headmaster, acting as the narrator as well as the referee. Taking control of Non-Player Characters (NPCs) and setting tasks (and problems) for the Wizards. Three to five players will become the Wizards, starting at age 10 and progressing through the seven years of their magical training.

Each Wizard will need a number of six-sided dice (D6's), around five per Wizard. The amount needed will always increase, so having more, and sharing, is encouraged. The Wizards will also need a single Fate Die, which is marked with two (+) and two (-) with two additional blank sides. If Fate Die are not available, designate another D6 that is either larger or different colored to take up the mantle².

Whenever a Wizard attempts an action with a chance of failure, they will make a Test. During a Test, the Wizard will take D6's equal to their Skill as well as their Fate Die, rolling them all attempting to beat the Success Number of the Test and beat the Target Number.

Depending on the Difficulty and Complexity, the Wizard will need different results. The Difficulty dictates how hard the Test is, with the die needing to be equal to or above the Success Number to score a Success. The Complexity is how many Successes are needed to pass the Test. If the Wizards manage to reach the Target Number (TN), they triumph and accomplish their goal. If they fail, they will have to suffer the consequences or will succeed with unfortunate results.

Difficulty	Success Number
Easy	4+
Average	5+
Hard	6+

Headmaster's Note: Complexity

Every year the Students remain at the School, the Complexity of Tests is raised by one step. On average, it should be (Year + 1) being the extent of Test results unless they are looking to perform something truly extraordinary.

Complexity	Target Successes
Simple	1
Intermediate	2
Complex	3
Professional	4
Intricate	5
Masterful	6

² (+) 5-6 / () 3-4 / (-) 1-2

The Die of Fate & Chance

With most Tests, the Wizards will be rolling the Fate Die alongside the rest of their dice. This Fate Die's Result does not impact the Difficulty or Complexity of the roll, nor does it add (or subtract) from it. Instead the Die of Fate & Chance adds a chaotic element whenever the Wizard is trying their luck.

Should the Fate Die roll a (+), regardless of the outcome, fortune favors the Wizard. Something positive comes out of the roll or a stroke of luck. If in a race, the Wizard wins without issue or when making a potion, they don't use all of their ingredients. Even in a failed Test, positive outcomes can be gleaned from it. The Wizard barely loses the Race, the potion fails but they end up with just a thinner (lesser) version of it.

On the other hand, if the Fate Die rolls a (-), disaster arrives. Misfortune strikes the Wizard in their Test. Using the above example, the Wizard trips at the finish line, eking out a victory even if their pride is hurt, or successfully brewing the potion, and destroying the lab.

Not every Test the Wizards find themselves will have them roll the Fate Die, often these are when no chance or luck can come into play, relying entirely on the skill of the Wizard to determine their success, or failure.

All For One, One for All

During their adventures in the School Year, the Wizards will need to rely on their friend and others for assistance. Where one may fail, a group may succeed. One Wizard will be chosen as the Anchor, while every other Wizard or ally, called Assistants, will be adding 1D6 to the Anchor's dice pool.

If the task is specific or requires specialized knowledge, the Assistants who have less than half of the Skill of the Anchor cannot add die to the pool.

Certain Tests, namely academic ones, cannot have assistance in completing them. If that's found out, the Wizard may be sent to detention, or worse!

Projects & Research

Certain Tests will take a long time to complete, when this occurs, the Wizard will be undertaking a Project. Projects require a number of Successes and every time interval (Period, Day, Week, Month, or Semester) they are allowed to make a Test to add Successes to it.

For example, if a Wizard wants to brew a large potion of Plant Growth, the Headmaster may assign it as a TN 10 with a Period Time Interval. Every Period the Wizard may roll their Test to add Successes to reach the goal. If they roll zero Successes, that interval fails. After three failures, the project collapses and fails, losing all progress and investment.



Enrolling a Wizard

Many Wizards step foot into their academy with little more than a suitcase, backpack, and few traveling knick-knacks from the road. When the Wizard begins their journey, they'll need to fill out their Permanent Record, a collection of their academic history, background, and skills they've acquired. As they develop and learn, their Permanent Record will develop, allowing them to express themselves and survive the harsh day-to-day rigors of Magical Academia.

Below, the Wizard must fill out their Family History, Skills, and finally any Magical Aptitudes they may possess. Signing off with any personal information.

Family History

Wizards are born and raised in a variety of families and situations, when being scouted and enrolled, these backgrounds can sway where their development may bring them. However, due to the number of students, most are categorized into four major groups to represent their "unique backgrounds and proud histories."

Each of the major groups will determine an initial number of Skill Points and Aptitudes the Wizard will have due to their history.

Nobilis	Liegeman
<i>You are born of a proud lineage of Wizards, tracing their roots back centuries and being haughty at best. You've fallen on hard times if you're being sent here.</i>	<i>Born in the muck of the Wizard life, you grew up dealing with magical happenings as long as you can remember, your family may even practice Hedgery. Education is essential for you and the rest of your family.</i>
8 Development Points, 2 Development Points in [Magical] Skills, and 5 Aptitude Points	8 Development Points, 1 Development Points in [Magical] Skills, 1 Development Points in [Mundane] Skills, and 5 Aptitude Points
Unsparked	Homunculi
<i>You grew up in a normal household in the "Real World," only to be scouted for academic life. A few papers later and you're being shipped off to be a Wizard, how exciting!</i>	<i>You are an artificial person, born from magical vats of power to mimic and record the human experience. Your body is odd, you will die by the time you're 30, and the "real you" may be sickly in bed. You must live for their sake and not your own.</i>
8 Development Points, 5 Development Points in [Mundane] Skills, and 2 Aptitude Points	10 Development Points, 2 Development Points in [Magical] Skills, 2 Development Points in [Mundane] Skills , and 7 Aptitude Points

Once selected, the Wizard cannot change their Family History. This background will never fully define a Wizard, and they may grow beyond the expectations of others. Or fall directly into them should they wish. Truth be told the staff will pick favorites and they will know exactly what the Wizard is by the time they raise their hand.

Common Core & Developed Skills

Skills form the bedrock of a Wizard's talents and abilities. Whenever a Wizard wants to attempt a Test, they'll need to draw upon their Skills to give them a fighting chance. There are two types of Skills: Common Core and Developed Skills.

Common Core Skills are common skills that are always available for the Wizard to use, allowing them to attempt any task with a small chance of success. Common Core Skills are always available and only increase as the Wizard advances through the years of their education.

Developed Skills are those which are actively cultivated by the Wizard and the staff of the school. Building on these Skills allow the Wizard to use more dice for Tests, but they can only be used for particular actions or situations.

Common Core Skills

The Common Core are the "reliable" Skills that the Wizard has developed by growing up and becoming wiser in their years. These are the Skills that allow a Wizard to attempt any Test, even ones they don't have any Developed Skill in.

When rolling with a Common Core Skill, the Wizard is brute forcing their attempt at the task, it may be wild conjecture, mustering bravado, or simply convincing themselves that they're right

Intuition	Expression	Courage
The measure of the Wizard's ability to deduce information from various clues, real or imagined.	The ability for the Wizard to express their opinion to their peers and others, often erratically.	The blind bravado of a Wizard attempting something they know they are unqualified for.

Common Core Skills cannot be directly improved, instead they are slowly increased as the Wizard grows up. They will start at 1 during 1st Year, but will increase by +1 at the start of 3rd Year, 5th Year, and 7th Year. All Adults will have 5 in their Common Core Skills should they need them. Monsters will have variable Common Core Skills.

1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
1	1	2	2	3	3	4

Development Skills

Development Skills are the primary focus of education in the world of Wizarding Academia. While Pre-War Institutions, the ancient castles and estates of the Wizard Kings of old may not focus on "traditional" academics, instead relying on extensive magical training, Modern Schools balance them out. Each of the Developmental Skills are divided into six categories: Arts, Civics & History, Communication, Physical Education, STEM, and Wilderness.

During their tenure at the Academy, the Wizards will need to take classes and attend seminars to improve their Skills. But, not every Skill is the same.

Academic and Practical Skills determine the formality of teaching. Academic Skills are classroom trained and absorbed, with proper grading and sophistication behind them. There is a teacher for Etiquette just as much as Alchemy, and in poorer schools, perhaps they are one in the same. Practical Skills are intuited by the student or gradually picked up over time by just "going to school." While Teachers are not formally instructing students on how to be Charming or Sneaking, rewarding polite behavior and being oblivious to missing students helps.

These are then broken down into Primary and Speciality Skills. Primary Skills stand alone as a singular entity, while Speciality Skills force the Wizard to take a Speciality inside of that Skill as they develop it. However, multiple Specialty Skills may be taken as well. For example, a Student may be an accomplished guitarist (Performance Arts: Instruments) and a noted singer (Performance Arts: Singing).

Next, a Skill may be Mundane or Magical, indicating the sphere of influence the Skill has domain in. After Enrollment this will be less of a priority, but different family backgrounds will have more, or less, investment in certain fields. Finally, the Year indicates when the Wizard is allowed to start improving the Developed Skill, certain classes are restricted for higher level students due to complexity, or danger.

When first Enrolling a Wizard, they may have a maximum of 4 in any Developed Skill, but each Developed Skill begins at 0. As the Wizard attend classes, they will be able to improve themselves gradually. The maximum cap for Skills is [Academic Year + 3].



ARTS				
Skill Name	Type	Mundane / Magical	Year	Description
<i>Creative Arts</i>	Academic - Speciality	Mundane	1	Painting, Drawing, Photography, and other “Non-Physical” Arts.
<i>Magical Arts</i>	Academic - Speciality	Magical	1	Spell Dancing, Phantasm Shows, and Animation Creations, and other “Magical” Arts.
<i>Performance Arts</i>	Academic - Speciality	Mundane	1	Acting, Singing, Dance, and other “Physical” Arts.
<i>Technical Arts</i>	Academic - Speciality	Mundane	1	Fiction, Prose, Music, and other “Written” Arts.

CIVICS & HISTORY				
Skill Name	Type	Mundane / Magical	Year	Description
<i>Insight</i>	Practical - Primary	Mundane	1	Being able to piece together information from context clues, research, and documentation.
<i>Investigation</i>	Practical - Primary	Mundane	1	Ability to find, gather, and interpret clues from a location or person.
<i>Lore</i>	Academic - Speciality	Magical	3	Detailed information on Magical Entities such as Elves, Goblins, Abominations, or Homunculi.
<i>Standard History</i>	Academic - Primary	Mundane	1	Mundane History and Contemporary Issues
<i>Wizard History</i>	Academic - Primary	Magical	1	Magical History and Contemporary Issues

COMMUNICATION				
Skill Name	Type	Mundane / Magical	Year	Description
Charm	Practical - Primary	Mundane	1	Convincing, Schmoozing, and the ability to leverage oneself to impress another.
Etiquette	Academic - Primary	Mundane	2	Formal Communication Skills with peers, teachers, and members of the community.
First Language	Academic - Primary	Magical	3	Literacy in the First Language of the Wizards
Foreign Language	Academic - Speciality	Mundane	1	Literacy in a Modern Foreign Language.
Literature	Academic - Primary	Mundane	1	Understanding of Modern Literary works and their importance to culture.
Mystica	Academic - Speciality	Magical	3	Communication with Monsters and other Magical Beings in their native language (Elvish, Goblin, etc)
Socializing	Practical - Primary	Mundane	1	Informal Communication Skills and empathy.



PHYSICAL EDUCATION				
Skill Name	Type	Mundane / Magical	Year	Description
Acrobatics	Academic - Primary	Mundane	1	Speed, grace, and agility.
Athletics	Academics - Primary	Mundane	1	Physical strength and body exercises.
Coordination	Practical - Primary	Mundane	1	Hand-eye coordination and ability.
Endurance	Practical - Primary	Mundane	1	Durability and fortitude of the body.
Fighting	Practical - Primary	Mundane	1	Proficiency at throwing hands and winning fights.
Hiding	Practical - Primary	Mundane	1	Ability to remain undetected from others or hide Objects on their person.
Sneaking	Practical - Primary	Mundane	1	Talent to move silently, without drawing notice.
Sustainment	Practical - Primary	Magical	3	Power to hold magical force in the body for long periods of time.



STEMA (Science, Technology, Engineering, Mathematics, and Arcanium)				
Skill Name	Type	Mundane / Magical	Year	Description
Alchemy	Academic - Primary	Magical	1	Understanding Potions, Brewing, and Alchemical Processing to create new substances.
Arcanium	Academic - Primary	Magical	1	The Formal Study of Magic, Magical Flow, and Leylines.
Computers	Academic - Primary	Mundane	1	Use of Computers, Typing, and Computer Programs.
Mathematics	Academic - Primary	Mundane	1	The Science of Numbers, Calculation, and Arithmetic.
Mechanical	Academic - Primary	Mundane	3	Repairing, Fixing, and Building Objects
Medical	Academic - Primary	Mundane	4	Various medical techniques such as first aid, diagnosis, and medical assistance.
Scholarship	Practical - Primary	Mundane	1	Studying and conceptualizing new topics for research.
Science	Academic - Specialty	Mundane	1	The Study of Natural Science, such as Biology, Chemistry, and Physics.
Sorcerous Science	Academic - Speciality	Magical	2	The formalization of magical arts such as Charms, Runology, Orbology, and Senjafuda ³ .

WILDERNESS				
Skill Name	Type	Mundane / Magical	Year	Description
Monster Identification	Academic - Main	Magical	5	Identifying, Managing, and Understanding Monsters in the field and abroad.
Survival	Academic - Main	Mundane	3	Tracking, camping, and other wilderness skills.

³ Japanese Paper Slip Magic.

Magical Aptitudes

Magical Aptitudes reflect the Wizard's talents and ability in manipulating and organizing their magical skills. Where traditional Hedgery is the "Manipulation of Magic," the formal Aptitudes allow Wizards to carefully express their magic with Definitions and Domains.

Definition is what the Wizard is seeking to do, expressed in one of the five Titles: Destruu, Komprenu, Kontrolo, Kreu, and Morfo. Often written in the False First Language of Esperanto due to formality more than anything. However, the Titles are just that, formality. Each of the Wizard Schools teach the Titles differently with various levels of importance. The English Schools are notable for their insistence of Kontrolo, while Indian Schools have a far stronger emphasis on Komprenu. Each Definition is further broken down into three circles: Adjustment, Customization, and Converting. Adjusting has the Wizard "Nudge" a Domain to do as they wish, Customization has the Wizard affect the expression of the Domain, while Converting has the Wizard affect the nature of the Domain.

Domains are what the Wizard wants to influence, each of them being tied to a particular "Entity." Untrained Wizards can affect the Cores: Air, Animus, Darkness, Earth, Fire, Herbam, Illusions, Light, and Water. Anything more advanced than that requires the student to take restricted classes, often with limited seats and prestigious requirements.

Each Definition and Domain will have a Flow Rating, representing the complexity to create spells using that magic. When determining the Flow of the Magic, the Wizard will add the Flow Ratings of both the Definition and Domain together. They will need to reduce this Rating below their Discipline, a reflection of their own willpower, skill, and confidence, to successfully cast the spell.

When enrolling the Wizard, they will have a small amount of Aptitude Points to reflect their previous knowledge or natural talent. They may assign these to any of the Definitions or Core Domains. When assigning these to the Definitions, it will reduce each of the three circles by 1, making it easier to affect any part of the Definition.



DEFINITIONS				
Title	Adjustment	Customization	Converting	Description
<i>DESTRUU</i>	WEAKEN	BREAK	DESTROY	Destroying, Weakening, and Sundering
	15	20	25	
<i>KOMPRENU</i>	PERCEIVE	EMPATH	MENTAT ⁴	Understanding, Learn, and Solve
	15	20	25	
<i>KONTROLO</i>	MANIPULATE	CONTROL	POSSESS	Controlling, Manipulating, and Dominating.
	15	20	25	
<i>KREU</i>	MODIFY	HEAL	CREATE	Constructing, Repairing, and Creating.
	15	20	25	
<i>MORFO</i>	TRANSMUTE	TRANSFORM	TRANSMOGRIFY ⁵	Changing, Shifting, and Modifying
	15	20	25	

⁴ "The Complete Understanding of another Individual" not just seeing through them, understanding emotion, but everything about them.

⁵ "To Change Complete into a Different State" if transmuting is turning metal into a metal, transforming is turning metal into a statue, transmogrifying is turning a metal into a liquid.

DOMAINS			
Name	Year	Flow	Description
<i>Air</i>	1st	15	Manipulation of the Air and Gaseous Substances
<i>Animus</i>	1st	15	Manipulation of Conscious Life
<i>Daemonology</i>	5th	15	Manipulation of False Magical Entities
<i>Darkness</i>	1st	15	Manipulation of the Absence of Light
<i>Death</i>	4th	25	Manipulation of Spirits, Undead, and Post-Mortem Existence
<i>Earth</i>	1st	15	Manipulation of Soil, Metal, and Solids
<i>Fire</i>	1st	15	Manipulation of Flame, Heat, and Plasmas
<i>Herbam</i>	1st	15	Manipulation of Unconscious Life
<i>Ichor</i>	4th	25	Manipulation of Blood & Tissue
<i>Illusions</i>	1st	15	Manipulation of the Senses
<i>Light</i>	1st	15	Manipulation of the Presence of Light
<i>Memorum</i>	4th	20	Manipulation of Memories and Thoughts
<i>Mystica</i>	3rd	20	Manipulation of Magical Entities
<i>Time</i>	6th	25	Manipulation of the Chronosphere
<i>Water</i>	1st	15	Manipulation of Water and Liquids

An Example: **Carlos Moreno, Wiz-Kid**

Born in Tucson, Arizona, Carlos had the spark early in his life and was found by the Sensors to attend the Primm Boy's School of Magical Learning. He was already a curious kid growing up, so to him, this is just another mystery to solve.

Insight 2, Investigation 2, Standard History 1, Foreign Language: Spanish 2, Socializing 2, Arcanium 1, Mathematics 3, Computers 2, Scholarship 3.

Komprenu 13/18/23

Learning the Flow: Magic

The ethereal force known as "Magic" inhabits every person, creature, plant, and entity in existence, while most cannot muster any Magic, Wizards are some of the few able to tap into it to create spells. When a Wizard chooses to cast a spell, they are twisting, turning, and exerting the "Flow" of Magic through their body. When the young Wizards enter school, their manipulation of Magic is often little more than haphazard expressions and simple tricks, but as they grow, so will the faith in their abilities.

Each Wizard will have Discipline equal to their Year, representing their maturity, willpower, and skill.

1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
5	7	9	12	15	18	24

The Wizard's Discipline is the Flow they can express readily, if they are unable to reduce the Spell's total Flow Rating below their Discipline, the spell will fizzle as they fail to muster the Magic necessary.

How does one "Reduce" the Flow Rating of a spell?

Wizards will need to use Implements and Modifiers to change the nature of their Spell, reducing the Flow Rating to a manageable level. Implements are Objects or situations, such as a Wizard's Focus or brewing it as a potion, while Modifiers change the nature of the spell or what the Wizard needs to do to accomplish the spell.

An Example: **Carlos and the Scrying Eye (1)**

Carlos wants to cast a spell to spy on Malphus, who he thinks stole his notes for Herbology. He wants to cast a spell to spy on him to see if he can't find where he stashed the notes.

He is going to be making a Perceive Illusions spell to manipulate his senses to see where Malphus is. Carloses *Komprenu*: *Perceive* is 13, while his *Illusions* is 15. For a total of 28 Flow, he needs to reduce it down to 5 or less to cast his scrying eye on the would-be thief.



Definitions

Each Spell will have their Definition to begin with, as explained above, a Definition is what the Wizard intends to do. These are open to interpretation, but each of the Circles continuously gets more precise and "Grand" over time. Each of the Definitions have their Adjustment, Customization, and Conversion Circles, each being more demanding (and powerful) than the last. There is the theoretical, and dangerous, fourth Circle of Domination, but no one (sane) has achieved that level of power over the Definitions to even attempt it.

DEFINITIONS		
Title	Goal	Description
DESTRUU	<i>Weaken</i>	Modifying the Durability of a Domain
	<i>Break</i>	Breaking a Domain down
	<i>Destroy</i>	Destroying or Erasing a Domain
KOMPRENU	<i>Perceive</i>	Observing or Recording a Domain
	<i>Empath</i>	Feeling what the Domain is understanding
	<i>Mentat</i>	Complete understanding of the Domain and its nature.
KONTROLO	<i>Manipulate</i>	Nudging a Domain to act in a certain way
	<i>Control</i>	Compelling the Domain to do something
	<i>Possess</i>	Taking direct control of the Domain
KREU	<i>Modify</i>	Alleviating, Adding, or Suppressing features from a Domain
	<i>Heal</i>	Repairing, reconstructing, or healing a Domain to an original state.
	<i>Create</i>	Forming the Domain from something.
MORFO	<i>Transmute</i>	Changing the Features of a Domain
	<i>Transform</i>	Changing the State of a Domain
	<i>Transmoglify</i>	Changing the Nature of a Domain

Domains

After choosing a Definition, they will choose a Domain to influence. Each of the Domains are freely interpretive and can actively be called upon should it be appropriate. However, the Headmaster will always have the final call on what is the appropriate Domain for the spell.

There are many different kinds of domains out there, some being more esoteric and particular than others. The Wizards will need to find a teacher, book, or any other kind of guide to set them on the right path of these particular domains of power.

Implements

An Implement is any tool, process, or scenario in which casting Spells is easier for the Wizard. When using an Implement, it reduces the Flow Rating by a flat value, allowing the Wizard to cast spells easier without expending more mental effort.

Implements have one notable downside, the Wizard must possess them and they must have training to use them. All Wizards in their first year are trained in the use of their Focus.

Focusing Implements

A Focus is different for every School, but common varieties of these are Grimoires or Wands. A Wizard who has their Grimoire or Wand on them is readily able to use magic without much issue. However, should they lose their Focus, they will be at a disadvantage. Focuses improve with the schooling the Wizard receives, gradually increasing the Flow reduction at the start of every year.

Focus Flow Reduction						
1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
5	7	9	11	13	15	15

Foci are attuned to the Wizard, using someone else's Wand is useless to the Wizard. Foci are powerful tools to use for the Wizard, however by 4th Year, most Curriculum begins to drift away from using the Focus for everything. To some, it's seen as a crutch for "real" Magic, forcing the Wizards to use creative solutions to reduce their Flow Rating.

Some of these creative solutions involve other Implements. The Wizard may acquire different items or gear in their adventures to reduce the Flow cost of certain Domains or Definitions. Keeping these close enables a Wizard to more actively use their Magic.

Weak Implements are rather mundane sources of the Domain found in the natural world. Striking a match when using a Fire spell, simple medicines when using a Healing Spell, or even reference guide on the material when using Transmutation.

Implement Flow Reduction			
Weak	Medium	Powerful	Consuming
4	8	12	16

Powerful Implements are distinctly magical in nature or tied to Monsters, Creatures, and Mythical beings. Dragon Scales make for fine Fire Implements, Ogre Snot has distinctive healing properties, and even Pixie Dust (while a narcotic) does assist others in opening their mind.

Finally, Consuming Implements are dangerous magical Objects that students should not possess under any circumstances unless supervised heavily. An Aelman's Hourglass is invaluable to any Chronomagician, while a False Homunculi's Eye can perceive anything it's set on.

One notable downside of using Implements such as these, unlike a Focus, is that there is an equal and opposite reaction toward certain Spells when using such an Implement. A Flashlight will make Darkness Spells harder to control for example, while Aelman's Hourglass makes it far more difficult to manage Memorium Spells due to the chronological shifting of senses. Whenever an Implement is used with an Opposing Spell, they will increase the Flow Rating by the amount.

Medium Implements are "Advanced" Mundane tools and resources. Cultivating a Bottled Terrarium for a Herbam Manipulation spell, a high lumen flashlight when using the Light Domain, or even proper aroma's for Memorium Spells.



Time, Place, and Situation

Another type of Implement is more difficult to control: Time, Place, and Situation. The Magical Flow of the World is like a river, constantly moving, breaking down, and reforming in different places. But in any river there are dams as well as streams feeding it.

Whenever a Wizard is attempting a Spell, they can attempt to invoke the use of a Time, Place, or Situation. Time is fairly evident, being in the middle of the night will be more beneficial when masking movements with spells, while being in broad daylight will encourage the plants to frolic freely.

Place is where the Spell is being cast, almost every Pre-War School is built upon intersections of Leylines, allowing magic to flow freely and enabling their students to tap into the mystical arts far easier than others. Most Post-War and Modern Schools cannot enjoy this luxury, but that can't stop the Wizards from finding ideal locations. Using a Spell to bind a rival in a prison cell, tend plants in a greenhouse, speak with a Creature in its habitat, or control water by a river will all be easier to manage.

Finally, Situation. Certain events and problems will erupt allowing the Wizard to tap into their Magic easier and ride the Flow. The most common situation is during Class, under the tutelage of a teacher, Wizards have an easier time casting spells that would normally trouble them. Being in a calm, relaxed, place without pressure will reduce the difficulty of casting exponentially. Having hours to prepare a Spell will also make the Flow more direct and able to be controlled. Rarely will Wizards have the luxury of all of these.

Time, Place, Situation Flow Reduction			
Dwindling	Average	Ideal	Perfected
3	6	9	12

Like traditional Implements, Time, Place, and Situation may come to fight the Wizard as well. Casting a Fire at midnight in the middle of winter in an open field may be a little bit more complicated than anything. However, these must be in opposition to the current situation more than having an improper Implement⁶.

An Example: **Carlos and the Scrying Eye (2)**

Carlos wants to cast a spell to spy on Malphus, who he thinks stole his notes for Herbology. He wants to cast a spell to spy on him to see if he can't find where he stashed the notes.

Carlos has his Wand, reducing the Flow Rating by 5. He managed to find one of Malphus's (poor) notes as a Medium Implement (-8). While he is taking his time, the dorms where he is casting this spell does have Scrying Wards (+6) making it more difficult for the Spell to register. His total Flow Rating is now $28 - 5 - 8 + 6 = 21$. Still fairly high.

⁶ In simple terms: Only when it's dramatically appropriate or when they are directly acting against the Time, Place, or Situation

Modifiers

Modifiers act as the method for the Wizard to augment, shift, and change the nature of the spell to increase, or decrease, the Flow Value for different Spells. Each Modifier adds something to the Spell that allows them to change the target, nature, or structure of the Spell. These will all change the Flow Rating of the Spell allowing for the Wizard to cast it far easier, or ramp up the strain in even materializing it.

Difficulty

Difficulty is the easiest and most straightforward of the Modifiers. Normally, when Magic reaches below the Discipline of the Wizard, they have successfully cast the spell having it fired off. However, assigning a Difficulty to it forces the Wizard to rely on their Developmental (or even Core) Skills to succeed. The Headmaster will determine what Development Skill is appropriate for the Test (using Foreign Languages to decipher text or Sustainment to hold an Invisibility Spell), however the Wizard will determine the Difficulty and Complexity.

Difficulty determines the TN of the Spell's Test, while Complexity is the Success Number of the Test. If the Wizard succeeds at this Test, then they cast the Spell, but if they fail it'll backfire, resulting in a disastrous result. The Fate Die will also be added to the result, potentially allowing for truly devastating results . . . or horrific failures.

Difficulty					
TN 1	TN 2	TN 3	TN 4	TN 5	TN 6
-5	-10	-15	-20	-25	-30
Complexity					
4+		5+		6+	
0		-5		-10	

Shifts & Payments

Shifts & Payments are Modifiers that change the nature of a Spell and who it can potentially affect. Any number of these Shifts & Payments may be added to the Spell, as long as the Wizard can reduce the Flow Rating to a manageable rate. Young Wizards are encouraged to limit the use of these, while many Teachers can easily manage more advanced spells without thinking about it much.

Any Shift or Payment at [Zero] Cost are considered the “Default” state of being. Certain modifiers will be marked with an [Optional] under the heading to indicate the table is optional for the purposes of creating a Spell.

Area of Effect			
Single	Duo	Group	Area
0	4	6	10
<i>A Single Entity</i>	<i>Two Entities</i>	<i>Three or More Entities</i>	<i>Every Entity in an Area</i>

Chain Spells	
Primary	Additional Definitions
0	5 / Definition
<i>The Spell uses a single Definition.</i>	<i>The Spell uses additional Definitions as secondary effects toward the Primary.</i>

Mandatory Objects			
[Optional]			
Tiny	Small	Large	Huge
0	-5	-10	-15
<i>The Object is palm sized</i>	<i>The Object can be held in two hands</i>	<i>The Object is person sized</i>	<i>The Object is massive and is difficult to move.</i>
One	Few	Dozen	Many
0	-5	-10	-15
<i>A single Object is required.</i>	<i>A few, two to six Objects are needed.</i>	<i>Around Twelve to Fifteen Objects are needed.</i>	<i>A Huge amount of Objects are required.</i>
Radiant		Consumed	
0		-5	
<i>The Object(s) remain and can still be used.</i>		<i>The Object(s) are consumed by the Spell</i>	

Type of Target			
Inanimate	Unconscious Life	Conscious Life	Intelligent Life
-10	0	5	10
<i>An inanimate Object</i>	<i>Living Entities that do not think.</i>	<i>Living Entities that do think.</i>	<i>Sentient and Rational Entities.</i>
Standard Humans	Magical Creatures	False Magical Creatures	Stronger Wizards
0	5	10	15
<i>Human Beings and Young Wizards</i>	<i>Magical Creatures and Monsters</i>	<i>Demons, Angels, and other False Magical Entities.</i>	<i>Wizards who are older or more trained.</i>

Blood Payment / Damage				
	No Damage	Light Damage	Medium Damage	Severe Damage
Internalize	0	-10	-15	-20
Deal	0	5	10	15
	Take No Damage	Take Light Damage	Take Medium Damage	Take Severe Damage

Verbal / Somatic Components			
Silent	Whispers	Normal	Shouting
10	5	0	-10
No Vocalization	Quiet Vocalization	Speaking Vocalization	Shouting Vocalization
Still	Hands	Torso	Full Body
10	0	-10	-15
No Physical Movement	Hand Movements Only	Torso Movements	Full Body Movements

Permanency						
Instant	Minutes	Hours	Days	Weeks	Months	Permanent
0	1 / 5 Minutes	3 / Hour	5 / Day	7 / Week	9 / Month	24
The Spell is fired and immediately “ends.”	The Spell lasts a few minutes.	The Spell lasts a few Hours	The Spell lasts a few Days.	The Spell Lasts a few Weeks	The Spell lasts months.	The Spell is Permanent

Set-Up Time					
Instant	Minutes	Hours	Days	Weeks	Months
0	-1 / 5 Minutes	-2 / Hour	-3 / Day	-4 / Week	-5 / Month
The Spell can be used immediately.	The Spell requires a few minutes to prepare.	The Spell requires a few hours to be ready.	The Spell requires days to be able to be used	The Spell is taking weeks to ferment and prepare.	The Spell has to build up for months before being used.

An Example: **Carlos and the Scrying Eye (3)**

Carlos wants to cast a spell to spy on Malphus, who he thinks stole his notes for Herbology. He wants to cast a spell to spy on him to see if he can't find where he stashed the notes.

With 21 Flow remaining, Carlos must reduce it by 16 Flow to use this spell. He chooses to make the Difficulty TN 1, 5+ Complexity, relying on his Insight to succeed. This reduces the Spell Flow to 11, but the Target is Intelligent Life (+10), but just another Student like him. He chooses to take a gamble, taking Medium Damage (-15) and taking him 5 Minutes (-1) to set-up. With a little cover, Carlos reduces the Spell Flow to 5, but he looks drained and clearly sickly. But he now knows that Malphus . . . doesn't have his notes!

Full Spell Calculation - 28 Base - 5 (Focus) - 8 (Med. Implement) + 6 (Modifier) - 10 (Difficulty) + 10 (Target) - 15 (Blood Bayment) - 1 (Set-Up) = 5 Flow

The Education System

During their years in education, the Wizards are required to take classes, develop their skills, and become functional members of society. During the school year, the Wizards will be attending classes and completing assignments, doing their part to further their education.

The year is split up into four Quarters, two for each semester. During the Quarter the Wizards will be dedicating time to various classes, as well as managing their free time to explore, be exploited, or exploit others. Each Quarter will have four Blocks of Classes that the Wizard will take⁷, increasing their Development Skills and Magical Aptitudes for each.

The nature of these Classes determines how many points they are able to distribute. With more focused classes being dedicated to a single aspect, while more broad classes increase many skills a little. Early in the Wizard's education there will be pre-assigned General Education courses they must take, however as they grow older, they will be able to take more electives of their choice.

Class Types	
Focused Classes	Broad Courses
+2 to a Developmental Skill -2 to a Domain OR Definition	+1 to two Developmental Skills in the Same Category -1 to two Domains OR Definitions
Supplementary Lessons	Personal Study
Classes taught to the Wizard for particular Skills, Abilities, or Techniques. Must be approved by the Headmaster.	The Wizard dedicates time and effort to personal projects or their own self development.

At the start of a Quarter the Wizards will determine any electives they wish, if they have any available. Depending on the pace of the game, each Quarter will be around 1 to 3 Session, with each of the Quarters either being their own separate story, tied to classes the Wizards are taking, or related to a "larger plot" by the Headmaster. When the Quarter ends, the Wizards will distribute the points they've received.

If a Wizard has violated any rules (real or imagined) they may have to undergo Detention. Detention removes an Elective option from the Class Schedule, removing a Block of time for them to act, as well as receive Skills.

Finally, during the Testing Season, often the final Quarter of the year, there will be reduced Classes as students prepare themselves for exams.

⁷ There are more than four classes in that time period, but the Wizard is internalizing more information from those classes than others

1st Year				
B#	First Semester		Second Semester	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	STEMA Course	STEMA Course	STEMA Course	ELECTIVE
2	Civics & History Course	Civics & History Course	Civics & History Course	ELECTIVE
3	Communication Course	Communication Course	Physical Education Course	TESTING
4	ELECTIVE	ELECTIVE	ELECTIVE	TESTING

2nd Year				
B#	First Semester		Second Semester	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	STEMA Course	STEMA Course	STEMA Course	ELECTIVE
2	Civics & History Course	Communication Course	Civics & History Course	ELECTIVE
3	Arts Course	Physical Education Course	Arts Course	TESTING
4	ELECTIVE	ELECTIVE	ELECTIVE	TESTING

Side Note: **Are These Mandatory?**

No. These Class Schedules are "Typical" ones, but certain schools will have different emphasis. Most Modern Schools focus on career development skills and "Day-to-Day " Skills rather than strictly magic due to the volatility of young Wizards.

However, feel free to shift, change, and even remove Blocks of study if the pace demands it.

3rd Year				
B#	First Semester		Second Semester	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	STEMA Course	ELECTIVE	Arts Course	ELECTIVE
2	Communication Course	ELECTIVE	Civics & History Course	ELECTIVE
3	ELECTIVE	ELECTIVE	ELECTIVE	TESTING
4	ELECTIVE	ELECTIVE	ELECTIVE	TESTING

4th to 6th Year				
B#	First Semester		Second Semester	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
2	ELECTIVE	ELECTIVE	ELECTIVE	TESTING
3	ELECTIVE	ELECTIVE	ELECTIVE	TESTING
4	ELECTIVE	ELECTIVE	ELECTIVE	TESTING



7th Year				
B#	First Semester		Second Semester	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	ELECTIVE	ELECTIVE	TESTING	TESTING
2	ELECTIVE	ELECTIVE	TESTING	TESTING
3	ELECTIVE	ELECTIVE	TESTING	TESTING
4	ELECTIVE	ELECTIVE	TESTING	TESTING

Side Note: **Pacing & Beat**

The Year, Semester, Quarter, and Block system may seem both a bit slow, and incredibly quick. Overall, this is planned from a "Sliding Scale" of time in some respects. Under the 1-3 Session per Quarter, a full tenure at School will take 28 to 84 Sessions, however, this may not be the ideal pace for certain groups who want to tell a more focused story in a particular time and place.

Employing a Timeskip is justified to speed to the end of a Semester or "Skip" a Quarter or two, there's nothing wrong with it, just announce it and calculate results. I do not recommend skipping Years however, as every year should bring new challenges and problems for the Wizards.

The major thing to consider is that every year is a "Story Arc" of the adventure, small stories in each one, all potentially tying together in a single large narrative.

However, you're not reading this for fluff and waffling. First three years can be sped along with 1-2 Sessions a Quarter, skipping Quarter 2 and 3 if necessary.



Exam Season

During the Testing Season the Wizards are preparing and readying themselves for a variety of exams they have to take. Exams are split up into two types: Scholarly & Adventures.

Scholarly Exams have each of the Wizards choose an Academic Development Skill to take an Exam on. Taking an Exam has all of the Wizards make a Test using that Development Skill TN 1 / +4 Complexity. When the Wizard passes the exam, they increase the Skill by +1, even exceeding the Year's Skill Maximum. If the student fails the Exam, they receive no Skill bonus.

Scoring more successes means that the Wizard has scored higher in the class, with [Year Skill Cap] Successes being top of the Class in that field. It is possible to work together to curate which Exams are taken, but the Headmaster may always add an additional Exam of their choice.

If the Wizard were to fail and have a Disastrous result on the Fortune Die, they'd have completely failed the Exam, receiving Detention for a Block for remedial exams.

Adventure Exams are tasks assigned to the students, being forced to complete them to successfully pass the class. These have the Wizards undertake a particular task, quest, or foolish endeavor to complete the class. The Herbology Professor may demand the creation of a particular potion. The Arcanian Teacher may request a written explanation of a spell . . . in German. Anything that forces the Wizard to explore and be thrust into conflict are Adventure Exams. Being successful nets the Wizards nothing, they've just passed the class of course. If they were to go above and beyond, they will decrease one of their Magical Aptitudes by 1, while completely botching the assignment may result in Detention for a Block next year.

Suggesting they survive the ordeal.

Odd Trainings

During their Adventures, the Wizards will encounter situations and people who are willing to teach them more . . . esoteric arts. These are often "Off the Books" but still require Blocks of Time. When learning through these sources, not only will the Wizard need to prove themselves worthy of learning this, but they'll potentially need to keep it hidden from peers or teachers.

Side Note: **Creating Adventures Mid-Year**

Exam Season has the Wizards undergo a large "Year Ending" Quest of some variety, allowing them to flex their skills and their unique approaches to a situation. However, mid-year adventures should be tied to particular classes or events as well.

If everyone is in a Physical Education Course one Quarter, then throw a particularly nasty challenge of surviving Wizard Ball against the jocks. Or if everyone is taking a Course for better magic, have them go out and find spells or defeat rivals in duels.

Exploration into the Depths

Wizard Schools have always been places of power, beacons of magical progress, and locations of vulnerable youths. During their time at school, the Wizards will need to acclimate themselves to their harsh new reality. Being a Wizard is all fun and games until a troll wants to bite their head off or a rival liquifies their bones.

The Wizards will need to embark on a variety of adventures on, and off, campus to succeed at classes, uncover mysteries, and further their own personal goals for their education.

When the Wizards are undertaking an adventure, they will need to think on their feet and find solutions to problems. However, the world is rarely kind to Wizards and they'll need every trick in their arsenal.

The Early Years (Year 1 to 3)

The Wizards first year of Sorcerer's Education is one of confusion, mysticism, and rigid requirements. The young Wizards are learning the ropes of the school and the expectations placed upon them.

The first year, each student will be around 10 to 11 years old and most likely being the first time they are away from their parents. This is a new world for both the child and the Wizard. The traditional method of education in these facilities forces Wizards to be on vigilant watch for magical happenstance and situations. Notably, just moving around the facility could require the use of minor magic or understanding the "flow" of the area.

The first three years of education is one of learning the fundamentals before being committed to certain paths. A young Wizard must learn the basics of their abilities as well as how the world functions. The adventures they'll be called upon to go on are tied to that sense of discovery and finding purpose.

The adventures of youth are about finding things, could be secrets to a puzzle, the answers to a test, or even an item to solve their own problems. Learning about the school and the grounds is important for the Wizards at this stage, setting up later adventures is fundamental as well.

Overall plots and situations early on should be more episodic and focused on aspects that the Headmaster wishes to explore further later on. For example, the repeated emphasis on the rivalry between different Houses of the school could set up larger scale rivalries in later years, or a continued effort to learn about the local Monsters in the early years informing what the Wizards should do later on.

During the exam season, the teachers will assign reasonable quests for the Wizards to accomplish, often with a variety of helpful hints to assist them. The goal is to test the Wizard's courage, ingenuity, and expression, all while finding out where they, as teachers, can improve or focus on assisting the students.

The Schooling Years (Year 4 to 6)

After the young Wizards graduate to full teenagers, with all the associated angst and responsibility, they will begin the arduous task of focusing down what their future is going to look like.

Starting at around 13-years-old, the students are now familiar with the School and its quirks. They know the classrooms, they know the teachers, and they know some of the tricks and secrets from their first few years. However, these next years are about learning more esoteric knowledge as well as focusing on their education.

Teachers will start being harder and more precise with the students, demanding perfection and placing them into more precarious situations. Danger is the lifeblood of these years, forcing the students to use their powers and wits to overcome disaster. This is also the time to bring back old plot points and issues that plagued them in the early years.

The adventures these teens find themselves in are now about discovery, but understanding. How do we understand the local fauna? How do we understand the rivalry between the houses? How do we understand why we keep losing miserably during Wizardball Tournaments? It's also a time where tensions and emotions begin to run high.

The teenage drama begins in earnest at this point. Being in close proximity to people will aggravate others and soon more deep relationships can be formed among one another. Understanding these is the key to a more successful school life.

While the Early Years started plots, the Learning Years will kickstart the start of the "final" plot. The underscoring issues with the School that the students will be forced into finding the solution for. These could be mundane threats such as winning the Wizard Ball tournament at state or far more magical threats such as a serial killer.

During the exam season, the teachers are more focused on pushing the limits of the students, forcing them into situations they may not be comfortable with. Testing the Wizard's knowledge and skill over their raw determination. Teachers are looking for where the student is going, and how to put them back on the right path if they are deviating.

The Final Year (Year 7)

The final year, the Wizards are senior veterans of Wizard School, the kings and queens of the school yard with their own cadre of friends, alliances, and young hangers-on who want to glean knowledge and secrets from them. It's also the time where they need to figure out where they are planning to go.

This final year is about endings.

The end of the Wizard Ball teams chances at state. The end of their expeditions into the woods to meet their Goblin friends. The end of classes. The end of school. Everything is coming to an end, whether it's dramatic, sublime, or tragic is up to them and the beats already established.

The plots are set up and coming to end as well. During this time, the Wizards will be forced to confront the final sins of their past or the school's failures. They will need to discover the final secrets, uncover the final mysteries, and even find the last part of themselves in those halls one last time. Depending on the theme and concept of the campaign, the Wizards may be in for the hardest year of their life, trying to end their school year with their best foot forward.

It's also time to stop developing the Wizard. By the time they are 17, they've matured and developed to the point where they'll need to dedicate more mental resources and time into developing their skills and aptitudes. After the first semester, it's exam season 24/7. The last semester of school is constant tests, exams, and scenarios to test the mettle of the Wizards as they fight toward the year's end.

Conflicts & Resolutions

It is inevitable that the Wizards will find themselves in a situation opposing another. It could be a fight, it could be a tournament, or even just a friendly debate. A Conflict is a back and forth between two (or more) sides each attempting to complete a goal. When one side is successful, the Conflict ends and a new situation erupts because of it.

Situational Initiative

Every Conflict is different, but most can be broken down into three broad categories: Man vs Man, Man Vs Nature, Us vs Them.

Man vs Man is the basic principle of a one-on-one engagement. The Wizard will be directly opposed by one other individual or by an individual "group" of some variety (Footnote: For example, the Wizard needs to convince the Student Government to allow them to host a party or the Wizard must escape from an angry horde of Gnomes.). Whoever initiates the Conflict will have Initiative, acting first.

Man vs Nature is a Wizard (or the Group) encountering a natural phenomenon that they need to avoid or overcome. This is an unthinking and uncaring entity that demands the Wizards get a plan put together to bypass it. A roof falling in on an injured student, precarious boulders rolling toward them, or even a raging fire they must douse. The Group will always act first, resolving their actions before the Natural Threat can retaliate.

Finally, Us vs Them is the most common. The Wizards and a group of rivals meet and prepare themselves for the Conflict. Whoever initiates the Conflict has the Initiative, choosing one of their sides to go, and then the opposing side will choose one of their own (if multiple sides are involved, the one with the most actors will go first after the initiator). These may be outright fist fights, Wizard Ball scrimps, or a panic research session.

Push & Pull

Every Conflict is a series of Pushes and Pulls from both sides to reach their goal. Defining a goal can be simple, or rather complex, but they must be opposed to one another.

For example, the Wizards need to bypass a sleeping troll. The Troll's goal is to stop those from passing through to the next area, while the Wizards are seeking to obviously bypass it.

Wizards will need to perform actions with the intent of inflicting Damage on the Target, the goal of this Damage is to bypass it as well as lessen its effects for future. On the other hand, the opposing force is also attempting to inflict Damage on the Wizards to secure their own victory.

Whichever side manages to either capitulate the enemy (by inflicting all possible Damage to them), succeed at their goal (through actions), or end the Conflict in some manner, the Conflict ends with victory for that side.

Damage & Possibilities

Every entity in the world has Damage. Damage is the measure of mental, spiritual, and physical resilience and the Entities ability to continue to resist. Depending on the strength of the enemy, the amount of Damage they can sustain will change, as well as what kind of Damage they will inflict.

Each Wizard has a limited amount of Damage they can take before they capitulate, either falling over from injuries, giving up from mental strain, or having their legs finally reduced to bone juice. Each step of Damage (Severe (1), Medium (2), and Light (4)) come with an associated Die Penalty on all of the Tests the Wizard will be making. When they sustain Damage, they will fill in the appropriate box, taking the penalty equal to the level. If they have no boxes left in that level, it will "Promote" up to the next highest available. If there is no more and Severe is checked, the Wizard (or Entity) immediately Capitulates and is helpless.

Severe Damage (-4)			
Severe Damage represents crippling damage or fear, the Wizard is on their last legs and is struggling to remain functional in the face of the carnage. Requires two Blocks of recovery to fully heal or a Break.			
Medium Damage (-2)		Medium Damage (-2)	
Medium Damage is dangerous, but survivable, the Wizard feels the burn of the action, but it won't bring them down, yet. Medium Damage takes one Block to recover from, but can be offset with Spells or a Break.			
Light Damage (-1)	Light Damage (-1)	Light Damage (-1)	Light Damage (-1)
Light Damage represents the lightest injuries a Wizard can sustain, these won't impact them too much, but Young Wizards will find it difficult to keep themselves going after one. Recovers at the end of a Conflict.			

The opposing force in a Challenge will have a number of Damage depending on the difficulty of the Challenge. Individuals who matter (such as in a Us vs Them Challenge) will have their own Damage boxes, while group Challenges (Man vs Man) will have a unified Damage box.

Difficulty	Minimal	Light	Medium	Severe
Simple	0	0	0	1
Intermediate	0	0	1	1
Complex	2	1	1	1
Professional	3	2	2	2
Intricate	4	3	3	3
Masterful	5	4	4	4

During a Challenge, the Action and Difficulty of the Test will determine what Damage Level is appropriate. Generally speaking, the higher the TN the better. For a rule of thumb, a TN 1-2 (Minimal), TN 3-4 (Light), TN 5-6 (Medium), TN 7+ (Severe). Anytime a Fate Die comes up as a Positive (+) they may increase the Severity of the Damage, while if it comes up Negative (-) they will reduce it by one step (down to Minimal).

Opposing Action & Reaction

During an opposing entity's turn, they will not roll, instead they will for the Wizard(s) to make a Test to avoid taking Damage. The Test will always be at the Difficulty of the Entity reflected by a number of Common Core Skills they have access to.

Anytime an Entity is performing an Action, they will designate the Target and what the Wizards need to test against. However, a Wizard may always counter with their own suggestion which the Headmaster may approve, increasing or decreasing the Complexity by one step.

Difficulty	Common Core Skill Points
<i>Simple</i>	4
<i>Intermediate</i>	6
<i>Complex</i>	8
<i>Professional</i>	10
<i>Intricate</i>	12
<i>Masterful</i>	14

If the Entity is casting a Spell, the Wizard may attempt to Counter Spell it with their own Magic. Counter Spelling forces the Wizard to match what the Target is performing (Definition Domain) and try to reduce their Flow into being below the attacker's Flow Value. But they still must be able to succeed at casting the Spell.