Composite classes

This syllabus enables teachers to develop a course that caters for combined Year 11 and Year 12 classes. The syllabus can support teaching and learning for composite classes by enabling teachers to:

- structure learning experiences and assessment to allow students to access the key concepts and ideas suited to their needs in each year level
- provide opportunities for multilevel group work, peer teaching and independent work.

The following guidelines may prove helpful in designing a course of study for a composite class:

- the course of study could be written in a Year A/Year B format, if the school intends to teach the same topics to both cohorts
- a topic that will allow Year 11 students ease of entry into the course should be scheduled in the beginning of each year
- learning experiences and assessment need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more complex or extended tasks be used with Year 12 students.

Sample composite class course organisation

Table 1: Year A/Year B course overview for composite Year 11 and 12 classes

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Year level</th>
<th>Semester 1 or 3</th>
<th>Semester 2 or 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year A</td>
<td>11</td>
<td>Unit 1 Inquiry</td>
<td>Unit 2 Inquiry</td>
</tr>
<tr>
<td>Year B</td>
<td>12</td>
<td>Unit 3 Inquiry</td>
<td>Unit 4 Inquiry</td>
</tr>
<tr>
<td>Year A</td>
<td>11</td>
<td>Unit 1 Inquiry</td>
<td>Unit 2 Inquiry</td>
</tr>
</tbody>
</table>

Explanation

- In this cyclic model, the students engage in the same units of work.
- When Year 12 students engage in Unit 2 in Semester 4, the approach is the same as for Unit 4.
  - There would be two parts to the unit that may overlap or occur independently.
  - In Part A, the sociological imagination would be modelled by teachers. This would be used to develop a deeper understanding of society through an in-depth exploration of how culture is created by and shaped by individuals and communities, and how communities and individuals can shape culture.
  - In Part B, students follow the modelled approach of Part A to develop their own investigation.
- A research assessment is completed to meet the post-verification requirement for the exit folio.

- The assessment techniques would be similar for Years 11 and 12. Task conditions for each year level would vary as outlined in Section 4.5: Assessment techniques of the syllabus.

- For Year 12, assessment instruments should:
  - provide opportunities for students to demonstrate depth of understanding
  - allow students to explore more complex issues
  - require students to work with a greater degree of independence
  - have reduced scaffolding.