

# 2025 ASSESSMENT REPORT

## ENT315124 ENGLISH INQUIRY

### General Comments

The standard of the English Inquiry Level 3 folios improved in 2025, reflecting teachers' and students' greater understanding of the course after the first year in 2024. There were approximately 65 folios submitted in 2025. Once again, teachers noted a high level of engagement with this course, and this was reflected in many students' folios where there was clear connection between their interdisciplinary interests, personal experiences and their folio responses.

There have been some adjustments to the course for 2026, ensuring more time is dedicated to Module 3. Students will also be able to choose from four topics rather than two.

It is vital that teachers and students read the external assessments specification document very carefully. The persuasive and creative responses must be multimodal. The persuasive response needs to be a written and visual multimodal response. There is a wider range of options for the multimodal creative response. The penalties for not adhering to the folio requirements will be clarified in the 2026 external assessment specifications document.

Students should consider the marking process when submitting their work. Their folios should be able to be viewed or read within a 30-minute timeframe. Audio or audio-visual files will be stopped after four minutes.

This course is not a traditional pre-tertiary English course. However, it still demands pre-tertiary standards in students' responses. The folio markers have ensured that these pre-tertiary standards have been maintained in the marking process.

When preparing for the Module 3 folio, students undertaking the course in 2026 should ensure their inquiry question clearly guides all folio pieces, prioritise redrafting, develop analytical writing that focuses on language techniques rather than ideas alone, integrate multimodal elements purposefully, and maintain accurate MLA 9 referencing throughout.

Developing the English Inquiry folio is a rare opportunity for students to develop independent research and writing. Personal and intellectual growth in Module 3 requires lots of drafting, experimentation and rethinking. If, for example, the persuasive written and visual elements are not working well together, one of those elements should be reconsidered.

Deep research with the support of a teacher and/or a librarian is also crucial to the process, particularly in the initial stages of the folio. This does not mean working with generative AI sites. Using generative AI to develop ideas – that is, outsourcing metacognition – is to be avoided. Students are encouraged to create their own images rather than AI. Again, when making creative decisions about the folio, consider the importance of personal and intellectual growth rather than short cuts. Students need to be comfortable with the challenges and hours of work involved in

developing this folio. Students who submit unreferenced work generated from AI or other secondary sources will not achieve satisfactory ratings in this subject.

The marking panel also raised concerns that Turnitin software flags AI content if students put their work through sites such as Grammarly or Quillbot.

The more successful students' folios contained the following:

- a strong guiding question
- distinctive, varied and polished responses
- an outline of their growth through the process (in the reflective statement)
- hooks in the reflective and persuasive responses
- clear connections between the multimodal elements in the persuasive and creative responses
- a strong understanding of the transdisciplinary elements
- sophisticated texts that enabled strong analytical writing in the essay
- analysis of one extended text only and two shorter texts (not, for example, a novel and a feature film and an article)
- highly original creative and/or persuasive responses
- an integration of their personal values, concerns, ideas and interests into their folio topic
- evidence of effort and time put into the responses
- cover page accurately filled in
- MLA 9 referencing used accurately.

Weaker folios often had a great deal of overlap between the persuasive response and the analytical essay. The weaker essays tended to be descriptive rather than analytical and the formatting of the creative and persuasive responses was either obviously rushed or lacked connection between multimodal elements. Some folios did not have any multimodal elements. The external specifications document for 2026 will specify the penalties for students submitting folios without any multimodal elements or with word counts that are outside the guidelines.

Students should be mindful that they cannot use work developed in other TASC-accredited courses.

If students include transcripts of their multimodal responses, these should be placed at the end of the folio, after the Works Cited list.

The study journal is an integral part of Module 3. It ensures academic integrity and can be helpful when writing the reflective statement. It would be helpful to get into the habit of using a study journal throughout the year.

Once again, librarians were invaluable for students completing this course. Some students noted this (and their gratitude) in their reflective statements. Librarians supported teachers and students with research, referencing and text selection.

Here are some examples of interesting, rigorous inquiry questions from 2025 folios:

- "Books play a crucial role in shaping identity, acting as mirrors to the soul and gateways to understanding oneself and the world"- Virginia Woolf.
- In what ways do my chosen texts challenge historical narratives around Aboriginal identity?

- How do pop culture and politics intersect in the regression of the feminist movement, and how are women being persuaded that they exist only to reproduce, look good, and behave? How does this affect the identity of young women in contemporary global society?
- In *We Need To Talk About Kevin*, Lionel Shriver writes, “The whole time I was pregnant with Kevin, I was battling the idea of Kevin, the notion that I had demoted myself from driver to vehicle, from householder to house” (Shriver 70). How do different disciplines explore the control we have over who we become and how our identity is shaped? Are we born or made?
- How do different texts represent the causes, ethics and solutions regarding environmental degradation, and how do these perspectives fit my understanding of sustainability?

## Reflective Statement

The reflective statement sets the tone of the folio and should be seen as the key that helps the markers unlock the other folio pieces.

Strong reflective statements had a hook at the beginning of the piece, followed by a carefully considered analysis of the folio’s direction, purpose and effects on the student. Writing about personal and intellectual growth was often part of an effective reflective statement.

Students who were able to clearly unpack their research methods, the transdisciplinary element as well as their thinking processes were rewarded. Explaining how the folio works cohesively is helpful for the markers.

## Comparative Analytical Essay

Writing an effective analytical essay question is not easy and takes time. After the first essay draft, students may need to redraft the question to ensure that their paragraphs and the topic are consistently connected. Students and teachers are encouraged to look at Criterion 8 Element 2 when drafting the essay question.

It is helpful for students to choose a sophisticated extended text as this enables a deeper comparative analysis. Students must also choose an interdisciplinary text and incorporate an understanding of the discipline into their essay.

Stronger analytical essays ensured that paragraphs were well-structured, comparative, and returned to the essay question. Stronger essays also had clear thesis statements in their introduction and had evaluative paragraphs. Traditional English approaches to texts are still applicable to English Inquiry; analysis of techniques used to shape perspectives and point of view is crucial.

A number of essays were descriptive rather than analytical, focusing on plot retell or description rather than techniques and their effects. Some students did not write comparatively.

Stronger essays had comparative paragraph topic sentences that focus on concepts, key ideas or techniques rather than particular texts. They provided detailed analysis as well as an interpretation of the texts’ purposes and effects. Effective essays were structured carefully so that the argument built to a strong, evaluative conclusion.

## Persuasive Response

Strong persuasive responses had cohesive visual and written elements. A number of students effectively incorporated their own photography, art or design. Strong responses included sophisticated persuasive language techniques and formatting. They offered a clear point of view on the topic and often incorporated use of pathos, ethos, logos (and sometimes kairos!).

Students should not simply reproduce elements of the essay, nor should they just use the three texts analysed in the essay.

Students should not leave the multimodal element of the persuasive response to the last minute. The visual elements and formatting must be considered alongside the writing in the planning stages. Effective persuasive responses were professional and engaging. Astute use of formatting software such as Canva and Photoshop were often used to ensure form and content worked together. Some students used PowerPoint effectively, while others used drawings and paintings to enhance their persuasive writing.

## Creative Response

This response allows students to bring their transferable skills to this response. Students who embraced their talents achieved strong ratings in this section. It was pleasing to see many students were able to effectively explore their topic from a creative perspective. There were many engaging, original creative responses this year. There were two dance performances, many short films (including a Lego animation), and short, powerful documentaries. One student created a particularly authentic piece using their own photography and songs. A number of short stories were accompanied by students' illustrations.

Some students clearly ran out of time to create multimodal texts so simply created voice recordings of their written pieces. A number of students went over the time limit for the multimodal pieces and were penalised for this.

Students need to justify their creative choices in the reflective statement. The markers feel students should be mindful to stay away from using generative AI to produce their creative work.

## Referencing

Referencing should be a single Works Cited list at the end of the folio and should be formatted using MLA 9. Students must follow TASC guidelines around academic integrity and the use of AI.

A number of students did not use accurate in-text referencing and this had an impact on their ratings for Criterion 1.