

## ENGLISH INQUIRY LEVEL 3 (CODE)

External Assessment Specifications inform the development of external assessments. The primary audience for the written examination specification is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students. The primary audience for the Folio, Oral or Practical Guidelines is teachers and students. These documents also inform the external assessment structure in TASC's reporting, assessment and certification system, TRACS.

The external assessment specifications are to be read in conjunction with the course document and will not repeat essential information found in other documents.

The external assessment for this course consists of **one (1)** component:

- **A Folio (Independent Inquiry) consisting of:**
  - a reflective statement
  - a comparative analysis
  - a persuasive response
  - a creative response

The Criteria to be externally assessed are:

### Folio (Independent Inquiry):

- Criterion 1: apply and control language effectively
- Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing
- Criterion 3: analyse the ways language is used to position audiences
- Criterion 4: create a range of oral, written and multimodal texts
- Criterion 8: investigate representations of point of view and perspective in texts

## FOLIO (INDEPENDENT INQUIRY) STRUCTURE

Folio (Independent Inquiry) Components	The reflection statement	The comparative analysis	The persuasive response	The creative response
Criterion/Criteria	Criterion 1 Criterion 8	Criterion 1 Criterion 3 Criterion 4 Criterion 8	Criterion 1 Criterion 2 Criterion 4 Criterion 8	Criterion 1 Criterion 2 Criterion 4 Criterion 8
Examinable Elements	Criterion 1: Element 1, 2, 3 Criterion 8: Element 1	Criterion 1: Elements 1, 2, 3, 4, 5 Criterion 3: Elements 1, 2, 3, 4 Criterion 4: Elements 1, 2 Criterion 8: Element 2	Criterion 1: Elements 1, 2, 3, 4, 5 Criterion 2: Elements 2, 3 Criterion 4: Elements 1, 2, 3 Criterion 8: Element 3	Criterion 1: Elements 1, 2, 3, 4, 5 Criterion 2: Elements 2, 3 Criterion 4: Elements 1, 2 Criterion 8: Element 4
Course coverage	Module 3	Modules 1, 2 and 3	Modules 2 and 3	Modules 1 and 3
Prescribed texts coverage		1 Prescribed Text		
Response format	Word processed product		Word processed or multimodal product	Word processed or multimodal product
Number and nature of components	A concise statement	Essay	Persuasive written or print multimodal forms	Narrative print or multimodal forms
Compulsory or optional	All components are compulsory			
Total time allocation	35 hours including class time			

Total word count	450 – 600 words 5% of time allocation	35 of time allocation 1700 – 2000 words Excluding quotations and Works Cited list	30% of time allocation 1500 – 1800 words or 4 minutes multimodal Excluding quotations and Works Cited list	30% of time allocation 1500 – 1800 words or 4 minutes multimodal Excluding quotations and Works Cited list
Mark / Rating allocation	<b>Extended ratings of:</b> A+, A, A...B+, B, B-...C+, C, C-...t+, t, t- or z for each Criterion 1, 2, 3, 4 and 8			
Mark / Allocation reasoning	Alpha marking is appropriate for the qualitative nature of the English discipline.			

## FOLIO (INDEPENDENT INQUIRY) GUIDELINES

These guidelines provide comprehensive details for students, teachers and markers about what component/s form the external assessment for this course.

The [TASC Frequently Asked Questions – Externally Assessed Folios](#) provides general information for all students and teachers about externally assessed folios, including a *how-to guide* for submitting folios and a link to the [TASC Academic Integrity Guide](#).

The course Assessment Report available under the *Supporting Documents* section of the [<CODE> course page](#) addresses issues, strengths and weaknesses about the previous year's assessment of the folio (independent inquiry) and should be read in conjunction with the guidelines.

Markers will use marking guidelines to mark the folio (independent inquiry). TASC would strongly encourage teachers to use the marking guidelines to assess the projects internally.

**The final Folio (Independent Inquiry) must be electronically submitted by the student to their teacher for external assessment by the *due to teacher date* published on the [TASC website](#) each year.**

The teacher cannot extend the published *due to teacher date*, however, they may set an earlier deadline for the purpose of internal assessment.

## ADVICE TO STUDENTS

Your Folio (Independent Inquiry) will explore a range of ways of representing an authentic issue through a range of contemporary texts (oral, written, multimodal) across different learning areas and/or contexts.

You are required to submit a Folio (Independent Inquiry) of your work consisting of:

1. A reflective statement
2. A comparative analysis
3. A persuasive response
4. A creative response

TASC will assess the Folio (Independent Inquiry) to determine the course external assessment rating for Criteria 1, 2, 3, 4, 8. If you do not submit a Folio (Independent Inquiry) you cannot achieve more than a Preliminary Achievement (PA) for this course.

## FOCUS ISSUE OF YOUR FOLIO (INDEPENDENT INQUIRY)

Learners Students will:

Select **one (1)** prescribed issue: identity or sustainability, not previously studied in the *English Inquiry* Level 3 course.

## TEXT SELECTION

Students will:

- Select **one (1)** prescribed study text related to a prescribed issue from the current *English Inquiry* Level 3 Prescribed Text List.
- Self-select **three (3)** shorter texts in different form/media (print media and multimodal texts).

You must NOT select a text taught by your teacher in Modules 1 or 2. Consult the *English Inquiry* Level 3 Prescribed Text List for the current year which is published on the [TASC website](#).

## THE FOCUS OF YOUR FOLIO (INDEPENDENT INQUIRY)

You can choose and read/view your chosen prescribed text at any time throughout the year and start thinking about your inquiry focus. It is recommended that you start reading/viewing your chosen text early in the year. Some students do change their mind about their choice as the year progresses.

Course study from Modules 1 and 2 of *English Inquiry* Level 3 will develop the key ideas, concepts, skills, knowledge and understanding you need to undertake this Folio (Independent Inquiry).

As you begin your inquiry, decide on your inquiry focus and discuss this with your teacher. Your inquiry focus should encompass your analytical, persuasive and creative responses. You must express your focus as an inquiry question that you will answer. A carefully articulated question can act as a "lens" enabling you to write effectively and with relevance. Your focus/question must be on your Folio (Independent Inquiry) cover page (see Appendix).

Your Folio (Independent Inquiry) requires expressions of your point of view and perspectives: you are strongly advised to write yourself into your Folio (Independent Inquiry) focus question or statement (using the first person). If using the third person in your critical response, make sure a personal position is discernible in your focus question/statement.

Your Folio (Independent Inquiry) may be composed from differing points of view: you will need to carefully consider which narrative stance you take in composing your responses.

Your focus question or statement must be clearly printed on a cover page, preceding the Reflective Statement.

Your teacher is there to guide and assist you: make sure you have regular discussions with your teacher about your progress. Make sure your teacher sights your study journal regularly. You should allow approximately 35 hours or 7 weeks to complete your study in class time. Putting together all the required components of the Folio (Independent Inquiry) takes time, especially in the final week.

## STUDY JOURNAL

You must keep a study journal in order to monitor your progress in any form you prefer. The purpose of your study journal is to chart your progress and to demonstrate that you have abided by the rules of Academic Integrity. Make and date regular entries. Record your reading, research, achievements, planning for the next stage and any problems or difficulties you are experiencing. Make notes about tasks you have

to undertake and notes on your text as you read. Use your study journal to reflect on your reading or listening or viewing. Detail all sources of information.

The study journal is **not** submitted for external assessment, but is an internal requirement to assist your teacher in showing your evidence of meeting the TASC Academic Integrity requirements.

## The Reflective Statement

The Reflective Statement is composed at the end of the composition process and is a personal, critical reflection on the process involved in completing the Major Work Independent Inquiry and on the completed product.

The Reflective Statement will be shaped in the form of a word-processed statement.

In your Reflective Statement you will:

- summarise the intention of your investigation and the relationship with the three major responses contained in the Folio (Independent Inquiry):
  - why you selected the prescribed issue for your inquiry focus
  - what you wanted to communicate through your inquiry question
  - the way(s) the inquiry is transdisciplinary in nature
  - the connections between your inquiry question and the three major responses
- explain and justify why you chose to:
  - represent particular points on view and perspectives on an issue in a particular way
  - use particular language features, techniques, conventions, structure/forms and modes
- outline new learning (ideas, points of view or perspectives about the prescribed issue) developed in response to the inquiry.

You will write between 500 – 800 words. Your reflective statement is part of the total word count (5200 – 6400) for the whole Folio (Independent Inquiry).

## The Comparative Analysis

You will compare the representation of the prescribed issue across the prescribed text and student-selected texts. To do this you will analyse different points of view, perspectives and multimodal (language, audio, visual) features of the texts selected.

The comparative analysis will be shaped in the form of a word processed, written essay.

You will:

- select a prescribed issue to study from Module 3 in the *English Inquiry* Level 3 course document.
- select and study a prescribed text from the *English Inquiry* Level 3 Prescribed text list related to the prescribed issue selected.
- self-select three shorter texts in different form/media (print media and multimodal texts) related to the prescribed issue selected.

The total word count for the comparative analysis is between 1700 – 2000 words.

In this component of the Folio (Independent Inquiry) you will write an essay that reveals substantial thought and time commitment.

You may respond in either a third or first-person response. Review the course criterion standards to help you focus your thinking.

## The Persuasive Response

The persuasive response will be shaped in the form of an argument expressing the learner's point of view and other perspectives on the prescribed issue.

It will be crafted and communicated as a written text or print multimodal, using a selected persuasive text type/s.

The total word count for the persuasive response is between 1500 – 1800 words.

## The Creative Response

The creative response will be shaped in the form of a narrative argument.

It will be crafted and communicated as a multimodal text type.

It will either:

- represent the same points of view and perspectives already explored and expressed in the comparative and the persuasive response on the prescribed issue

or

- represent different points of view and perspectives on the prescribed issue.

The creative response will relate clearly to the focus of the Folio (Independent Inquiry) and serve as another way of showing knowledge and understanding of the representation of the issue in both the prescribed text and student selected texts.

The selection of appropriate multimodal text type/form/medium to convey a narrative argument is significant to the effectiveness of the response.

Depending on the multimodal text type selected, the size of the creative response will either constitute between 1500 – 1800 words or four minutes multimodal.

## Folio (Independent Inquiry) length and word count

- Folios (Independent Inquiry) outside the 5200 – 6400 word limit will be penalised on Criterion 1 by one whole rating.
- The word count does include any footnotes provided but does not include quotations or your reference list.

## Presentation of Folio (Independent Inquiry)

When presenting your Folio (Independent Inquiry), the following points must be noted:

- You are expected to provide a reworked, and polished, word-processed product. Your teacher is required to see all versions of your work, so it is essential to 'Save as' each time you produce a new

draft of your work. The best way to protect yourself from technological failure is to make a hard copy of each draft. No allowances can be made for technological failures including software and hardware malfunctions.

- Proofreading and editing are an essential part of the process. Careful attention needs to be given to correct spelling of all proper nouns, including titles, composers' names, characters' names, etc. When referring to the composer, the full name should be used in the first instance (e.g. Richard Flanagan), and the surname only thereafter (Flanagan).
- Provide a cover page that includes the title of the selected text focus of your study on it and a word count. The proforma cover page is included as Appendix I and must be used by all candidates.
- Your Folio (Independent Inquiry) must use 1.5 spacing only. This makes it easier for examiners to read your work on the electronic devices. Use a clear size 12 font such as Palatino, Baskerville, Calibri, Helvetica or Gill Sans MT. Any variation to this must be integral to the textual integrity of the piece. For example, if you are presenting a film script as your imaginative response you must use 12-point Courier (or Courier Prime, Courier New, Courier Final Draft) because this is the industry standard.
- Your candidate number should appear on every page of the as a header.
- Every page must be paginated.
- Borders, decorations and "project" style covers do not add to the textual integrity of the Folio (Independent Inquiry) and must not be used. Cover pages for each different component of the Folio (Independent Inquiry) must not be used. Students who continue to do so will be penalised on Criterion 7.
- Do NOT include your inquiry question as a header.
- Do not include your name, the name of your teacher or your school/college in any part.

## Referencing

- You must consistently use the M LAS Referencing system in all components of your folio (independent inquiry). The correct use of a referencing system forms part of the overall awarding of Criterion 1.
- A detailed list of the Works Cited must be located at the end of the Folio (Independent Inquiry) – that is after the narrative response. This list should include all works used in the comparative analysis, and the persuasive and narrative responses.
- Quotations must be presented as outlined in the referencing system used.

## Declaration Form

Students must complete and submit the Student Folio Declaration available on the TASC website for teachers before the Folio is submitted. Teachers will hold the declaration and will be asked to provide to TASC if required.



The Folio must be submitted via TRACS. All components of the of the folio will submitted as one complete document.

## ADVICE TO TEACHERS

For each of your students you are required to:

- see all work as it progresses
- make sure the presentation and content requirements for the Folio (Independent Inquiry) and the penalties for not meeting them are well known

It is essential that:

- providers ensure that the prescribed issue selected for study in the Folio (Independent Inquiry), identity or sustainability, must not have been previously studied in Modules 1 or 2 the *English Inquiry* Level 3 course
- providers ensure that the prescribed texts and student selected texts for the Folio (Independent Inquiry) must not have been previously studied in the *English Inquiry* Level 3 course
- providers take a range of measures to ensure academic integrity
- aspects of the process of development of the Folio (Independent Inquiry) take place in school time
- the supervising teacher regularly monitors work completed away from school. The response must be entirely original and must be completed without undue assistance from another person
- the Folio (Independent Inquiry) **must** be the student's own work, however, it is not the intention that students should decide upon an inquiry focus and then be left to their own devices.

As a guide, teachers can expect students to need about 35 hours (7 weeks or equivalent) of class and other time for the study. Teachers can choose when to allocate time for the Folio (Independent Inquiry) to their classes, bearing in mind the submission date in Module 3. Time allocated does not have to be consecutive.

## ADVICE TO MARKERS

The criteria to be assessed through the marking of the Folio (Independent Inquiry) are:

Criterion 1: apply and control language effectively

Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing

Criterion 3: analyse the ways language is used to position audiences

Criterion 4: create a range of oral, written and multimodal texts

Criterion 8: investigate representations of point of view and perspective in texts

### The Context Statement

- Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing
- Criterion 8: investigate representations of point of view and perspective in texts

### The Comparative Analysis

- Criterion 1: apply and control language effectively

- Criterion 3: analyse the ways language is used to position audiences
- Criterion 4: create a range of oral, written and multimodal texts
- Criterion 8: investigate representations of point of view and perspective in texts

### The Persuasive Response

- Criterion 1: apply and control language effectively
- Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing
- Criterion 4: create a range of oral, written and multimodal texts
- Criterion 8: investigate representations of point of view and perspective in texts

### The Narrative Response

- Criterion 1: apply and control language effectively
- Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing
- Criterion 4: create a range of oral, written and multimodal texts
- Criterion 8: investigate representations of point of view and perspective in texts

Prior to the commencement of marking, markers will be required to meet with the Marking Co-ordinator. This meeting will include training in the use of both the marking guide and the course criterion elements and standards when determining ratings.

## PENALTIES

TASC takes the issue of academic integrity very seriously. If it is found that that a student has breached the TASC external assessment rules and have not maintained academic integrity when submitting their work for practical assessment, a penalty may be applied.

The following penalties will be applicable through the marking process:

- Folios (Independent Inquiry) outside the 5200 – 6400 word limit (refer to page 3) will be penalised on Criterion 1 by one whole rating.