



BEHIND THE ACTION

Term 3, Trial Exams, NAPLAN Results

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KEY DATES

**TERM THREE
STARTS**
17/7

**TERM THREE
ENDS**
22/9

TOM'S CHECK IN

I can't believe that it's already Term 3!
This year is going by so quickly with so much
amazing progress made by both our students and
tutors alike.

As we enter into Term 3, I want to wish all of our
Year 12 students the best of luck with their
upcoming HSC Trial Exams. This is a stressful time
of year, but I have absolute faith that all of your
hard work will pay off.

We're also excited to be welcoming new tutors into
the BTA family. It is so amazing to see our company
continue to grow and allow us to meet the high
demand for our specialised services, and I will
admit, getting to hire some of the smartest young
minds on the Beaches is a pretty great job.

I hope you all have an amazing Term 3 ahead!

Tom Downie, Co-Founder of BTA





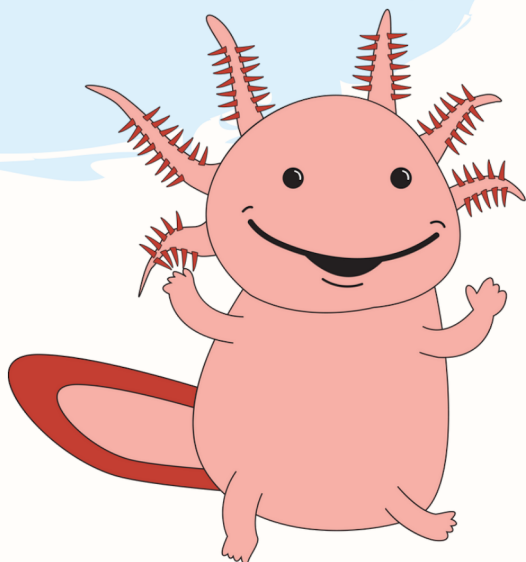
BTA CATCH UP

ASK BTA QUESTION FORM

We're so excited to get to answer all the questions that you sent us from our last newsletter! We received a lot of incredibly interesting and thought-provoking questions, some of which we've answered here, and others that will be targeted more in depth in future editions.

If you have a question, follow the link or the QR code and let us know!

**Form found
here!**



QUESTIONS

HOW SHOULD MY CHILD BE PREPARING FOR TRIALS

Trials are coming up right around the corner and this seems to be the question on everyone's minds.

As Trials come up faster than anyone would've hoped, it's important that students develop an athlete mindset. From the moment that they started preparing for Trials, they have started the marathon that is the HSC. In the lead up to Trials, they need to train and begin to challenge themselves for the competition ahead, however, they need to make sure that they don't burn themselves out and crash before the big event.

In Trials, the competition season goes for 2 weeks, after which all students need to rally together to share their notes and uplift each other as a team for the final stretch of the HSC. In the time after Trials, it's incredibly important that students prioritise rest and recovery strategies in the last leg of the sprint, ensuring that they are at peak mental, physical, and spiritual wellness.

This can be achieved by spending time on their hobbies, sports, time with friends and family, healthy eating, and adequate time away from screens and studying.

Ultimately, in order to finish the marathon, they need to pace themselves, prioritise all aspects of their health, and use their support systems to cheer them on in this final phase of their high school career!



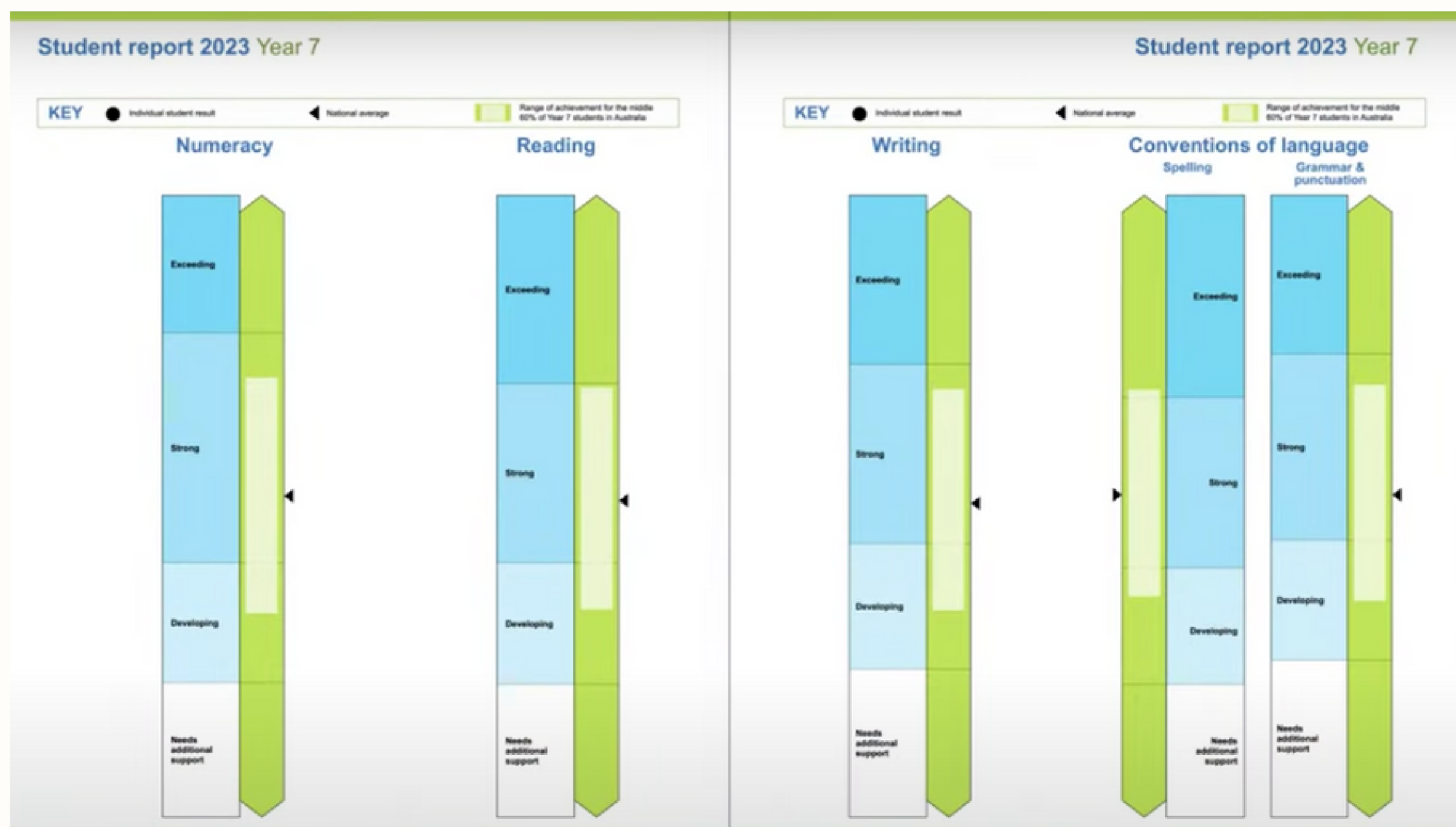
NAPLAN- HOW TO READ THE RESULTS

From 2023, new standards were introduced to NAPLAN reporting. This reporting replaces the previous numerical NAPLAN reporting bands and national minimum standards. Education ministers agreed 2023 was the right time to introduce this change alongside moving NAPLAN to March. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

There are 4 proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily

The NAPLAN report shows a proficiency scale for each assessment area (numeracy, reading, writing, spelling and grammar and punctuation) with a student's result shown as a black dot on the scale. The report continues to show each child's achievement against the national average (shown as a black triangle) and the range of achievement for the middle 60% of students in their year level (shown as a light shaded rectangle).





NAPLAN- HOW TO READ THE RESULTS (DUE JULY 2023)

Reading the NAPLAN Report

The NAPLAN report shows a proficiency scale for each assessment area (numeracy, reading, writing, spelling and grammar and punctuation) with a student's result shown as a black dot on the scale. The report continues to show each child's achievement against the national average for their year (shown as a black triangle) and the range of achievement for the middle 60% of students in their year level (shown as a light shaded rectangle). NAPLAN is a valuable tool that can give useful insights into a student's performance, but individual reports should be interpreted with care as they reflect the student's performance on the day of testing.

What impact will the results have on my child's future?

NAPLAN results provide important information about literacy and numeracy skills that your child is learning through their school curriculum. The results complement other assessments your child does at school, providing you and your child's teachers with an understanding of your child's achievements at the time of the tests. The information can be used to support your child to reach their full potential. Some schools may ask for NAPLAN reports, in addition to school reports, as part of their admissions process. NAPLAN is not designed to be a school admission test; however, results may be useful for informing a new school of a student's learning needs.

How does NAPLAN help my child?

NAPLAN allows parents and carers to see how their child has performed in literacy and numeracy against national standards. Your child's achievement can be compared to the national average of all students in the same year and against the proficiency levels. Results can help parents, carers and students to discuss individual student progress with teachers and tutors.

NAPLAN individual student report Information for parents and carers. (n.d.). Retrieved from <https://www.nap.edu.au/docs/default-source/default-document-library/faq-individual-student-report.pdf>

WHAT TO DO WITH THE RESULTS

The Band that your child achieves in each NAPLAN exam is indicative of where their skills sit on a scale of the national standard.

A child's NAPLAN results can be **useful in getting into academically selective schools, or academic programs**, as well as identifying if they **perhaps need more support**.

Further, as the NAPLAN does not test a student's essay writing ability, their knowledge of specific areas of study, or their memorisation ability, **just because a child receives a high band, or is deemed above the national standard, does not mean that they do not need support**.

Remember to speak with a student's teachers, as well as the student themselves, as to whether they need support- don't let test results define them!

HOW TO TREAT RESULTS NEUTRALLY

It's important to develop healthy language around exams and academic results at an early age so as to avoid unnecessary stress later on in high school.

So what does neutrality mean in the lens of academic success? All that the term 'neutrality' means is that ones academic results do not define, or indeed impact, their moral, social, or psychological worth. Clearly communicating with your child that their worth and success are defined not by exams, but by their kindness, actions, and passions, at an early age will lead to a slew of positive behaviours such as:

- Being more likely to ask for help when needed
- Not being afraid to make mistakes
- Improved self confidence



HSC TRIAL EXAMS

WHAT ARE THEY?

The HSC Trial Exams are almost exactly what they sound like- they are a trial before the HSC, allowing students to sit HSC-style exams, under exam conditions, at least once before their actual exams in October.

They take place in the first few weeks of Term 3 and are conducted internally, meaning that schools individually write and mark them all within their own faculty and systems, unlike the HSC which is marked externally to the schools themselves.

The HSC Trial exams also represent the **last** of students internal assessments, meaning that once these exams are done they have **no more hand in assignments**, unless they are doing a major work.

It is after this point that students' **ranks** are locked in.

In simple terms, after (most) HSC Trial exams, students cannot do anything to further change or improve their marks outside of studying for the HSC itself.

HOW TO PREPARE

Students often stress about Trials, concerned about how much they should be studying and when. These are our best tips for how to prepare for the Trial Exams.

- Do as many Past Papers and practical study methods as possible. These will allow you to hone your knowledge whilst improving your exam strategy
- Use the school holidays to your advantage. You certainly shouldn't be studying for 12 hours a day, but treating the holidays like a school day with 5-6 hours of work will go a long way
- Treat the Trial Exams as seriously as the HSC itself. Many students brush the Trial exams off, saying that they aren't the 'real deal', however, effort put in here saves students so much stress and effort around the HSC itself.
- Make all of your study notes based on the rubric/syllabus. All subject rubrics clearly lay out exactly what students need to know, so once you can answer all of the rubric points, you're set!

Best of luck in your Trial Exams!

SAM'S BEST TIP

During my Trial Exams I stuck my nose in the books and didn't look up until the exams were over, and I absolutely wouldn't recommend that method to *anyone*.

In fact, this mistake led me to finding my favourite study method which saved me during the HSC itself, something that I call **Off Limits Hours**.

After having burned myself out studying for the Trial exams, I needed to set myself limits. I did this by choosing 2-3 things in a week that I would **never skip for studying**. For me, this was going to the gym at least twice, playing Dungeons and Dragons with friends once a week, and no studying between 8pm Friday and 12 pm Saturday.

Once I had set these **Off Limits Hours**, I arranged my study schedule around them to ensure that I was prioritising the activities that brought me joy and fulfilled me in a nonacademic way.

This made my HSC *far* more enjoyable than Trials as I was prioritising myself and making my study work around it.

Try this out and see if it helps balance your study/life balance!



HOW DOES THE HSC ACTUALLY WORK?

The HSC is a really complicated process when we get into the details, but the three most important concepts to understand are **rank**, **moderation**, and **scaling**. These 3 concepts all intercept to help determine a student's ATAR, however, **rank** is the only one of these which students can actively control.

We'll go through each of these concepts to try and demystify them and make the HSC a little bit easier to understand.

RANK - WHAT IS IT?

Students often talk about rank, with some saying that it's more important than marks themselves. A student's **rank** is representative of where they sit in comparison with the rest of their cohort for a specific subject, determined by the results of their internal assessments and exams.

A student's rank is **locked in after Trial Exams**, as these are the last internal assessment that students have, for most schools anyway.

Rank is important as it acts as a safety net when **moderation** comes into play, as ultimately the HSC algorithm considers a student's place in comparison to their peers more so than the sum of marks that this rank represents.

MODERATION

As all students learn and study under different conditions across different schools, to create a fair basis across all schools and assessments, NESA 'moderates' a student's total internal assessment mark in relation to their HSC exam mark, per subject and per school.

Let's say the highest exam mark (HSC mark) for English Standard Paper 1 at a school was 97, but the person ranked first in English Standard's internal assessment (sum of all school assessments) was only 90. The process of moderation applies the HSC mark range of a school's cohort to their ranks, meaning that the only numerical input into their ATAR comes from the same, shared HSC exam.

The process of moderation applies the HSC mark range to the Ranks found from internal assessment, thus fairly judging all students based on one standardised testing criteria, being the HSC. The same is done for the lowest and average marks in order to create a fair and consistent basis to form your final ATAR.

This is done as the HSC exam itself is the only standardised test shared by all students in the state, and whilst their rank may accurately reflect their knowledge in comparison with their small group of peers, the number that this represents doesn't translate on a larger scale. For example, the highest internal mark at one school may be 30/100, whereas at another it may be 95/100- both of these students are both ranked 1 in their cohort, but will likely have vastly differing HSC results.



HOW DOES THE HSC ACTUALLY WORK?

SUBJECT SCALING

The final concept to understand is subject scaling. Subject scaling occurs after your internal marks have been moderated by your external exam marks and is done by UAC (University Admissions Centre), rather than NESA.

It's a complicated system, but here's the breakdown.

UAC attempts to put every student in the same scale by comparing the complexity of subjects to each other. They ask whether it's fair if a student doing an 'easier' course gets a better mark than another student because their content was easier, and attempt to stop that from happening.

It's almost like exchanging currency- if everyone got 95, then 95 'wouldn't mean much' because it isn't as rare, so UAC will set caches. If 15% of all students doing Biology achieved a mark above 90% (before moderation), UAC may have determined that the 90th percentile represents the top 5% of students, and thus, of that 15%, only the top 5% will achieve in the 90s, whereas the remaining 10% will be scaled down into the 80s.

It's the act of 'converting' the raw HSC mark to exist in comparison to the marks of every other student regardless of subject.

It's a complicated system that isn't entirely fair as it presumes skills and intelligence in a way that isn't accurate across all subjects, but hopefully understanding it a little better will equip students to conquer it.

After all of these processes, students top 10 units (usually 5 subjects) are chosen and summed to a total of 500, which is then averaged to get a student's actual **ATAR**.

Hopefully this breakdown helps to clarify the process of the HSC a little further.

As students cannot control many aspects of the ATAR calculation process, we recommend focusing on things that they can control, such as amount of time spent studying, their work/life balance, and their mental health.

Further, students considering subjects for the HSC should always choose the subjects that they are excited by and genuinely interested in rather than letting their choices be swayed by fear of bad subject scaling.

It is possible to achieve a high ATAR with any mix of subjects if students apply themselves!



BTA'S ONLINE RESOURCES

BTA's Online Resources & Assets

BTA is proud to provide the following **free online resources and assets** for students and tutors alike.

Here students and tutors can find supporting resources and assets to assist their teaching and educational learning experience, these resources include our HSC Assets, Blog Articles, Maths Tutoring Challenge and much more.

The Belrose Tutoring Academy website is a known treasure trove of useful information for all students, especially those looking for amazing English notes.

Our website houses all of the visual resources that you see included in this newsletter, as well as in-depth text breakdowns, quote tables, and way more!

However, the BTA Website is only the tip of the iceberg. The content that we post on our website is minuscule in comparison to the resource libraries available to HSC Students and Tutors alike.

All of our Academies are equipped with state of the art textbook libraries to cover all students needs, and our online resources include amazing textual breakdown videos, past papers for 7-11 and the HSC, and way more! This is BTA's way of ensuring that all students are set up for success both in and out of their lessons as we are able to provide resources that encourage and equip students to thrive.

Further, these resources are one of our many quality assurance measures as the amount of detail and variety provided ensures that all tutors are set up to teach any and all texts applicable for their students, as well as constantly upskilling.





EXEMPLAR ESSAY STRUCTURE

The key to a good essay starts with a good structure, but this is easier said than done. Just about every school teaches a different version of essay and paragraph structure, such as PEEL, PETAL, TEAL, or TEEL. Below, we will provide a basic essay structure that students can take into all exams and adapt to all of their needs!

INTRODUCTION

Should be around 4 sentences, totalling no more than 120 words.

- **Thesis Statement:** A strong, thematic answer to the question that also includes rubric terms.
- **Context Sentence:** Introduce the text, including its year of publication, author and form. This is also the appropriate place to perhaps include some of the text's context.
- **Theme Sentence:** Here, you should list your themes, and/or any other necessary information that helps shape your paragraphs, such as characters, form or features.
- **Concluding Sentence:** Here, you should reanswer the question in light of the additional information you've presented since the thesis, such as themes, author, and textual forms/features.

PARAGRAPHS 1-3

For an essay written under exam conditions, paragraphs should be around 200-250 words and take between 8-10 minutes to write.

- **Topic Sentence:** A strong, thematic sentence that outlines the broad topic for each paragraph. These should include rubric terms wherever possible and also include the language of the question.
- **Context Sentence:** Contextualise the theme of your paragraph to the text, in other words, clarifying for the reader how this theme (and the question) apply to your text.
- **Analysis, Evidence, Effect:** You should prepare 3 pieces of evidence per paragraph with analysis and effect in mind. In these sentences, you should present a piece of evidence along with techniques and analysis that highlights how this impacts the audience to better understand the topic presented for the paragraph. Additionally, this analysis should lead the reader to better understand your thesis and response to the question.
- **Concluding Sentence:** In your concluding sentence, you must reanswer the question in light of all of the evidence that you have presented, ensuring to use the language of the question and the rubric.

CONCLUSION

A conclusion should be no more than 100 words, around 3-4 sentences.

- **Summary Sentence:** Summarise your thesis in context of the question and your analysis
- **Theme Sentence:** Rephrase why your points were important and appropriate to the question
- **Concluding Sentence:** Reanswer the question in totality, reaching a final thematic conclusion



EXEMPLAR ESSAY

Writing an A Range essay can seem impossible, with the elusive 20/20 a far away dream. As English is often an entirely subjective subject with no inherent 'correct' answer, students may struggle to identify how to improve their work. We find that one of the best ways to rapidly improve is to read other peoples work and observe what has worked for them, looking for interesting lines of analysis, cool vocab words, and the structure of the essay itself.

Below is an exemplar essay written by one of our senior English students to help students studying George Orwell's **Nineteen Eighty-Four**.

Be sure to give it a read and see our notes at the end that highlight exactly what makes this essay so great.

How does your prescribed text's form contribute to its depiction of the human experience?

Authors seek to guide audiences to understand the absurd, ineffable and Divine, acting as translators for the very essence of human experience and distilling it into literary form. George Orwell's prophetic dystopian novel **Nineteen Eighty-Four (1949)** manipulates ideas of language, identity, government surveillance and autonomy and human consciousness to fold the audience into the world of Oceania and the rebellion enacted by its protagonist. The book itself becomes part of the fiction through Orwell's use of metalanguage and the crafting of **Goldsteins Manifesto**, allowing **Nineteen Eighty-Four** to become a mirror through which audiences see their own experiences reflected, regardless of context. Thus, through the blurring of contextual lines and reflection of timeless fears of corruption and loss of self, Orwell inducts the audience into Winstons rebellion as he controls the language of his text to reflect that of a decaying society.

Manipulation of language and incongruence of meaning shapes experiences and distorts reality through the deconstruction of stability, knowledge and truth. Through Orwell's creation of "Newspeak", he manipulates the language and form of the novel both in fiction and within the audience's own perception as he utilises uncommon novelistic structures such as indexes to add to his fiction and social critique. This is highlighted through the erasure of descriptive language and adjectives, instead being replaced with "plus good, double plus good, double ungood, ungood", thus removing human capacity to communicate pain, discomfort, or any experience that The Party deems anomalous from their preconceived understanding of the 'ideal' human experience.

WHAT MAKES THIS A 'HIGH RANGE' ESSAY?

- Annotates the year that the text was published
- Refers to the text by its' proper name, **Nineteen Eighty-Four**, not the numerated version. If you wish to refer to the text as 1984, you must indicate this with brackets after the text to identify the abbreviation. Make sure that this is not confused with a date though.
- Acknowledges important parts of the novel, such as **Goldsteins Manifesto** and **Newspeak**, in order to properly address the question in regards to form, but also to highlight an in-depth knowledge of the text itself.
- Links back to the question with a unique take



EXEMPLAR ESSAY

How does your prescribed text's form contribute to its depiction of the human experience?

This restriction of expression is contrasted by Winston's diary, the personal tone communicating a sense of voyeurism from the perspective of the reader, not dissimilar to the invasiveness of the "thought police" and "telescreens" as Winston declares "Down with Big Brother". This "destruction of words" serves to limit the human experience through restricting expression and communication, thus creating a sort of paradox for the reader as Orwell describes the destruction of words in a seemingly joyous way, thus being dissonant with the act of freely reading the novel. Thus, through his metalinguistic approach to discussing language itself, in conjunction with the thematic rebellion associated with reading, Orwell skilfully utilises his novel to tell a story of persistence and warning by its very existence.

In a totalitarian state, the human psyche and sense of individualism can become warped, perverted and ultimately void. Herein, Orwell demonstrates the corrosion of individual identity by way of forced acclimatisation as he utilises violent imagery of human psychosis and pain to explore the corruption of the individual. With Winston as an 'everyman' monolith his corruption and endangerment directly contribute to Orwell's exploration of individualism, highlighted as O'Brien serves to encapsulate societal paranoia personified, "the friend" turned "tormentor" as Winston begins his initiation into the cult of ignorance in "Room 101". Societally ingrained ignorance and lack of empathy serves to further corrupt the very idea of humanity as physicalising emotions is vilified, "a nervous tick...a look of anxiety, anything that carried a sense of abnormality" results in punishment. This limitation of expression to stoicism and "victory", whilst portraying an image of dutiful industrialisation, is rather corrosive and corrupting as Winston is stated to be "the last man". By Orwell's crafting of Winston to represent the audience and free humanity, he furthers the imagery of manipulation of "tearing [the] human mind to pieces" conjures visceral reactions of disgust and fear, despite the process leading to joyous ignorance as Winston, stripped of his humanity, finds peace within the cult of ignorance. Orwell displays a highly elegiac novel, a testament to dying humanity as he tortures his characters for the benefit of the reader, crafting a cautionary world so as to warn of the corrosive power of ignorance disguised as joy.

WHAT MAKES THIS A 'HIGH RANGE' ESSAY?

- Links back to the question wherever possible and in a variety of ways to ensure a lack of repetition but the constant building of a strong argument.
- Topic sentences are thematic and immediately link to the rubric, thus showing the marker that this is at the forefront of your mind as you craft your response. Additionally, by crafting rubric-focused topic sentences prior to an exam, you can come in to the HSC with a flexible and focused start to a paragraph that will be adaptable to most questions.
- Utilises high modality language and a varied vocabulary in a skilful way. You shouldn't throw a thesaurus at an essay and call it a day- when you learn new words make sure you fully understand what they mean and imply before bringing them into your writing.



EXEMPLAR ESSAY

How does your prescribed text's form contribute to its depiction of the human experience?

Thus, it is through the characterisation of Winston as an emblematic sacrificial warning that Orwell utilises form to heed caution to his readers of the dangers of blind ignorance, joy, and the corrosion of the self.

Consciousness of society and the self shapes one's capacity for empathy and thus their perceptions and experiences of the world, influenced by external factors such as societal pressures and propaganda. There is a sense of dread created by the novel through invoking primal fear within the reader, as Cognitive dissonance and paradox disables individuals from gaining social consciousness, and thus strips them of their ability to change within societal boundaries- through Orwell's use of these ideas within the text itself he echoes their impacts on the reader, creating a more engaging narrative that reflects our own experiences. Orwell's paradox "until they become conscious they cannot rebel and until they rebel they cannot become conscious" elucidates the entrapment of society and humanity to approved experiences and thoughts, furthered by the prevalence of "thought police" and "double think". Orwell displays a claustrophobic collective consciousness of ignorance, wherein those who remain unconscious are joyful in their ignorance, thus communicating the duality of human emotion and experience. By introducing linguistically and psychologically dissonant concepts such as "double think" and the previously mentioned paradox, Orwell highlights the mental strain and anguish of the citizens of Airstrip One, thus elucidating the corruption of individual and collective consciousness. Additionally, societal consciousness is further controlled as "[Winston] wasn't sure that it was 1984" as "he who controls the past controls the future". The manipulation of the past so as to create a sense of utopia and victory presents an artificial happiness within Orwell's bleak utopian society. For the unconscious citizens of Nineteen Eighty-Four, it is a utopia crafted of manmade happiness, trapped in an ingenuine cycle of victory. For the reader, the dystopic truth becomes apparent as the reader must share the suffering of Winston, together they are "the last [men] alive", the sole bearers of consciousness and suffering within an artificially joyous world, furthered through the reflective form of the novel.

WHAT MAKES THIS A 'HIGH RANGE' ESSAY?

- Topic sentences clearly address themes that are core to the text, ensuring a comprehensive analysis of the main themes and ideas
- Embeds quotes to highlight indepth knowledge of the text
- Adjusts quotes using square brackets [] to show that the tense of quote has been changed. This is a great way of making a quote flow with your analysis



EXEMPLAR ESSAY

How does your prescribed text's form contribute to its depiction of the human experience?

Holistically, it is by way of Orwell's novel that much of human experiences, both real and imagined, are perceived as they are within our contemporary context. It is specifically through his creation of Winston Smith as an everyman protagonist, the metalanguage of Newspeak, and Goldstein's manifesto that Orwell utilises form to explore his prophetic themes. His distillation of identity, individualism, autonomy, government control and language all live viscerally within the very text of the book, existing as a warning of a future that we are perhaps living through or are yet to see encompass society entirely.

WHAT MAKES THIS A 'HIGH RANGE' ESSAY?

- Directly answers the question in the opening line of the conclusion
- Summarises key parts of the texts form that contribute to its depiction of human experiences, further emphasising response to the question
- Restates themes in the context of the question, again
- Links the context of the text to the readers own context



Find more at

belrosetutoring.com



KING HENRY IV PART I

Willam Shakespeare

themes	context
<ul style="list-style-type: none"> • honour • leadership • morality • duty • family • masculinity • truth vs appearances • the rights of kings • language • warfare 	<ul style="list-style-type: none"> • Elizabethan Period • Part of the Henriad Tetralogy • 1597 succession crisis • The Renaissance • the Great Chain of Being • Humanism • Christian Humanism • Machiavellianism
honour quotes	
<ul style="list-style-type: none"> • 'Who is sweet Fortune's minion and her pride; / Whilst I, by looking on the praise of him, / See riot and dishonour stain the brow / Of my young Harry.' Act 1 Scene 1 <i>Metaphor, juxtaposition</i> • 'Yet herein will I imitate the sun' Act 1 Scene 2 <i>Pun, metaphor, celestial imagery, soliloquy</i> • 'What is honour? a word Honour is a mere scutcheon.' Act 5 Scene 1 <i>Hypophora, metaphor, soliloquy</i> 	

critic quotes
<p>Jean E. Howard, Academic. From the introduction to the play in <i>The Norton Shakespeare</i></p> <ul style="list-style-type: none"> • 'With this drama, the Shakespearean history play broadens out to encompass a rich diversity of languages, characters, and locales.' • 'the poignancy of Prince Hal's dilemma, caught between duty and desire' • 'In fact, for much of the play Henry is a king in search of a strategy to rule'



Past the Shallows

Favel Parrett



Themes

- Connection to the Natural Environment
- Familial Tensions and Unconditional Love
- The Paradoxical Desire for Escape and Connection

Context

- Rural Tasmanian coast in 1983
- Depicts the extent to which humans exist very much as a part of the natural world.
- Isolation and hardship

Quotes

- 'The whole coastline had been changed'
- "‘You’ll bloody drink it.’ But it wasn’t Jeff speaking now. It was Dad. And Jeff was laughing. His face all red and shiny and laughing.'
- "‘She may have just had enough of everything,’ said Harry. And Miles didn’t know whether he meant had enough of life before the island, or life on the island.'

Techniques

The technique of pathetic fallacy should feature at some point within an essay. The paradoxical nature of the ocean, being a simultaneously calm and violent force, is also important to recognise, as it reflects the inconsistencies of human behaviour and the instability of family relationships.

Characters

- Miles (younger brother)
- Harry (middle brother)
- Joe (oldest brother)
- Steve Curren (abusive and neglectful)
- George (father-figure to the boys)



BTA ON SOCIAL MEDIA!

Don't forget to check us out on Tik Tok and Instagram for more educational content! We're sharing all of our best tips and tricks for the Trial exams, HSC, and Year 11 Exams, as well as information on texts, memes, and discussions about school and the education system.

We love getting to share all of our knowledge online, and it'd be great to see more of the BTA community there! Drop a comment saying hi if you see us on your For You Page, or follow the QR links on the right to go straight to our pages.

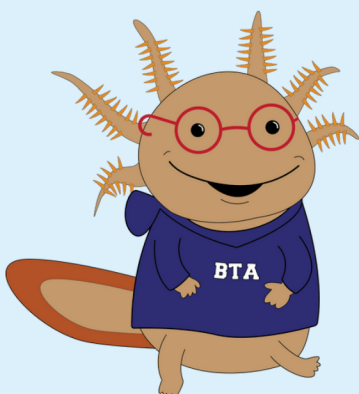
As we come into the start of exam season, social media is rife with students airing their anxieties, concerns, questions, and successes surrounding preparation for the exams.

This is such an amazing display of the global community created by social media as students band together to help each other succeed, and we're overjoyed to be a part of it!

We are posting all of our best tips and tricks for the Year 11 exams, Trials, and HSC to help support the broad community of HSC students all across the state.

Be sure to join us on social media to see all of the amazing content we're putting out!

-Sam Reilly, Social Media Manager (he/him)





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Have any questions, suggestions, or feedback about the newsletter? We'd love to hear from you!

Send an email to sam@belrosetutoring.com with any thoughts or queries.

