

English

Guy Nathan

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REVISION HISTORY

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Chapter 1

English

1.1 HSC 2 Unit General English Study Guide - Copyright © 1994 Guy Nathan.

HSC 2 Unit General English Study Guide:

Copyright Guy Nathan 1994

These documents are Amigaware

Contents:

* Study Tips

English Exam 1: Welcome to 2 Unit General

1 Reading Task English HSC Study Guide

2 Writing Task

3 Topic Area: Working Lives

4 Topic Area: Dinkum Assorted Notes

English Exam 2:

1 Poetry: Study Tips

2 Poetry: John Foulcher Copyright © Guy Nathan 1994

3 Novel: Study Notes All Rights Reserved.

4 Novel: Maestro

5 Drama: Study Notes * What is Amigaware?

6 Drama: The Crucible

1.2 2U General English Study Tips - General Tips for answering

General Tips for answering HSC questions:

1. 35-40 Minutes are usually allowed for each answer (usually for essays)
 2. Read question(s) twice
 3. Underline keywords
 4. Answer the REQUIRED question in the REQUIRED style of writing and DONT quote their words
-

5. ALWAYS make a plan when writing essays
6. Write legibly (make sure it is in either a black or dark blue pen and make sure the letters are large enough!)
7. Spend about 2 minutes for every mark
8. Write around 3 lines for every mark eg. 6 marks = 1/2 page
9. NEVER leave out a question
10. Leave two lines between sub-questions

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1.3 2U General English Study Tips - Reading Task

Reading Task:

1. Be familiar with various forms of writing
2. Look for the features of Language
 - Sentence structure
 - Choice of words
 - Use of bias
 - Use of exaggeration
 - Use of repetition
 - Use of figurative language
 - Use of jargon
 - Use of paragraphing - heading/subheading

To what effect is the line/phrase being used?

- Use of personal tone
- Use of first person (eg. I)
- Use of rhetorical questions
- The tone used. Is it passionate, violent.

Based on wording, sentence structure, and other features of the language used

2.a. Language can change the effectiveness of the writing

3. Technique - How ideas are developed and argument

Is it convincing?

Are they being objective or biased?

(What language creates this feeling?)

- Persuasive/Sensationalised/Informative??
- Are ideas points or are they well supported

3.b. An attitude is a writer's feeling on the topic/audience, how has this effected the writing?

4. Who is the audience?

5. Read set passage atleast twice

When answering:

1. Do not answer by saying it was a 'good/bad' tone
2. Don't use generic terms
3. Check allocated marks and spend appropriate time
4. Say whether the register was appropriate (if the type of language used was appropriate to the audience it was aimed for)
5. Opinion - Must give reasons/support
6. State what the effect of the writing is

Example part of an answer:

The article was one of disapproval, through the use of violence, and how blunt it was. (Note: Linking of Attitude and Tone)

DURING STUVAC DO PAST EXAMS AND TAKE THEM TO SCHOOL FOR THE TEACHERS TO MARK!

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1.4 2U General English Study Tips - Writing Task

Writing Task:

1. Must be in a creative/imaginative way
 2. Purpose:
 - I. What do I wish to communicate?
 - II. What do I want to achieve?
 - III. Am I giving a talk?
 - IV. Do I need instructions
- Purposes of writing: (Intention/Aim of writing it)
- To inform - To criticise
 - To persuade - To describe
 - To entertain - To provoke people
3. Important questions to ask yourself when making a plan:
 - Purpose?
 - Audience?
 - Method of writing?
 4. Look at - roles
 - themes
 5. Roles - Who is the writer? (either chosen or your choice)
 - 1993 HSC role was fairly open
 - Before 1993 Specific role was more necessary
eg. parent, reviewers, citizen, etc
 - 1985 HSC had 2 roles (the more different the better)

6. Audience - Depends on role

- What form of writing is best suited for it?
- Script
- Pamphlet
- Draft entry
- Letter to editor
- Age group?

7. Style of writing:

- Informal?
- Entertaining?
- Formal?
- A Satire?
- Other?

8. When asked to, use your OWN experiences

9. Use correct punctuation and paragraphing

Pre-Trail HSC / HSC Guidelines for study for writing task:

A - Carefully plan writing by asking yourself these questions:

- What shall I say?
- Purpose?
- Audience?
- Best form of communication

B - Even in letters you must use paragraphs and proper writing

C - If you have time do a 1st draft

D - Conference with others on it (let them read/criticise it)

E - Redraft

F - Practice writing for different audiences

G - Practice writing for different roles

H - Practise writing for different purposes

I - Do NOT offend the reader

Tips for answering the writing task:

- * Last years paper is NOT this years paper
- * Improve beyond year 10 standards!!
- * Do NOT imitate the reading task
- * The key to a good answer is the right style of writing!

Stick to the style of writing the question asks!

(eg.essay, creative writing, report, etc)

- * Stick to purpose!! - do NOT spend 3 pages on invalid information!
- * Do NOT kill the writer at the end of the story or end in a dream!
- * Be ORIGINAL

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1.5 2U General English Study of Working Lives topic area

Topic Area:

40 Minutes allowed to answer this section

- Usually written in creative essays
- Also give personal account from Topic Area
- Need good knowledge of text
- Use suggested time - maybe more
- Use relative supplementary material which must be well sourced (eg. Paper, Page No., Date, writer)
- Use a variety of supplementary material!
- Discuss topic only!

1. Must come to term with issues in text

Relate issues to idea of working lives

2. Know supplementary material - relating to text

Definitions:

1. Relationship between life and work (link all texts)

- to what extent are we defined

by our job

= SMH July 6th good Article - Asia's woman get down to serious

Business =

Dinkum Assorted:

Work: Total Liberation -> become jobs / biscuits

Social/Historical forces - How do these effect work eg.Recession

Role of Women in Society - What is it?

= Good Weekend 30th July 1993 - Most powerful women =

pg.52 - 'Connie: I could've done that Job if I was a man..'

What pressures do women face going into non-traditional roles?

* The working environment what is it like (workplace)

|| pulling together (D.A.) or Apart??

||

| Sexual discrimination

|

|

* Who has/hasn't authority/power -> misuse of it

|

|

How far will/you or can you go in a company!

(Channel 7 - between the lines)

* Mateship and companionship at work - pull together

(D.A.) |

|

or undermined

* Stereotyping particular jobs. eg. police, lawyer, etc

|

|

Correct?

Working Lives General Tips:

- Read topic area text at least twice - Know it like a novel

eg. Particular scenes, quotes

- Know the key issues and how it links to working lives

- Have PERSONAL OPINION on book (Dinkum Assorted)

* Talk about issues

* Use page references and own ideas

(thorough understanding)

- Look at particular features of language in text

eg. Dialogue of D.A. (Dinkum - Old Australian saying)

pg. 12, 35, 63, 78 - also pg. 41, 60, 61 words of songs

- Use a VARIETY of Supplementary material (5 things)

|

2-3 issues (LINK)

eg. - SMH (Sydney Morning Herald), Time, Even Poetry!

- TV: Murphy Brown, LA Law, Between the lines, etc

- Also Radio Interviews, and much more!!!

LIST: Name of source, Date, Author, etc

Especially - Name of source and date!!

* Who are characters - central/main

* What's the writer's perspective - purpose?

* Key Issues:

- Issue

- Evidence

- Comments

- Supplementary Material

* When answering think: About - Working Lives

Based - Dinkum Assorted

Supported by Supp. Material

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1.6 2U General English Dinkum Assorted Study

Dinkum Assorted - Working Lives: Breakdown of Book

Conditions of Working Environment:

1. Own Pecking order
2. All regarded as equal } among woman
3. Accepted as themselves } workers
4. INFORMAL
5. War work for women p.88
6. Women capable pg.83
7. Moving on pg.84

Attitudes to work:

Positive:

1. Want to succeed in business
2. Independence
3. Leave confined boredom of house wife role behind
4. This is a challenge to tradition
5. Biscuit Factory stepping stone to increased independence:
 - a.) Florrie "..I'll learn to build meself a ship. A bloody big ship" pg.85
 - b.) Vi + Rosie - Travel + Show business
 - c.) "Just think ladies, you'll never need to look at a biscuit again." - Grace, Pg.88

Negative:

1. Boss - Doesn't pay enough
 - prevents initiative given to men - sexual discrimination
2. Connie - Spies on them; Pawn broker

Pg. 10 "Dorris: Go home you Pommie dobber.."

These two restrict or seem to restrict them. But Connie, as a favourite, is suspect but at last is accepted

Social + Historical Environment:

1. Lack of men BUT criticized men and joked about them
 - eg. a.) Dummies to practise dancing - joke about men's role
- Quote - Pg.54-61 Making fun
2. Millie - Suicidal due to husband "Missing in action"
 3. Oppose Connie for "locking up her husband"

Tips:

- * Make Statement
- * Quote Directly
- * Explain!!
- * Refer to Supplementary material

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1.7 2U General English - The Crucible Study Notes

The Crucible: Summary and Background Information

* Witchhunt - Political Metaphor

- In Salem a literal event

- Looking for someone to blame (scapegoat) who is innocent

* Salem - Theocracy (Religious rules all)

- New Settlement -> Defensive/Paranoid

- Absolute belief in Hell/Devil

- Lechery - Moral/Civil/Personal Crime

- Dancing -> Linked with evil

- Play about Power

| Guilt - Loss of self

| respect.

even effects least powerful - Plot Development

- Repressed society -> Children -> Sexual

(From religion) -> Dance -> Individually

||

||

Exists even today What are its effects?

* Don't write about McCarthyism (History essay)

|

Political Repression (of Communists)

* Fear used as powerful weapon through language

* Title relates to irony of the courts 'truth' and nastiness

exposed. Best also exposed in a few.

* At the end what is left of society??

* Conflict not just physical and words but internal and external

* Audience drawn in from Parris's home to Proctor's home to

the court to the jail (Personal->Public System)

(Starts in bedroom)

* Language - Archaic vocabulary, don't speak like us,

different culture. John P. is like a poetic speaker

* Author encourages you to make your own moral decision

- right and wrong

* Become involved with John from start

* Issues:

- Society Vs's Individual - Individual Vs's Authority

- Why are people the way they are?

* Abigail & Danforth -> Obsessed with power - believes divine

| => Care only for herself/himself

Betrayed John -> used him for sex

- Danforth may know Abigail lies but he wishes first to save reputation -> out to find witches (evil)

|

|

- Hale finds truth

* Be able to talk about basic set mentioned in book

* Treated like animals

* John Proctor stands up against court, later so does Hale

* Integrity holds morals/individuals together

|

Name => John Proctor -> only thing which matters

|

Christ-like - innocent - hung at sunlight

Questions to consider:

Act: Questions:

1 Why did Miller have Abigail and Proctor alone in the room at Parris's house in this act?

2 How does Miller develop Proctor's inner conflict in this act?

3 Why did Miller start this act with no actors on stage and voices being heard from off the stage?

4 Why did Miller have this scene 3 months later in the Prison cell?

Themes in the play:

- Alienation in Society - The ethic of work in society

- Conflict - Pride - Convention and Conformity

- Good Vs's Evil - Authority Vs's Individual Freedom

- Sanity - Spiritually Vs's Materialism

Alienation in Society : Individual Vs's Group (Proctor)

The ethic of work in Society : Behaviour eg. Poppets, church

Conflict : Antagonist Vs's Protagonist (Proctor)

Pride : (Proctor & Danforth)

Convention & Conformity : (Putnam's)

Good Vs's Evil : Society Vs's Individual

: Revenge (eg. Abigail) - Evil

: Peace (eg. Rebecca) - Good

Authority Vs's Individual Freedom : (eg. Danforth Vs's Proctor)

Sanity : (Sarah Good)

Spiritually Vs's Materialism : (Rebecca Vs's Putnam)

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1.8 Poetry Tips - 2U General English Poetry

Poetry: Study Notes

- Must study both poets
- Must know 6 poems from each poet
- Do an analysis of each poem which should summarize the poem in 3 sentences, no more

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1.9 Poetry - John Foulcher - Study Guide

John Foulcher: - General Study Guide and analysis of 2 poems

For the Fire:

Narrator: Either - Man walking by

- Man collecting twigs
- Foulcher himself

Attitude & Tone: - Report style

- No emotions shown, except one of mystery when he hears 'thuds'

Choice of words: - Chosen for its simplicity. This comes from it's 6, 2 line stanzas. It is also seen from the fact one thought is used per stanza

- Use of sensual words. Sounds are used to express to the reader emotions and visuals for the reader to visualize.

- Use of harsh words to show violence. The use of things such as 'thud' (line 2) would give one the impression of a person walking, but it is actually a Kookaburra beating to death a lizard.

Other words depicting violence in this poem are words such as 'hacks' and 'axe-blade'. Also the use of 'axe-blade beak' gives the reader a feeling of harshness

Use of violence - Shown in the poem through use of the following and horror: words: 'sparse', 'dead', 'hacks', 'axe-blade', 'stunned open', 'pouting blood', 'clutching', 'bones are smashed', 'flays' and 'cold air congealing'.

Purpose of Poem: - To display several aspects of society, nature and

exploitation. Society is displayed like nature, survival of the fittest. It also portrays man's exploitation of many situations. (eg. press and michael jacksons/royal family)

Martin and the Hand Grenades:

Narrator: Teacher

Scene: Class room (History lesson)

Meanings of - '...the class pauses/for history..' has two

Specific Quotes: meanings/definitions. The first, more literal one

means the class is stopping to listen to a history

class. The second, more deeper meaning, is one

where the class stops to experience the past

- The word 'bleak' in the sentence, 'his father's

bleak skill' means somber or dull. It's also

a sign of negativity

- The use of '...he fingers the sensations...' suggests

a sensual, sexual mood. This is in reference to how

the boy is handling the grenade. It is like he is

being taken to another world

- The word 'bristles' in the phrase 'bristles

with shrapnel/possibilities', is an example of

a word which shows the anger of the narrator. He

talks about how the boy plays with an object which

can kill, or badly injure a person

- The line '...the spread/became too loose to catch a

man's mortality...', means after a certain distance

it is no longer powerful enough to kill someone. The

effect of this line is one of sarcasm, questioning

sarcastically, why it only kills people that far away

and not further

Additional Notes: The classroom is a battle zone due to the way each

student is 'wounded' every time they hold the

grenade. The classes reaction to the grenade is one

of great excitement. This is a contrast to the

narrators views, who is in fact disgraced. This can

be seen as the teacher describes the experience

using the words, 'tears the heart ahead'.

This shows how each student is getting more than

excitement from the grenade, but is actually being

mentally effected by it

Only 2 poems are analysed here, although 6 poems from each Poet should be studied. An enormous IFF (243k - 2480x3300x1) has been included which contains summaries of 6 of his poems broken down into Narrator, Structure, Attitude and Tone, and Purpose (for the poems: Summer Rain, Harry Wood, Martin and the hand grenade, Loch Ard Gorge, For the Fire, and Bradman's Last Innings).

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1.10 2U General English - Novel/Fiction Study Notes

Novel/Fiction: Study Notes

Know the - Plot

Characters

Setting

Values and ideas

- Be able to explain the character's roles and their effect on other's lives
- Focus on writer's concern (means the central issue)
- Be able to make up your own questions
- Keep on focus, DONT talk about the minor issues and not the major one for most of the answer. While small parts are sometimes relevant, they should only be used as small portions to an answer

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1.11 Maestro - 2U General English Study Guide

Maestro: - By Peter Goldsworthy - Study Guide

Background information on the writer - Peter Goldsworthy

This is his first book. Prior to writing this he had been writing poetry. These days Peter Goldsworthy has been said to think of this book as an immature attempt at writing.

Main themes: 1. Exploration of Human Relationships

Between - Age and Youth

- Child and Parent
 - Husband and Wife
 - Adolescent Boys and Girls
 - The members of the schoolyard sub-cultures
 - People generally and their physical environment
-

Relationships are linked and overlap each other

2. - Love

- Learning
- Quest for perfection (Success/Failure)
- Music
- Culture

Background on book's settings:

- Darwin is remote and traditionally a non-cultural society
- Late 19th Century Vienna was the centre of European cultural life (also early 20th Century). Most talent at that time came from Vienna, and of those most were Jewish. With the arrival of Hitler, and the Holocaust, many of Vienna's talented people lost their jobs and were sent off to concentration camps

- Keller didn't flee Vienna as he thought if he became important enough (which he became very important and came to play for Hitler), his Jewish wife and son would be safe. This was not to be the case

Maestro

(Eduard Keller)

He is: * Talented

- * Keeps himself remote/removed from others by not showing
 - certain feelings or acting kindly
- * Lacks the ability to compliment/praise and encourage others
- * An obscure, mysterious character (enigmatic)
- * An alcoholic
- * Cultured (contrast to Darwin)
- Keller's white clothing may indicate his real, but hidden goodness. This "whiteness" is like holiness. This is a total contrast though to his self-perception
- Keller constantly collects clippings of newspaper articles. It seems he liked to study the behaviour of others to help him understand himself
- He believed that being a famous German citizen would save his Jewish wife and child from the Nazis. But this was not to be the case.

How could this mistake occur?

- From this rigid, unhappy character Paul managed to find something there, which he came to love. What nature of love did Paul feel for Keller?
-

Paul Crabbe

He is: * Adaptable

* Witty

* And for an Australian Teenager, quick and clever with the rhetoric

* Talented (But not to the degree his parent's think he is)

* At time he is arrogant

* Cultured

- Paul doesn't accept Bennie Reid, at the same time Reggie Lim doesn't accept him till Paul shows how he can adapt to their style of music and contribute to it. From Paul adapting, him and the others gain something in common ground, but this is at Paul's convenience. This contrast adds a different dimension to the story, and is evident till the end

- When the novel starts he is 15 years old, arrogant and self-centered at times. He comes from a well educated family. This is a contrast considering the place they are living in is Darwin. Darwin is considered as 'low-culture' place, while Paul's family is 'high culture'

- The people in the Band Paul joins are not the type of people he would naturally hang around

- He is very aware of others and their games, such as the ones his parent's play with him, but he is not very self-perceptive though
It can also be seen in Paul's understanding of Keller, from getting an incomplete picture of Keller, from what he does.

Girl's in Paul's life:

Megan Rosie

- A user - Healthy | - Plump - Passionate Lover

- Conniving - Fresh | - Good person - Intelligent

- Emotionally Shallow | - Idolizes Paul

- Expects to be desired | - Generous

- Good Looks - Popular |

Personal Themes concerning Paul & Keller:

- Maturity, Understanding and self-discovery

- Quest for perfection (also a theme of the novel)

- Romance and Love (also a theme of the novel)

- Escapism (Especially Keller)

- Teaching and Learning

- The effects of betrayal and guilt

- Ambition

- Nostalgia and memories of the past
- Coping with grief and loss

Social Issues raised:

- The role of music in Society
- Culture
- Attitudes to violence and cruelty

Types of Language used:

- * Poetic descriptions
- * Adjectives

Teaching:

Character: What they taught Paul:

Keller Music

Paul Band

Megan Sex

Rosie Love

Keller Life - Moulded, guiding, shows reality and it's limitations to Paul

Learning:

Paul - Music Keller - Learns humility

- Love - Less harsh
- Life - reality - Opens up more

Summary of Plot:

1968:

- * Development of Paul to Adult
- * Shows more involvement in friends and Darwin, School and life
- * Paul <-> Keller - Change in Relationship

||

| Becomes less secretive - shows emotional side

Becomes more curious about Keller - pesters for information about Keller

* Paul asks questions about Vienna from interest in performing there

* Keller's response about Vienna - "... a city of show veneer" (pg.65)

- "The experimental Laboratory for

the end of the World"

* Keller reads fascinating, horrifying, grotesque, ugly in his scrapbook - deals with human suffering. With these books he hopes to learn from others mistakes. His inner reasons for this are probably to gain some sort of relief, or find some clues about his wife

* "If only at your age I had such text books" - reference to books given to Paul showing him the horror of war, something Keller wished he saw at Paul's age

* Keller's behaviour at concert: - Keller openly betrays his grief

- Loss of self-control

- Shows emotional side

* On going to one lesson, as Paul is walking up the stairs to Keller's room for his lesson, he hears Keller playing. Paul is moved by the beauty of the music. But this reminds Keller of his wife, as he plays it, which causes him grief

* "Don't trust the beautiful" - Keller

* Relationship with Rosie

* 'Sexual relationship' with Megan

Adelaide:

* Paul joins the school band 'Ruff Stuff' to annoy Keller.

In this Paul has control over band members more popular than him.

In the band is: Jimmy Pappas (popular), Scott (Megan's boyfriend)

* Enters his first piano competition - doesn't succeed (comes 3rd)

* "Paul is my best student, yes. One in a thousand, but a concert pianist one in a million." - Keller thinks of Paul as a promising student, so Keller didn't want Paul to leave yet

* Stage of final meeting between Keller and Paul (in which Keller has planned earlier, and in preparation re-arranges his house/room).

* Paul is at the beginning of adult life

* In this final meeting, Keller is ready to open up, and say all his secrets. This is also the last time Rosie is to be in Darwin.

Paul's aroused sexual preference overweighs him and he leaves Keller before Keller can open up - at the point Keller was FINALLY ready, he left to go to Rosie.

Last Section - 1974 - Vienna, 1975, 1977:

(Coda - Completed / End)

* No light relief (serious)

* End of book is an anticlimax (in some people's opinion)

* Nothing new discovered

* Paul will never ever be the genius he wanted to be. Reflects back on his life of a wasted ambition of perfection, a musical perfection he never achieved, only a technical one.

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1.12 2U General English - Drama Study Notes

Drama: Study Notes

- Look at the language used in the play, discuss this in your answer
- Dont discuss minor characters!! While small roles are important to a degree, it is best if it is only used in relation to supplementary material
- Take the view of being a spectator, in the audience, watching this play when you comment on it

Know : - Plot

- Themes
- Characters
- Certain speeches
- Also know important scenes!!
- Each individuals role in the play
- How themes and scenes are related!

Do NOT talk about the play as you would a novel!!

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1.13 What is Amigaware?

What is Amigaware?

Amigaware is a new concept, as it has been invented by me. What Amigaware is, if you use this program alot, or any Amigaware program, you will either go out and buy an Amiga product, or instead sell off other non-Amiga computer equipment you own (and with the money maybe buy an Amiga product). This concept is very similar to freeware, as all benefits of this program do not go to me, but to you and other Amiga users. It also could be described as self-giftware. :-)

How did this idea come about?

It came about when I was sick of people selling up their Amiga's to port over to other lesser machines. So I decided hey, do something to support the Amiga, which will benefit ALL Amigans. As mentioned above Amigaware does NOT benefit me!, it benefits everyone.

Well, How does anyone know Im a supporter?

If you can send me in a receipt with proof of sale of
a non-Amiga computer product, or Amiga product bought
as a result of reading this then if you send me a
disk with your address enclosed I will give you a free
copy of the code of this program. I normally would
charge for the code. Also when you send me your proof
of purchase I will in my next Amigaware program
include your name in a list of Amigaware supporters.

Current Amigaware Titles:

AQT (Amiga Quiz Tester) V1.1 - Questionnaire program

FastText 1.00 & 1.01 - Text Editor

2U Business Guide - Australian HSC Business

Studies Study guide in

AmigaGuide format

3U Business Guide - Australian HSC 3U Business

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