



A LIVE MASTERCLASS

Three Raw 50 Students.

Every Section. Live.

How to take your Year 12 English from the 30s to a Raw 45+

By EduVerse Education

SATURDAY 16 MAY 2026 · 10:30 AM AEST · LIVE ON ZOOM



WELCOME

Stay to the end.

Everyone who stays live receives high scoring essays in the end.



01

Cameras off, mics off.

Drop questions in the chat. We answer the best ones live at the end.

02

Take notes by hand.

There is no replay. What you write down is what you keep.

03

Be honest about your level.

The method only works if you start where you actually are.

YOUR TUTORS TONIGHT

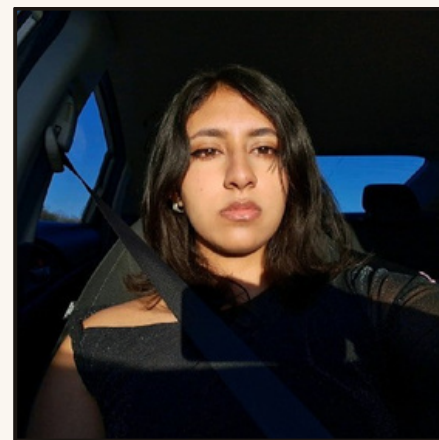
Three of fewer *than 0.23%.*

Each year, fewer than 0.23% of students in Victoria score a perfect 50 in VCE English. Three of them are here.



Finn
Awramenko

Section A
Text Response



Shubhi
Garg

Section B
Creating Texts



Thomas
Earle

Section C
Analysis of Argument

English is the easiest *subject to plateau in.*

Most students get stuck between C to B+ range — not because they don't work hard, but because the method is wrong.

FIVE REASONS STUDENTS PLATEAU

Sound familiar?

If two or more of these describe you, the method is the bottleneck — not effort.

01 Memorising essays

Memorised essays break the moment the prompt shifts. Frameworks adapt.

02 Writing without feedback

Practice without correction reinforces the same mistakes. You get faster at being wrong.

03 Reading the text once

Top scorers read their text three to five times. They know it the way an actor knows a script.

04 Section C as comprehension

It is not 'find the technique.' It is analysis of how language manipulates an audience.

05 No plan from now to November

Random essays do not compound. A planned sequence does.

THE SHIFT

From a 35 to a 45+

is not effort. It is method.

WHAT RAW 35 LOOKS LIKE

- *Memorised paragraphs*
- *One reading of the text*
- *Generic 'point-evidence-link' structure*
- *Essays handed in without feedback*

WHAT RAW 50 LOOKS LIKE

- **Adaptive frameworks built from the text**
- **Three to five readings, with annotation**
- **Argument structure tailored to each prompt**
- **Every essay marked and rewritten**

TONIGHT — A 60-MINUTE ROADMAP

What you'll *walk away with.*

A Section A — Text Response

Finn's 9+ structure, prompt unpack live.

B Section B — Crafting Texts

Shubhi's framework-led approach.

C Section C — Analysis of Argument

Tommy's 50-minute formula.

P Your 24-week plan

Tonight to the October exam, week by week.

Q Live questions

Drop them in the chat.



Text Response.

MARKS

20

TIME

60 min

TASK

**1 analytical
essay**

Presented by Finn Awramenko

SECTION A — TAKE THIS HOME

General Advice for *Section A.*

- 01** • Immerse yourself in as much writing about your text as possible, including academic articles (Google Scholar), exam reports, and essays of high scoring students)
- 02** • Avoid mentioning characters in your topic sentences
- 03** • Conclusions should aim to resolve your proposition, and incorporate authorial intent
- 04** • Develop your own authentic takes on the text
- 05** • Quote/vocab/idea banks

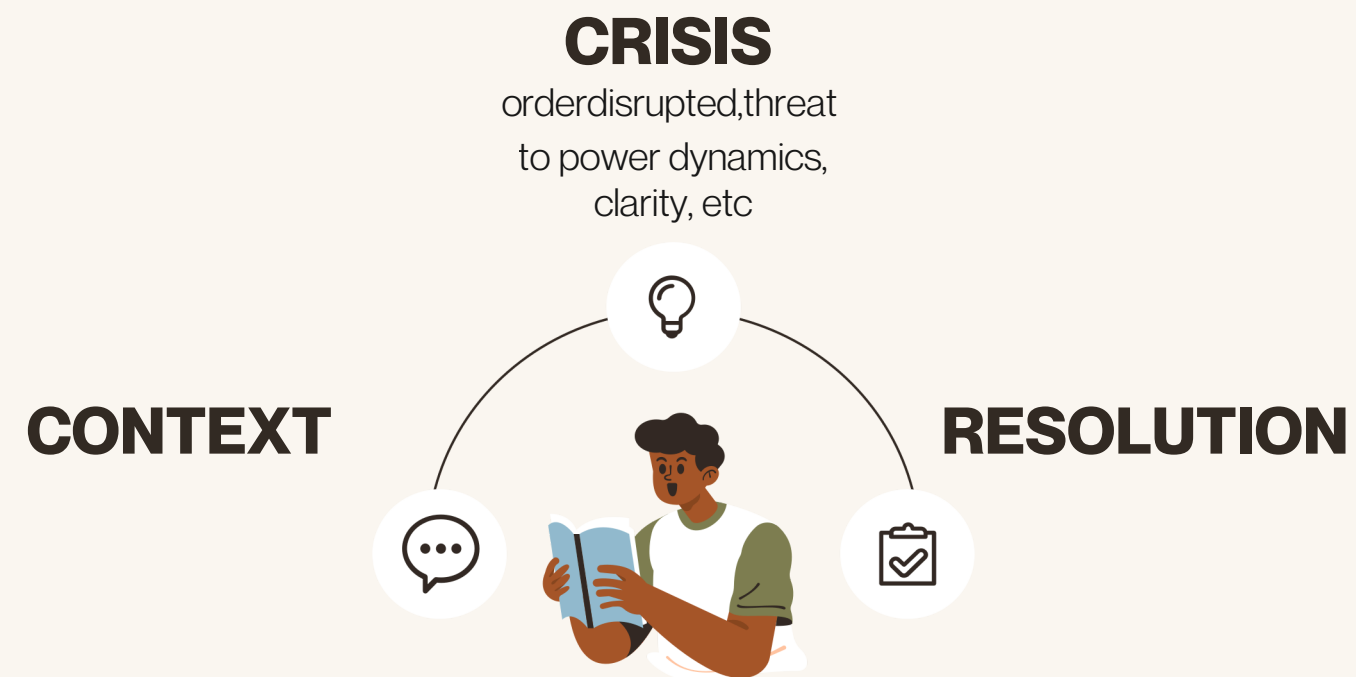
SECTION A — THE FRAMEWORK

- 1 **Unpack the prompt**
- 2 **Stake a contention**

WHAT IS IT?

Essentially, it is framing your body paragraphs in the order of the context, or world of the text, the crisis, and its resolution

Allows for analysis of author's construction
(think 'How...' prompts)



SECTION A — SAME PROMPT, TWO ESSAYS

RAW 50

C-LEVEL PARAGRAPH

“Jackson uses the character of Merricat to show how society treats outsiders. Merricat is shown as strange. This makes the reader feel sympathy for her.”

Description, not analysis. No textual evidence. Link is asserted.

PERFECT-SCORE PARAGRAPH

“Merricat's narrative voice — fragmentary, ritualistic, suspended in childhood — refuses the reader the certainty of an adult perspective. Jackson denies the reader moral clarity precisely so that they, like the villagers, must decide whom to fear.”

Argument. Specific textual feature. Insight that offers complexity.

How to read a prompt

in 60 seconds.

“In We Have Always Lived in the Castle, the Blackwoods are as much a product of the village as its victims.” Discuss.

DIRECTIVE

“Discuss” — argue with weight on both sides.

PROPOSITION

The Blackwoods are shaped by the village.

CONTESTED TERM

“As much” — equal in causation.

How to read a prompt

in 60 seconds.

“In We Have Always Lived in the Castle, the Blackwoods are as much a product of the village as its victims.” Discuss.

Critical analysis



B.

Creating Texts.

MARKS

20

TIME

60 min

TASK

1 written text

Presented by Shubhi Garg

SECTION B — THE BRIEF

What VCAA actually *asks for.*

-
- **Title** *Use the title as a frame, not a label.*
 - **Stimulus** *An idea from at least one unseen text - treat these for what they are ... stimulus*
 - **Framework** *Country, Personal Journeys, Play, or Protest.*
 - **Purpose** *Explain, express, argue, or reflect. Pick one. Commit.*
 - **Voice** *Yours, not borrowed.*

SECTION B — WHAT MARKERS REWARD

WHAT STUDENTS THINK SCORES

- *Big vocabulary*
- *Literary devices stacked everywhere*
- *Mimicking a published author*
- *Length*

WHAT ACTUALLY SCORES

- **Specific, sustained voice**
- **Deliberate structural choices**
- **Ideas drawn from stimulus and Framework**
- **Cohesion — every part serves the whole**

“If a sentence could be cut and the meaning stay the same — it is decoration, not writing.”

SECTION B — SHUBHI'S 4 STRATEGIES

01

Limit your scope aggressively.

The Rule of 1 — one moment, one relationship, one core idea. Controlled and intentional beats sprawling every time.

02

Use an object as an anchor.

A red chair. A piano. A piece of clothing. Track how its meaning transforms across the piece — neutral, significant, symbolic.

03

Let the narration evolve.

Strong responses show change through how the story is told — voice shifts from hesitant to certain.

04

Level up the mundane.

Most Personal Journeys topics are everyday. The lift comes from your observations, your worldview, your style — not the events.

SECTION B — TAKE THIS HOME

01 **The Rule of 1.**

One moment, one object, one idea. Control is the difference.

02 **Track an object across the piece.**

Watch its meaning transform. Quick to plan, hard to forget.

03 **Show change in the voice itself.**

Not just what happens — how it's told.

C.

Analysis of Argument.

MARKS

20

TIME

50 min

TASK

**1 analytical
response**

Presented by Tommy Earle

SECTION C — WHAT IT'S ASKING

It is not purely *'find the technique.'*

VCAA: “analyse the use of argument(s) and language to persuade an intended audience.”

Argument

The contention and supporting reasoning. The skeleton.

Language

Word choice, tone, rhetorical moves. The muscle moving the skeleton.

Audience

Who is being moved? You cannot analyse persuasion without naming the target.

SECTION C — TOMMY'S FRAMEWORK

CCTAP.

Five elements, one introduction.

C

CONTEXT

The real-world issue the article responds to.

C

CONTENTION

What the author argues. State it clearly.

T

STONE

Establish the dominant tone — plus any preliminary shift.

A

AUDIENCE

Who the author is trying to move. Name them.

P

PURPOSE

What the author wants the audience to do or believe.

SECTION C — TOMMY'S FRAMEWORK

CCTAP.

Five elements, one introduction.

- C** CONTEXT
- C** CONTENTION
- T** TONE
- A** AUDIENCE
- P** PURPOSE

In the wake of COVID-19 pandemic, sentiments in favour of increased innovation within the school system have grown in strength, seeking to continue the change levied by the pandemic. Establishing a forthright tenor that develops into a pessimistic tone, the Principal of Cherry Hill College, Ms. Liza Drews, offers, in her speech, an evaluation of her proposed change to create a 'Learn from home Mondays' program. In doing so, Drews contends that innovative change within the school environment is crucial to ensuring the continued success of the school, and its pupils; appealing to worried parents, unsure students and critical teachers in a bid to enlist support for the change, and aid in its implementation.

SECTION C — THE BODY PARAGRAPH

TOPIC SENTENCE

Name the argument. Identify the tone.

EXAMPLES

Three to four embedded quotes per paragraph. Each one analysed for how it positions the reader.

LINK

Tie the technique back to the author's broader contention.

Exemplar

Building on her previous argument, Drews adopts a spirited tone as she outlines the need for the ‘Learn from home Mondays’ and its existing support, seeking for parents to understand that prosperity requires fluidity in school practices. Indeed, Drews employs a semantic field of ill-effect - “drowning” “bogs” “swamp” and “outdated” - that could occur if the school was to remain without change. In this way, Drews seeks to evoke trepidation within the mind of parents as to what could occur to their children’s education if they do not rally behind the proposed change. Building upon this fear, Drews switches her angle of speaking to encompass the “buzz of exhilaration” that has built in preparation for the change, in an attempt to denote the natural excitement that has built within the wider community for the change, thereby implying that most members of the community do not fear it, but instead revel in it. Reinforcing this, Drews employs an image of a drum, with text written across the centre foreground stating “drum roll please...”. Here, this image seeks to associate child-like excitement, as is often manifested by the drum roll in contemporary society, with the proposed program; in an attempt to again imply to parents that the change is innocent, and without malice. And so, Drews finalises her argument by indicating that the school board “unanimously voted to proceed forward” with the change - denoting that those who have reviewed its application are keen to implement the change - thereby seeking to encourage parents and teachers to feel excitement too. And so, Drews is emphatic in her description of the need for change, but so to the excitement that follows it in an attempt to see such anticipation mirrored within the entire community.

SECTION C — THE BODY PARAGRAPH

Image source: VCAA NHT English exam 2018

... Jones' strategic depiction of this robot in a hard hat represents technology's encroachment into "our" jobs. Its dominant stance draws parallels to a powerful tyrant, one who will exert its influence over all humans - even its deadpan expression emphasises there will be no sympathy when it makes them redundant. Its humanoid appearance further signifies that it has already started to replace "us", serving as an ominous assertion and prompting reflection among readers: what will happen when they are "out of fashion"?



SECTION C — READING TIME

01 READ THE ARTICLE

Top to bottom. Once for content, once for movement.

02 FIND THE ARGUMENTS

Track tone shifts, look for signposting, watch where content changes. Often: (1) problem, (2) consequence, (3) solution.

03 FIND THE TONES

Name them precisely. Vocabulary matters here.

tone vocabulary — range beyond “angry” or “sad”

Gentle · Sympathetic · Effusive · Optimistic · Perturbed · Critical · Vindictive · Exasperated · Deprecatory · Provocative · Pessimistic · Dismissive · Abrasive · Bitter · Belligerent

SECTION C — TAKE THIS HOME

01 Use CCTAP for every introduction.

Context, Contention, Tone, Audience, Purpose. Establish a preliminary tonal shift.

02 Find arguments through tone shifts.

Where the tone changes, the argument changes. Track them.

03 Build a tone vocabulary.

“Angry” and “sad” will not score. “Pugilist,” “belligerent,” “deprecatory” will.

Your study plan.

From tonight to October.

25 weeks until the exam. Here's how to spend them.

THE 25-WEEK PLAN

Term by term.

NOW — JUNE

Term 2 finish

Lock Section B frameworks. Two complete pieces, two forms. All Frameworks of Ideas at depth.

JULY — MID-AUGUST

Term 3 early

Section C mastery. 2 annotated readings. Three timed essays with feedback.

MID-AUG — SEPT

Term 3 late + SACs

Trial exam prep. Two full timed practice exams. Section C formula on autopilot.

OCTOBER

Pre-exam

Past papers. One full paper a week. Weak section drilled twice as hard.

OCTOBER 28 — 29

Exam week

No new content. Light revision. Sleep. Rehearse the timing plan.

WEEKLY CADENCE

A week of work, *four to six hours.*

Consistent. Compounding. Boring on purpose.

MON	Read & annotate	<i>45 min</i>	<i>Continue the text re-read. Mark new evidence per theme.</i>
TUE	Plan an essay	<i>30 min</i>	<i>One prompt. Full plan. No writing yet.</i>
WED	Write the essay	<i>60 min</i>	<i>Timed. Closed book. Hand to tutor or teacher.</i>
THU	Section C drill	<i>45 min</i>	<i>One unseen article. Five paragraphs in 50 minutes.</i>
FRI	Section B work	<i>45 min</i>	<i>Open or extend a piece. Revisit stimulus.</i>
SAT	Feedback review	<i>30 min</i>	<i>Read your tutor's notes. Rewrite the weakest paragraph.</i>
SUN	Light read	—	<i>Read for pleasure. The wider you read, the better you write.</i>

The top five *mistakes.*

THE TOP 5 MISTAKES

01 Memorising essays.

Memorised essays break the moment the prompt shifts.

02 Writing without feedback.

You get faster at being wrong.

03 Reading the text once.

Top scorers read three to five times.

04 Section C as comprehension.

Listing techniques is a 6, not a 9.

05 No plan for the year.

Random essays don't compound.

INSIDE THE PROGRAM

Introducing

Our 5 Week Package.

THE METHOD

- 01 Weekly 1:1 with a Raw 50 tutor**
60 minutes, online, mapped to your SAC schedule.
- 02 Personalised plan in Week 1**
Built from your text, your school, your weaknesses.
- 03 Raw 50 essay library**
Real essays from real perfect scorers. Annotated.
- 04 Unlimited essay feedback**
Submit as many as you want. 48-hour turnaround.

THE ACCESS

- 05 Direct messaging access**
Quick prompt unpacks between sessions. Pre-SAC support.
- 06 Monthly masterclass**
Live group sessions on advanced technique.
- 07 Termly parent progress report**
Specific. Detailed. Honest.
- 08 A real plan to November**
Week by week, mapped to the exam.

RESULTS

40+

STUDY SCORE

Multiple students from the 2025 cohort.

1:1

STUDENT TO TUTOR

Personalised Sessions

“What we coach is the difference between an essay that fits the prompt and an essay that answers it.”

PRICING

MOST POPULAR

CORE

Foundational Coaching

\$490 *5 week package*

- Weekly 1:1 (60 min) with Raw 50 tutor
- Unlimited essay feedback — 48hr turnaround
- Full Raw 50 essay library access
- Direct messaging access to your tutor
- Personalised plan in Week 1

PREMIUM

The Complete Program

\$590 *5 week package*

Everything in Core, plus:

- Priority feedback — 24hr turnaround
- Senior tutor access
- School-specific SAC plan
- A on your next SAC — guaranteed

OUR PROMISE

**If it is not
the right fit, you get**
a full refund after Session 1.

No questions. We just ask for honest feedback so we can improve.

CAPACITY

Limited Student Intake. Next intake July 2026.

OUR PROMISE

Scan the QR to lock in your *5 Week Complete & Foundational Package.*



We will get in touch immediately!

OPEN FLOOR

Questions.

Drop them in the chat.



**Get exclusive first access to
our Raw 50 Essay Library!**

Ten minutes. Best questions answered live. The rest get a follow-up.

FAQ

Is it too late?

FAQ

Will I improve in 5 weeks?

FAQ

Do you cover my texts?

ed.

Thank you
for being here.

Now go and write.