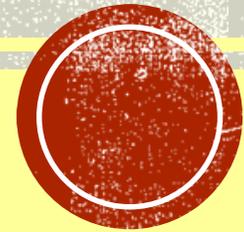


Tuesday, 19 March 2019

# PAPER 1 REVISION

## NOTES

**Bell Work**: Write down the questions numbers IN THE ORDER IN WHICH YOU SHOULD ANSWER THEM and the amounts of time that you should spend on each question next to it. Include reading time at the start of the paper.



# A STRONG SUGGESTION ON THE ORDER OF THINGS TO COME IN PAPER 1

START with Question 5

Then Question 1

Then Question 2

Then Question 3

Then Question 4

Then check everything!!!!!!



# QUESTION 5: WRITING TO DESCRIBE OR NARRATE

45  
mins

Question 5 tests two things:

## 1. Content and Organisation (24 marks)

- ✓ Your writing must be matched to purpose and audience.
- ✓ You must use paragraphs effectively and accurately.
- ✓ You should make use of a range of language techniques / interesting vocabulary choices

## 2. Technical Accuracy (16 marks)

- ✓ Accurate spelling of vocabulary.
- ✓ A range of punctuation accurately used (full-stops, commas, speech marks, colons and semi-colons, question marks and exclamation marks).
- ✓ Grammar – including things like accurate sentence structure, tenses, subject-verb agreement

**This question will be thematically linked to the text that you have read in the source.**

### Sample task

**‘Either:**

Write a **description** suggested by a picture.

**Or:**

Write the **opening part of a story** about ...



# QUESTION 5: TOP TIPS

45  
mins

## Number 1 rule: PLAN your answer!

Spend around 5-10 minutes planning, 30-35 minutes writing and 5 minutes checking.

Think carefully about how you intend to begin, develop and end your response.

Just because this is a 'fiction' task doesn't mean it has to be boring – think of it as a piece of creative writing. It could include lots of the same elements as a story, e.g. detailed description, a clear 'journey' for the reader to follow...

In particular, your opening must grab the attention of the reader and the ending should leave them with something to think about.

## Use structure for effect

This means at sentence, paragraph and whole text level.

Use a range of sentence types and sophisticated punctuation to reach the higher levels.

Make sure your paragraphs show a clear development – don't give away everything in the first few sentences.

## Use language to engage your reader

This might be linguistic techniques, e.g. repetition, metaphorical language, similes, strong verb choices, avoidance of basic vocabulary...

Or it might be painting a vivid picture in their mind through detailed description, similes, metaphors, personification...

Think about the tone you want to convey. Address the reader to keep them engaged.

Humour is often a useful tool!

## Do something unexpected!

English writing task responses are often very boring! Examiners love it when students do something a bit different.

Imagine the following task: 'Write a description of a journey through a city'

- What will 90% of responses be about?
- **What might 10% of candidates do?**

# FIVE MINUTES READING TIME TO READ THE APPROPRIATE LINES FOR Q1; THEN, ANSWER QUESTION 1



## What do I have to do?

Q1 asks you to 'List four things from this part of the text about...'

This question is checking your understanding of the text.

**There are 4 marks available.**

## Sample task

*Q1. Read again the first part of the source, lines 1 to 8*

*List four things from this part of the text about the path that the old man and the boy were walking along.*

*[4 marks]*

## How should I do it?

This is a straight-forward task, but make sure you don't rush through it without checking your answers.

Read the given section of the text carefully, checking the wording of the question as you go. Once you are satisfied that you know the four correct answers, double check them by underlining the phrases/sentences in the text that gave you the answer – this way you **KNOW** you've got all 4 marks

- Write in full sentences
- Start using the subject of question (in the example to the left, the path)
- One point per line



# FIFTEEN MINUTES READING TIME TO READ AND ANNOTATE THE SOURCE; THEN: QUESTION 1



## What do I have to do?

Q1 asks you to 'List four things from this part of the text about...'

This question is checking your understanding of the text.

**There are 4 marks available.**

## Sample task

*Q1. Read again the first part of the source, lines 1 to 8*

*List four things from this part of the text about the path that the old man and the boy were walking along.*

*[4 marks]*

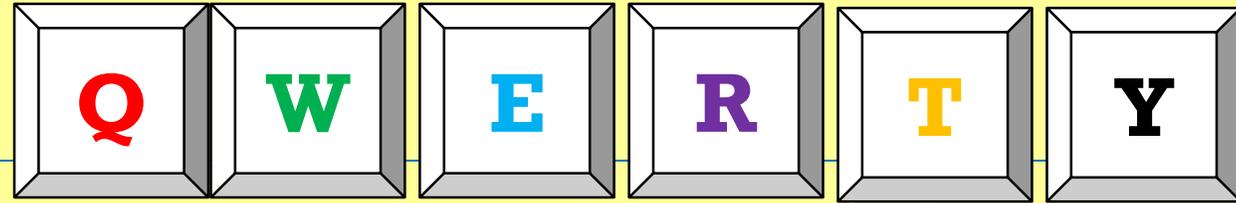
## How should I do it?

This is a straight-forward task, but make sure you don't rush through it without checking your answers.

Read the given section of the text carefully, checking the wording of the question as you go. Once you are satisfied that you know the four correct answers, double check them by underlining the phrases/sentences in the text that gave you the answer – this way you **KNOW** you've got all 4 marks

- Write in full sentences
- Start using the subject of question (in the example to the left, the path)
- One point per line

# QUESTION 2: ANALYSIS OF LANGUAGE. 'HOW DOES THE WRITER USE LANGUAGE HERE TO...?'



**What do I have to do?**

Q2 asks you to analyse the writer's use of language.

There are 8 marks available.

**Tip: when writing up your answer:** Avoid writing generalised comments or statements:

For example, **do not write:**

- *Draws the reader in .... / Makes the reader want to read on... / Stops the reader getting bored... / Helps the reader create an image in their head... / To make it flow better....*

Some of these phrases can be made to sound pretty elaborate, but essentially **they say nothing at all**, because they are not specific and they fool no-one – least of all the examiner!

***Practice by annotating the extract below according to the sample question. Can you find and highlight 3-4 quotes in the extract below which you could use to answer question 2?***

***Annotate these lines as to their EFFECT ON THE READER.***

## **Sample task**

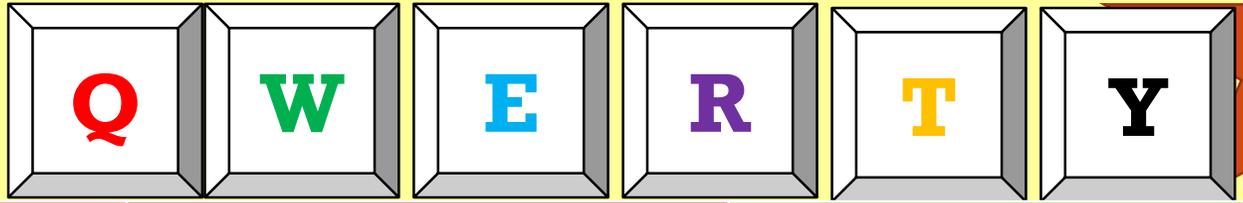
Look in detail at this extract from lines *x* to *x* of the source.  
*How does the writer use language here to describe the old man?*

## Sample extract

An old man and a boy travelled along this runway. They moved slowly, for the old man was very old, a touch of palsy made his movements tremulous, and he leaned heavily upon his staff. A rude skull-cap of goat-skin protected his head from the sun. From beneath this fell a scant fringe of stained and dirty-white hair. A visor, ingeniously made from a large leaf, shielded his eyes, and from under this he peered at the way of his feet on the trail. His beard, which should have been snow-white but which showed the same weather-wear and camp-stain as his hair, fell nearly to his waist in a great tangled mass. About his chest and shoulders hung a single, mangy garment of goat-skin. His arms and legs, withered and skinny, betokened extreme age, as well as did their sunburn and scars and scratches betoken long years of exposure to the elements.

# QUESTION 2: ANALYSIS OF LANGUAGE. HOW DOES THE WRITER

USE LANGUAGE HERE TO...?



**Grade 1-3 Get The Basics**

**Grade 4-5 Hitting the Middle**

**Grade 6+ Going for the Top**

**Point + Evidence + General Effects**

The writer uses the phrase “leaned heavily” to show how the old man is very tired from his journey.

**Subject Terminology + Embedded Evidence + Effects**

The writer uses the verb “leaned heavily” to emphasise the exhaustion facing the old man and highlight to the reader how very old and infirm he is.

**Subject Terminology + Embedded Evidence + Specific Effects**

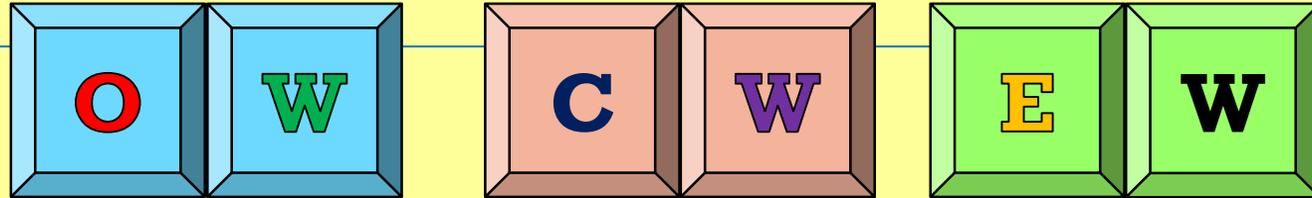
The writer demonstrates the power of the storm through the use the verb phrase “leaned heavily” highlighting to the reader how drained of energy he really is and how reliant he is upon the walking aid. It conveys a darker more sinister side to the story as it follows the description of how the old man’s “palsy made his movements tremulous”. The helps the reader truly sympathise with his situation and feel empathy for him on his journey.

**Sample task**

*How does the writer use language here to describe the old man?*

# QUESTION 3: ANALYSIS OF STRUCTURE; HOW DOES THE WRITER STRUCTURE THE TEXT TO SHOW...?

12  
mins



Three paragraphs:

**What do I have to do?**

Q3 asks you to analyse the writer's use of **STRUCTURE**.

There are 8 marks available.

1. How does the extract open and why?

2. How does the extract change in the middle and why?

3. How does the extract end? Does it link to beginning – how? Why?

**Useful words: changes / intrigues / adds / shifts / develops / reinforces / introduces / creates / builds / reveals / foreshadows**

# QUESTION 3: ANALYSIS OF STRUCTURE; HOW DOES THE WRITER STRUCTURE THE TEXT TO SHOW...?



Structural Techniques	<u>Sentence Stems...</u>	<u>Structural devices</u>	<u>Sentence Stems (Effects)</u>	<u>Sentence Stems (reader)</u>
Repetition	The extract begins with... At the beginning, the writer... A further thing that occurs in the opening of the extract is...	<ul style="list-style-type: none"> <li>Order of events (beginning, middle, end)</li> <li>Change in focus</li> <li>Repetition</li> <li>First sentence</li> <li>Last sentence</li> <li>Patterns</li> <li>Perspective change</li> <li>Juxtaposition</li> <li>Tense changes</li> <li>Punctuation</li> <li>Foreshadowing</li> <li>Zoom in/Zoom out</li> </ul>	<p><u>This:</u></p> <ul style="list-style-type: none"> <li>shows</li> <li>conveys</li> <li>portrays</li> <li>implies</li> <li>communicates</li> <li>insinuates</li> <li>creates</li> <li>highlights</li> <li>displays</li> <li>alludes</li> <li>hints</li> <li>expresses</li> </ul>	<p><u>This makes the reader...</u></p> <p>ask themselves</p> <p>wonder question agree sympathise assume remember believe</p> <p><u>This makes the reader</u></p> <p><u>feel...</u></p> <p>shocked amused disgusted outraged confused puzzled sadness melancholy frustration fury</p>
Tense change				
Foreshadowing	The writer changes the focus... The focus is changed to... As the extract develops...			
Juxtaposition				
Paragraphing				
First sentence	At the end of the text... The ending links with the opening sentence...			
Last sentence	The ending reminds the reader...			
Enjambment				
Perspective change				
Cohesion	The writer also uses... The use of dialogue/repetition/punctuation/zooming in, etc...			
Parallel narrative				
Anaphora				
Analepsis				

Otherwise known as a flashback!



# **SAMPLE TASK: THIS TEXT IS TAKEN FROM THE OPENING OF A NOVEL. HOW IS THE TEXT STRUCTURED TO GAIN AND HOLD THE READER'S INTEREST?**

## **Opening paragraph:**

The writer opens the story with a short sentence to grab the reader's attention: an engaging hook: "The opening door creaked". It is made immediate by setting the scene set several decades in the future with detailed descriptions of the setting, the opening, principal characters. This helps to establish context for the reader and sets the scene for the rest of the extract. There is very little action in this paragraph in order to allow the reader's imagination to build a detailed picture of the world.

**In your groups – what mark (out of 8) do you roughly think this would get?**

**It would score 6 out of 8. How could we get this to 8 out of 8? What needs to be improved?**

## **Change paragraph:**

The writer then shifts the focus to the characters: an old man and a boy. Again, detailed descriptions of the characters are used to build context and further the reader's curiosity. Though the story is set in the future, both characters appear more like early hunter-gatherers rather than people from the future, which would surprise and interest the reader.

## **Ending paragraph:**

In the final paragraph, the action of the text begins in earnest, introduced by the boy's change of behaviour: "Suddenly he became alertly tense". The short sentences used in the first part of this paragraph contrast with the long detailed descriptions of the previous paragraphs. In this way Jack London interests the reader by creating tension, as the sentences mimic the quick decisions and actions of the characters.

# Question 4: To what extent do you agree...

**Remember to:**

**P(oint)**

**S(elect)**

**E(valuate)**

**20  
mins**

## What do I have to do?

Question 4 tests your ability to respond to a statement about an idea/character/setting in the extract.

Your opinion needs to be supported with examples from the text, with an explanation of how each example supports the opinion.

Points and examples must come from the correct part of the text.

You must also evaluate a writer's methods (BOTH language and structure – but only relevant to the question!)

**There are 20 marks available.**

## How should I do it?

Question 4 is worth 20 marks and is the most important question on Part A of Paper 1. You must ensure you have left enough time to answer this.

**Aim to write 3-4 paragraphs. You will need to consider the given section.**

**You need 3 key skills to answer this question:**

1. **Point:** You will need to consider how the writer has represented an idea/character/setting in the extract
2. **Select:** You will need to select relevant quotations and textual references to support each of your points. Choose one of the techniques that the writer has used for your quote to make your life easier!
3. **Evaluate:** You will need to say how far you feel that he or she was successful in achieving the intended effect. ***“This helps the reader...”/ “This is effective because...”***

## SAMPLE TASK

FOCUS THIS PART OF YOUR ANSWER ON THE SECOND PART OF THE SOURCE,

A STUDENT, HAVING READ THIS SECTION OF THE TEXT SAID:

“THE WRITER CREATES A VIVID CHARACTER IN THE BOY. YOU FEEL AS IF YOU  
HIS LIFE FROM THIS SHORT PASSAGE.”

TO WHAT EXTENT DO YOU AGREE?

I agree with the student's analysis of the detailed descriptions of the boy, for example the simile 'brightly lit' of time outdoors. The student has carefully, like a hunter, and attuned he is to life in the

I also agree with the student's impression of what he

He studies his surroundings 'automatically' and his 'sharp' eyes are as 'sharp as a pair of gimlets'. The strong implication is that he is in tune with his environment and so used to having to be wary of his surroundings that he does it without thinking. He carries a 'freshly severed tail of a pig'; the adverb 'freshly' suggesting he has recently hunted and seems at home with weapons such as a 'bow and arrow' and 'hunting knife'. All of this information provides me with a stark and interesting insight into the boy's background and makes me feel that he must have led a dangerous, or harsh life for one so young.

**If this answer were to be continued in this vein, it would score around 14 out of 20. How could we get this higher and possibly even to 20 out of 20? What needs to be improved?**

**In your groups – what mark (out of 20) do you roughly think this would get?**

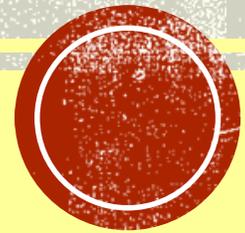
TO THE END.

Tuesday, 19 March 2019

# PAPER 2 REVISION

## NOTES

**Bell Work**: Write down the questions numbers IN THE ORDER IN WHICH YOU SHOULD ANSWER THEM and the amounts of time that you should spend on each question next to it. Include reading time at the start of the paper.



# A STRONG SUGGESTION ON THE ORDER OF THINGS TO COME IN PAPER 2

**Start with  
Question 5.  
Then:**

**Read  
Source  
A**

- Answer Question 1
- Then Question 3

**Read  
Source  
B**

- Answer Question 2
- Then Question 4



# QUESTION 5: WRITING TO EXPRESS A VIEWPOINT

## Sample tasks

45  
mins

*The government recently announced that 'More children should get a job before the age of sixteen. Part-time work would teach children valuable skills that they don't learn in school.' Write a letter to your local MP in which you respond to this statement.*

*You have been asked to give a speech to an audience of young people on the following topic: 'Modern technology – has it made our lives better?' Write the text for your talk.*

*'There is no point in travelling the world these days: you can see it all on TV or on the internet.' To what extent do you agree? Write an article aimed at adults, giving your views.*

### **The first thing to do is identify the GAP**

**Genre:** what type of text have I been asked to write?

*e.g. speech, article, blog, letter...*

**Audience:** who is this text aimed at?

*e.g. young people, adults, families...*

**Purpose:** why am I writing?

*e.g. to persuade, to advise, to explain...*

**Your writing MUST be appropriate to the genre, audience and purpose, i.e. correct format, level of formality, style, etc.**

Can you highlight/annotate the G.A.P. in each of the above tasks?

# QUESTION 5: TOP TIPS

45  
mins

## Number 1 rule: PLAN your answer!

Spend around 5-10 minutes planning, 30-35 minutes writing and 5 minutes checking.

Think carefully about how you intend to begin, develop and end your response.

Just because this is a 'nonfiction' task doesn't mean it has to be boring!

In particular, your opening must grab the attention of the reader and the ending should leave them with something to think about.

## Use language to engage your reader

This might be persuasive techniques, e.g. repetition, anecdotes, facts/statistics, quotations, emotive language...

Think about the tone you want to convey. Address the reader to keep them engaged.

Humour is often a useful tool!

## Use structure for effect

This means at sentence, paragraph and whole text level.

Use a range of sentence types and sophisticated punctuation to reach the higher levels.

Make sure your paragraphs show a clear development – don't give away everything in the first few sentences.

## Do something unexpected!

English writing task responses are often very boring! Examiners love it when students do something a bit different.

Imagine the following task: 'Write an article for an online blog describing the two things you can't leave home without.'

- What will 90% of responses be about?
- **What might 10% of candidates do?**

# QUESTION 5: OPENINGS

**Which of these is a better opening paragraph? Why?**

I don't agree with the statement because travelling is good for lots of reasons. For example, getting to know about other cultures and learning new languages. Also seeing something on TV isn't the same as seeing it in real life because you can't actually be there to experience it.

Imagine the scene: you're on a crowded, rickety old bus careering round a mountainside on two wheels, pressed into the armpit of a large, sweaty fellow passenger who has never heard of the term 'personal space'. You arrive at your destination – let's say it's Machu Picchu – squeeze your way past loud, bustling, selfie-stick-brandishing tourists, only to gain a quick, blurry snapshot of the view before being elbowed out of the way by a small, snotty American child. Now imagine sitting comfortably at home in front of your 58-inch Panasonic television, popcorn in hand, looking at a glorious bird's eye view of the Peruvian mountains. Does the second scenario sound better to you? I thought it might...

## **Techniques for opening a piece of writing effectively**

A thought-provoking question

A powerful statement or fact

A 'what if...' / 'imagine...' scenario

An interesting anecdote

A shocking statistic

A quotation

# QUESTION 5: CLOSINGS

**Which of these is a better closing paragraph? Why?**

In conclusion, all the points I've said above show that you should definitely go travelling because it's good for lots of reasons. So make sure you don't just sit at home like a lazy person, go travelling instead!

So next time the boredom of the office has you scrolling through the latest offers on Expedia, or daydreaming about that once-in-a-lifetime road trip from Alaska to Argentina...snap yourself out of it. Go home, get your onesie on, turn on the TV and let David Attenborough's soothing voice take you from your living room to the heart of the Amazon rainforest in an instant. Don't forget the popcorn...

## **Techniques for closing a piece of writing effectively**

A thought-provoking question

A powerful statement or fact

A shocking statistic

A quotation

Returning to an idea or anecdote from the opening paragraph

# READ SOURCE A. THEN: QUESTION 1



## What do I have to do?

Q1 asks you to identify four true statements from a list of eight.

This question is checking your understanding of the text.

It will focus on Source A only.

**There are 4 marks available.**

## Sample task

*Read again lines 1-17 of the source. Choose **four** statements below which are true.*

**Shade** the boxes of the ones that you think are **true**.

*Choose a maximum of four statements.*

## How should I do it?

This is a straight-forward task, but make sure you don't rush through it without checking your answers

Read the given section of the text carefully, checking each of the eight statements as you go

Once you are satisfied that you know the four correct answers, double check them by underlining the phrases/sentences in the text that gave you the answer – this way you **KNOW** you've got all 4 marks

# THEN - QUESTION 3: REFER TO SOURCE A. HOW HAS THE WRITER USED LANGUAGE TO INFLUENCE THE READER?

12 mins

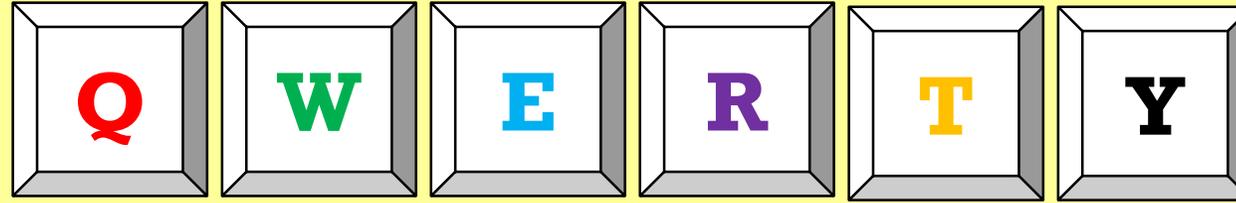
What do I have to do?

*It is the same as Q2 in Paper 1!*

Q3 asks you to analyse the writer's use of language.

It will focus on Source A only.

**There are 12 marks available.**



How should I do it?

Read the question and underline any quotations that could help you answer it  
Now look at your chosen quotations in more detail – which language features have been used?

**Key terms:** noun, adjective, verb, adverb, imagery, simile, metaphor, onomatopoeia, pathetic fallacy, alliteration, personification, sentence structure, connotations, word choice...

Write 3-4 paragraphs with plenty of quotations and lots of close analysis – explain the writer's purpose/effect on the reader

**Sample answer (extract) – This would get 5 marks out of 8 if it were to be continued!**

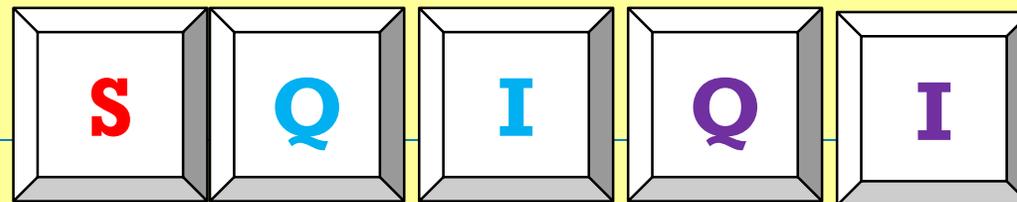
The language the flower seller uses shows that she had to be the one looking after her mother, rather than the other way round. Phrases such as 'poor thing' and 'fret dreadful' sound more like a mother talking about a child who is ill. This creates sympathy for the flower seller, as readers would feel that she has been denied her childhood.

The repetition in the flower seller's story emphasises how isolated she feels after her mother's death. She uses several similar phrases, such as 'left in the world without a friend', 'I am quite alone' and 'not a soul belonging to me', to reinforce how desolate she is. This makes the reader feel sorry for her, because after the tragedy of her mother's death, the girl has no one to turn to.

The flower seller doesn't say how old she is, but the concern her mother feels for leaving her daughter alone – she 'seemed to dread' the thought of her daughter on the streets – suggests that she is too young to look after herself. This makes the flower seller's story seem even more sorrowful.

**Sample task**  
*How does the flower seller use language to appeal to the reader's emotions?*

# READ SOURCE B, THEN QUESTION 2: WRITE A SUMMARY OF THE SIMILARITIES / DIFFERENCES BETWEEN...



## What do I have to do?

Q2 asks you to summarise the similarities/differences between the two sources.

You will be given a specific focus to consider.

**There are 8 marks available.**

## How should I do it?

Read the question and underline any quotations that could help you answer it  
Now think about the similarities & differences between the two texts

Answer using **SQIQI**, i.e.

**S** Make a point about each of the texts; **Q** backing it up with quotations; **I** then clearly explain how this shows a difference – repeat for the second source (**QI**)  
Don't forget to use contrasting / comparative connectives (depending on the question!) to link your points. To get top marks, you need to interpret information from the texts, which means picking out the things that aren't immediately obvious

Write about 2-3 paragraphs

## Sample task

Use details from **both** sources.

Write a summary of the differences between Lisa Goodwin's parents and the parents of the Victorian street sellers.

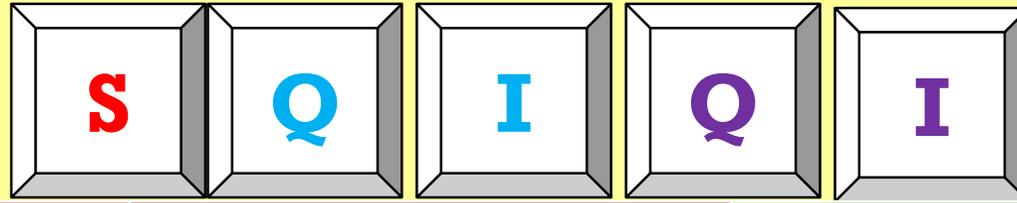
## Sample answer (extract) – This would get 5 marks out of 8 if it were to be continued!

The nut seller's parents are a working-class couple living in 19<sup>th</sup> century London, who have been 'badly off', though the child feels they are 'better off now'. However, the child is expected to contribute to the household income, even 'if it's only 1p'. The nut seller says she was 'sent out', which suggests her parents forced her to work.

This contrasts with Lisa Goodwin's parents, who do not seem to have any financial worries as they were able to provide Lisa with 'the initial investment' for her business. Unlike the nut seller's parents, Lisa's parents didn't expect their daughter to work at a young age; in fact they thought she was 'joking' when she suggested starting her own business.

Before she died, the flower seller's mother was worried about her daughter being on 'the streets', which shows she was concerned for her safety. Lisa Goodwin's parents just wanted her to have a 'normal childhood' and go to school. This shows the differences between the time periods the two sets of parents were living in, and their levels of wealth.

# QUESTION 2: WRITE A SUMMARY OF THE SIMILARITIES / DIFFERENCES BETWEEN...



**Sample task**  
*Use details from both sources.  
Write a summary of the differences between...*

Grade 1-3 Get The Basics	Grade 4-5 Hitting the Middle	Grade 6+ Going for the Top
--------------------------	------------------------------	----------------------------

**Statement about Text A + Comparison + Statement about Text B.**

McMillan's journey takes place in Scotland whereas Dixie's is in South America.

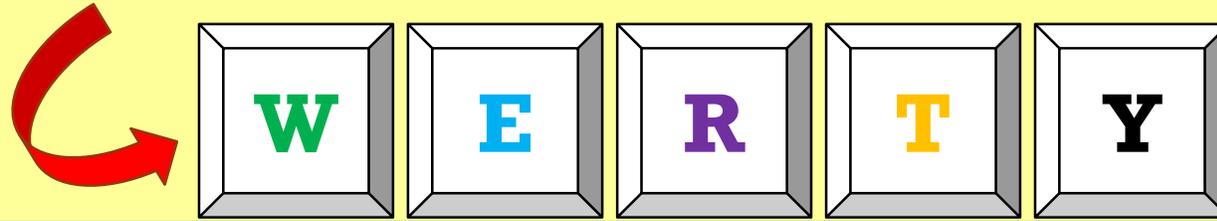
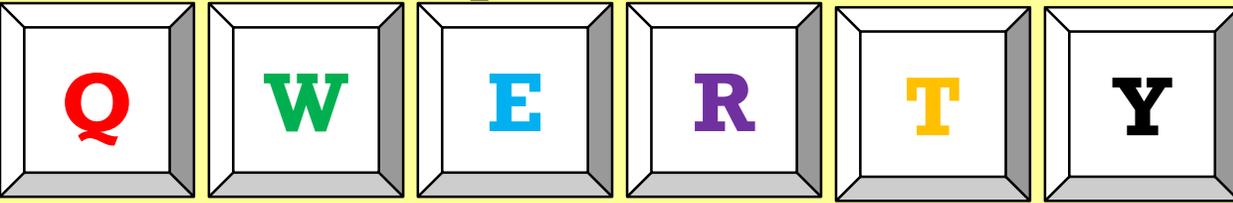
**Statements about Both Texts + Evidence + Explicit + Implicit Inference.**

McMillan's journey is dangerous; he describes having to 'create grip out of nothing.' In contrast, Dixie's journey is less physically demanding as she recalls being 'in the best of spirits'.

**Statements about Both Texts + Evidence + Explicit + More Implicit Inference.**

McMillan's journey is strenuous and dangerous; he describes having to 'create grip out of nothing.' In contrast, Dixie's journey is less physically demanding. She recalls being 'in the best of spirits' and has opportunities to relax during the journey, enjoying the hospitality of local people.

## Question 4: Compare how the two writers convey their different attitudes to ...



### What do I have to do?

Q4 asks you to compare the attitudes and perspectives conveyed in the two texts.

There are 16 marks available.

### How should I do it?

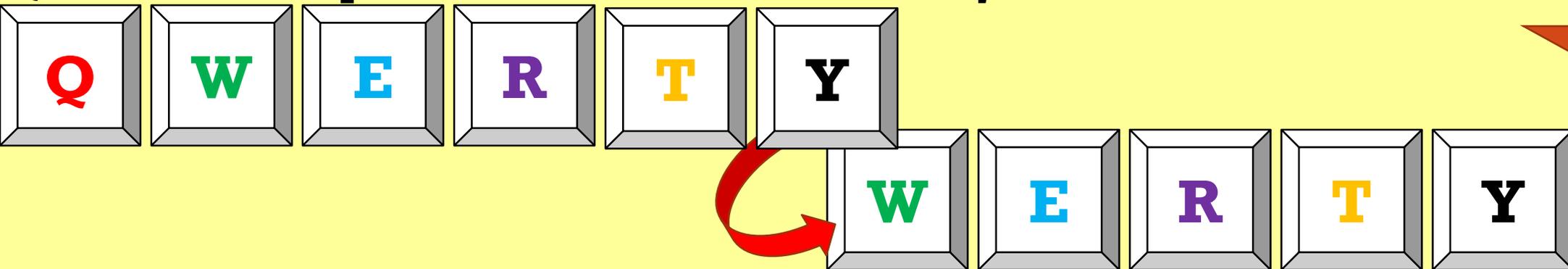
Read the question and underline any quotations, in the first and last paragraphs, that could help you answer it

You need to identify the writers' attitudes/viewpoints and clearly compare them. You also need to show how the writers have shown these attitudes, i.e. the words, phrases and techniques they have used

Write 4 paragraphs with plenty of evidence and analysis – make sure you use lots of connectives to show you are comparing (e.g. *however, similarly, in contrast...*)

**Compare the first paragraph of each source and the final paragraph of each source. If you get this done in good time and feel confident, compare one other from each source.**

# Question 4: Compare how the two writers convey their different attitudes to ...



## Grade 1-3 Get The Basics

### Both Texts + Evidence + Effect + Comparison

Jay Rayner seems like a laid back father who doesn't mind his son taking the mickey, 'remorselessly taking the mickey'. Whereas, the other father is not that nice and does not even write to his son. It's like he doesn't care.

## Grade 4-5 Hitting the Middle

### Both Texts + Methods + Evidence + Effects + Comparison

Jay Rayner is a cool parent who has a good sense of humour around his son. He is quite impressed with his son's education. We know this when it says, 'He got 20 out of 25, or 80%' whereas Henry's father is not impressed, 'In Henry's letter I see several words wrong spelt,'

## Grade 6+ Going for the Top

### Both Texts + Methods + Evidence + Specific Effects + Comparison

Jay Rayner uses humour to good effect in his article and uses it both in his attitudes to parenting, 'too busy killing things on Skype' – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using self-deprecating humour however, using the simile, 'like a line of Pac- Men doing a conga' to refer to his own grades. This is in direct contrast to...