

A Level English Language Mock Exam Revision Schedule

WEEK	REVISION ACTIVITIES
Week 1 wb 25 th November	<ul style="list-style-type: none"> • Make sure you know exactly what to expect on each paper. If you are at all unsure, ask your teacher to go through the paper with you. • Each week, re-revise the work from two weeks previously, to keep the knowledge fresh in your mind. This might mean testing yourself with flashcards again, or getting someone to ask you questions based on your knowledge organiser, for example. <p>Paper 1</p> <ul style="list-style-type: none"> • Language levels – what are they? • Revision of all five language levels, including metalanguage used to write about each. • Do a ‘brain dump’ first. Then use your notes to add everything you missed/ forgot about in a different colour. • GRAMPS – what does each letter stand for? <p>Paper 2</p> <ul style="list-style-type: none"> • Test yourself: what types of language diversity did you study in Y12? What details can you remember about each? Create a mind map before looking at your notes. Then create flashcards of everything you forgot – and learn them.
Week 2 Wb 2 nd December	<p>Paper 1</p> <ul style="list-style-type: none"> • Audience/ writer - what’s the difference between the various ways of exploring these • What are the various elements that make up register (eg levels of formality, jargon etc) • We would encourage you to do sample questions and bring them to your teachers for us to give you feedback on. You can find lots of sample papers at aqa.org.uk <p>Paper 2</p> <ul style="list-style-type: none"> • How can we write precisely about grammatical/ phonological/ lexical variations in language use? You need to know all the key terms and how to use them. Test yourself on them. • Create a mind map of the theories/research for Language and Occupation.
Week 3 wb 9 th December	<p>Paper 1</p> <ul style="list-style-type: none"> • Who are the child language acquisition theorists and what do each of them say? Create a knowledge organiser. • What are the stages of child development? Create flashcards to help you to learn this <p>Paper 2</p> <ul style="list-style-type: none"> • What do you need to consider when writing a Section B response? What decisions will you make about genre, register and style? How clearly should you define your audience? How do you create specific meanings and representations? Create a mind map of ideas, tools, techniques and other things to remember when creating your own original pieces.
Week 4 wb 16 th December	<p>Paper 1</p> <ul style="list-style-type: none"> • What are the central concepts and principles of CLA in reading? Create a series of flash cards on this, and learn the material. • Answer practice Paper 1 Section A questions. Bring them to your teacher for feedback.

	<ul style="list-style-type: none"> Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material. <p>Paper 2</p> <ul style="list-style-type: none"> Revise language change before and during the 17th century. What were the key factors driving language change? How did people respond to it? Create a chronological organiser of this material. Answer practice Paper 2 Section B questions. Bring them to your teacher for feedback. Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material.
Week 5 wb 23 rd December	<p>Paper 1</p> <ul style="list-style-type: none"> Select a CLA dataset and question (you can find these as part of past papers). Analyse the data in response to the question, taking as long as you like. Now analyse a second dataset in the time allowed in the exam. Then go back through it with a different coloured pen, taking your time and adding in anything you missed. <p>Paper 2</p> <ul style="list-style-type: none"> Create a mind-map for language change in the 18th and 19th centuries. Then add anything you missed/ forgot in a different colour.
Week 6 wb 30 th December	<p>Paper 1</p> <ul style="list-style-type: none"> Answer practice Paper 1 Section B questions. Bring them to your teacher for feedback. Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material. <p>Paper 2</p> <ul style="list-style-type: none"> Create a knowledge organiser for language change in the 20th and 21st centuries. Do this without looking at your notes. Then add in anything that you missed/ forgot in a different colour. Then create flashcards of the material that you did not remember, and learn it.
Week 7 Mock Exams Wb 6 th January	<p>Paper 1 and Paper 2</p> <ul style="list-style-type: none"> Timed practice questions – then review and redraft your answers using the mark scheme. We encourage you to bring them to your teachers for feedback. Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material.
Week 8 Mock Exams wb 13 th January	<p>Paper 1 and Paper 2</p> <ul style="list-style-type: none"> Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material. Double check that you know exactly what types of questions to expect on each paper, and what the marks and timings are for each question and section of the exam. If you are unsure about any of this, ask your teachers.