

## A Level English Language Year 12 Exam Revision Schedule

WEEK	REVISION ACTIVITIES
Week 1 w/c 15 <sup>th</sup> April	<ul style="list-style-type: none"> <li>• <b>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. You are only going to do Section A of Paper 1 and Section A of Paper 2.</b></li> <li>• <b>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.</b></li> </ul> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Language levels – what are they?</li> <li>• Do a ‘brain dump’ first. Then use your notes to add any language levels that you forgot about.</li> <li>• Find a text – any text! – and annotate it in terms of the language levels, without using your notes. Then look through your notes and add any annotation that you forgot about.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Test yourself: what types of language diversity have you studied this year? What details can you remember about each? Create a mind map, without looking at your notes.</li> </ul>
Week 2 w/c 22 <sup>nd</sup> April	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• GRAMPS – what does each letter stand for?</li> <li>• How do language levels and GRAMPS relate to the various questions in Paper 1?</li> <li>• Write a GRAMPS paragraph for the text you chose last week.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• How are personal and socially diverse variations of English created? What factors will affect this? How does age affect our language use?</li> <li>• Do a brain dump of this topic. Then go back and fill in anything you forgot in a different colour.</li> </ul>
Week 3 w/c 29 <sup>th</sup> April	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Audience/ writer - what’s the difference between the various ways of exploring these</li> <li>• What are the various elements that make up register (eg levels of formality, jargon etc)</li> <li>• Revise how context is integrated into this analysis.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• How does geography affect language? What is the difference between accent and dialect? What are people’s attitudes towards different accents and dialects? Work through your folder and flashcards on Geographical Variations. Ask a friend or family member to test you.</li> <li>• What are World Englishes? Create a mind map for this topic.</li> </ul>
Week 4 w/c 6 <sup>th</sup> May	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Written mode. Create a spider diagram of everything you can remember about written mode texts, including from your grammar mat.</li> <li>• Check this against the notes in your folder. Add anything that you forgot about in a different colour.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Occupational Language. Create flashcards for this topic. Use these to help you learn the material.</li> <li>• Create a venn diagram with three overlapping circles, exploring language use in the medical, legal and teaching professions. What do all three occupations have in common about their language use? What do they not have in common? Why do you think this is?</li> </ul>
Week 5 w/c 13 <sup>th</sup> May	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Electronic mode. Go through your folder and create flashcards on the electronic mode. Ask a friend or family member to test you.</li> <li>• Find two or three electronic mode texts, print them out and annotate them.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Language and gender. Write down each of the theorists that you’ve studied. Then spend</li> </ul>

	<p>3 minutes writing everything you can remember about each theory.</p> <ul style="list-style-type: none"> <li>• Go through and add at least one evaluation to each theory.</li> </ul>
<p>Week 6 w/c 20<sup>th</sup> May</p>	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Spoken mode. Work through your folder, creating flashcards on the spoken mode.</li> <li>• Test yourself, using the flashcards.</li> <li>• <b>With permission</b>, record a very short conversation with friends or family. Write this up as a transcript, and then annotate it.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• You will need to write a discursive essay. From memory, write down the criteria that you need to meet to do your best. Then get a mark scheme from your folder and see whether you were correct. Add or change anything that you missed.</li> </ul>
<p>Week 7 w/c 27<sup>th</sup> May (half term)</p>	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Use the attached texts and questions to practice writing a timed response. Remember to check the mark scheme, to make sure that you are meeting the criteria.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Plan responses to the following questions:</li> <li>• To what extent is our language use shaped by our occupation?</li> <li>• How far does a person's gender determine the way they speak?</li> <li>• 'A person's idiolect is the result of where they grow up.' Discuss.</li> <li>• 'There is only one real English, and that is British English'. Discuss.</li> </ul>
<p>Week 8 w/c 3<sup>rd</sup> June</p>	<p><b>Paper 1 and Paper 2</b></p> <ul style="list-style-type: none"> <li>• Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material.</li> <li>• <b>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.</b></li> </ul>