

AQA A-Level English Language: Seven-Week Revision Schedule

Week (week beginning)	Paper 1 – Task 1 (Language, the Individual and Society)	Paper 1 – Task 2 (Language, the Individual and Society)	Paper 2 – Task 1 (Language Diversity and Change)	Paper 2 – Task 2 (Language Diversity and Change)
Week 1 19 October 2026	Language levels and terminology 1. List the five language levels from memory. 2. Write two key terms for each level. 3. Check and correct any missing terms.	Contexts: GRAMPS 1. Write out GRAMPS and what each letter stands for. 2. For each factor, give one example of how it influences language choices. 3. Create a short example of a context of your own.	Language, gender and age 1. Identify three key studies on gender and three on age. 2. For each, write one key finding. 3. Explain how one finding shows language as a social identity marker.	Accents, dialects and social class 1. Define accent, dialect and sociolect. 2. Give two linguistic features for each. 3. Identify one study for each and summarise a key finding.
Week 2 26 October 2026	Analysing a single text (P1 Section A, Q1) 1. Choose a non-fiction text (e.g. article or blog). 2. Identify five language features at different levels. 3. Write a short paragraph explaining how they create meaning and representation.	Comparing texts (P1 Section A, Q3) 1. Read two linked texts on the same topic. 2. Create a table comparing language choices, audience, purpose and representation. 3. Write a brief comparative paragraph.	Language and ethnicity 1. Identify three key studies on ethnicity. 2. For each, write one key finding. 3. Explain how one example shows links between language, power and identity.	Language attitudes 1. Define prescriptivism and descriptivism. 2. Find two examples of each from real life. 3. Explain the impact of each attitude on language use.
Week 3 2 November 2026	Child language: spoken development 1. Summarise Piaget's stages of development. 2. Identify key features of child spoken language at each stage. 3. Apply the theory to a short transcript of child language (provided in resources).	Child language: reading and writing 1. Create a timeline of typical reading and writing development. 2. Identify three key researchers and one finding each. 3. Explain how one finding helps us understand children's language development.	Language and occupation 1. Identify what is meant by occupational jargon or sociolect. 2. Find three examples from different occupations. 3. Analyse how the language reflects group identity and purpose.	Language change: key events 1. Create a timeline of major periods of language change in English. 2. For each period, note one key linguistic change. 3. Explain one social or historical factor that influenced change.
Week 4 9 November 2026	Applying theories to child language data 1. Read a short spoken or written child language extract. 2. Identify key linguistic features. 3. Apply one relevant theory to explain the data.	Evaluating theories of acquisition 1. Choose two theories (e.g. behaviourist and innatist). 2. Create a table of key ideas, strengths and weaknesses. 3. Write a short evaluative paragraph.	Regional language and identity 1. Identify three studies on regional variation. 2. For each, write one key finding. 3. Explain how regional language can construct identity and solidarity.	Language change: internal and external factors 1. Define internal and external factors. 2. Give three examples of each. 3. Choose one example and explain how it has led to a specific language change.
Week 5 16 November 2026	Textual analysis and representation 1. Read an unseen text (article, speech or advert). 2. Identify and analyse at least five language features. 3. Explain how they construct particular representations.	Comparing representations (P1 Section A, Q3) 1. Read two unseen texts on a shared topic. 2. Compare how each text represents the topic, using linguistic evidence. 3. Write a concise comparative paragraph.	Planning an evaluative essay (P2 Section A) 1. Choose a question on a language and identity topic. 2. Plan your essay: main argument, two supporting points, relevant studies and evaluation. 3. Write a brief introduction and one body paragraph.	Language discourses: analysing attitudes 1. Read a text on a topical issue (e.g. education, technology or environment). 2. Identify the writer's attitude and three supporting language features. 3. Explain how the language creates this attitude.
Week 6 23 November 2026	Timed response (P1 Section A, Q1) 1. Choose an unseen text. 2. Spend 10 minutes planning your response. 3. Write one analytical paragraph. 4. Check and improve your use of terminology and evidence.	Child language evaluation 1. Read a short child language transcript. 2. Analyse the language using appropriate terminology. 3. Write a paragraph evaluating how well a theory explains the data.	Comparing texts (P2 Section B, Q3) 1. Read two unseen articles on the same topic. 2. Compare how the writers' views are presented using linguistic evidence. 3. Write a short comparative paragraph.	Directed writing (P2 Section B, Q4) 1. Choose a form, audience and purpose (e.g. letter, article or speech). 2. Write 2–3 paragraphs on a topical issue. 3. Use appropriate style and register for your chosen audience.
Week 7 30 November 2026	Retrieval and knowledge check 1. Complete a blank template of language levels, GRAMPS and key child language researchers. 2. Check and correct gaps in a different colour. 3. Add one example for each term or researcher.	Full Section B practice 1. Read a child language data extract. 2. Analyse the language and apply relevant theory. 3. Write an evaluative paragraph on the usefulness of the theory.	Evaluative essay practice (P2 Section A, Q1) 1. Choose a question on a language diversity topic. 2. Plan a full essay in 10 minutes. 3. Write one body paragraph including evidence and evaluation.	Consolidation and reflection 1. Summarise key learning for each language diversity topic (gender, age, class, region, ethnicity, occupation, change). 2. Identify three areas to improve. 3. Set a short action plan for independent study.

REVISION TRACKER	Week	P0.1	P1.1	P1.2	P2.1	P2.2	P2.2	Done
	1 (19 Oct)	☐	☐	☐	☐	☐	☐	☐
	2 (26 Oct)	☐	☐	☐	☐	☐	☐	☐
	3 (2 Nov)	☐	☐	☐	☐	☐	☐	☐
	5 (16 Nov)	☐	☐	☐	☐	☐	☐	☐
	6 (23 Nov)	☐	☐	☐	☐	☐	☐	☐
	7 (30 Nov)	☐	☐	☐	☐	☐	☐	☐