



# English Language

## Y13 Revision Guide

January – May 2026

Exam Specification and Exam Board	English Language A Level AQA <a href="#">AQA Website</a>
Past Paper Questions	<a href="#">Past Papers</a>
Useful Revision Websites	<a href="#">The Adventure of English TV Series</a> <a href="#">BBC Word of Mouth Podcast</a> Seneca
Exam Info	Paper 1: Language, the Individual and Society 11 <sup>th</sup> May 2026 Paper 2: Language Diversity and Change 22 <sup>nd</sup> May 2026



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Week	Activity 1	Activity 2
<b>1</b> 05.01.25	<b>Meanings and Representations</b> Revise the terminology on page 1 for Meanings and Representations and RAG rate them according to your confidence.	<b>Language Diversity</b> Revise the terminology on page 14 for Language Diversity and RAG rate the according to your confidence.
<b>2</b> 12.01.25	<b>Meanings and Representations</b> <b>Practice question 1:</b> Write a Q1 paragraph about the source on page 2, focusing on the representation of the mood and atmosphere of the wedding.	<b>Language Diversity</b> <b>Practice Question 1:</b> Evaluate the idea that spoken interactions between men and women are characterised by miscommunication.
<b>3</b> 19.01.25	<b>Meanings and Representations</b> <b>Practice question 2:</b> Write a Q2 paragraph about the source on page 3, focusing on the representation of the mood and atmosphere of the wedding.	<b>Language Diversity</b> <b>Theorist and terminology revision:</b> Use the tables on page 15 to revise content for occupation within Language Diversity. RAG rate each term according to how confident you feel identifying and discussing it. For your amber and red terms, research, learn and apply the knowledge.
<b>4</b> 26.01.25	<b>Meanings and Representations</b> <b>Practice question 3:</b> Write a Q3 paragraph about the sources from activities 2 and 3 (on pages 2 and 3), comparing a representation or language level.	<b>Language Diversity</b> <b>Practice question 1:</b> Write an article in which you discuss issues around language and occupation. Before writing your article you should state your intended audience.
<b>5</b> 02.02.25	<b>Meanings and Representations</b> <b>Terminology revision:</b> Repeat your terminology revision from activity 1, RAG rating the terms again – hopefully you will see an improvement. This time, apply your knowledge to the sources from activities 2 and 3, annotating the texts as fully as possible.	<b>Language Diversity</b> <b>Theorist and terminology revision:</b> Use the tables on page 16 to revise content for region within Language Diversity. RAG rate each term according to how confident you feel identifying and discussing it. For your amber and red terms,

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		research, learn and apply the knowledge.
<b>6</b> 09.02.25	<b>Meanings and Representations</b> <b>Practice question 1 (modern text):</b> Write a Q1 paragraph about the source on page 5, focusing on the representation of cats as a desirable pet.	<b>Language Diversity</b> <b>Practice question 4:</b> Write an opinion article in which you discuss the issues surrounding people changing their accents.
<b>February Half Term</b>	<b>Meanings and Representations</b> <b>Practice question 2 (older text):</b> Write a Q2 paragraph about the source on page 6, focusing on the representation of cats as a desirable pet.	<b>Past paper 2- to be set by class teacher- not in booklet.</b>
<b>7</b> 23.02.25	<b>Meanings and Representations</b> <b>Practice question 3 (comparison):</b> Write a Q3 paragraph about the sources for activities 6 and 7, comparing a representation or language level.	<b>Language Diversity</b> <b>Theorist and terminology revision:</b> Use the tables on page 17 to revise content for social groups within Language Diversity. RAG rate each term according to how confident you feel identifying and discussing it. For your amber and red terms, research, learn and apply the knowledge.
<b>8</b> 02.03.25	<b>Child Language Acquisition</b> Revise the terminology on page 7 for Child Language Acquisition and RAG rate them according to your confidence.	<b>Language Diversity</b> <b>Practice question 1:</b> Evaluate the idea that the language used by different social groups is primarily designed to exclude outsiders.
<b>9</b> 09.03.25	<b>Child Language Acquisition</b> <b>Question 4 practice:</b> "Child directed speech is vital for children to develop their language."  Using the text on page 8, write one paragraph agreeing or disagreeing	<b>Language Change</b> <u><a href="#">Student past answers</a></u> Read the sample student answers in the above link. For each answer, find evidence for the examiners' comments. Identify a paragraph

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	<p>with this statement, focusing on one theorist. Consider phonology, morphology, lexis, grammar and/or discourse structure.</p>	<p>which you think is weak and redraft it, making improvements.</p>
<p><b>10</b> 16.03.25</p>	<p><b>Child Language Acquisition Theory revision:</b> Build on the diagram on page 9 by showing as many connections as you can between language acquisition theories. You should aim to include all the theorists we have covered, how they link together, all relevant terminology, and examples of the theorists in action in children's language.</p>	<p><b>Language Change History of English Language:</b></p> <p>Annotate the timeline on page 18-19 with the effect these events had on language.</p> <p>Which features of language appeared/were wiped out during this time? How?</p>
<p><b>11</b> 23.03.25</p>	<p><b>Child Language Acquisition Question 4 practice:</b> "Caregivers should focus on providing a rich environment for children's language development, rather than concentrating on correcting every mistake."</p> <p>Write one paragraph agreeing or disagreeing with this statement, focusing on one theorist. Consider phonology, morphology, lexis, grammar and/or discourse structure. Use the text on page 10 to help you.</p>	<p><b>Language Change Language Levels and Standardisation:</b></p> <p>Create a revision mind map, featuring: lexical change, orthographical/phonological change, grammatical change, semantic change and standardisation. Ensure you include examples of each, and challenge yourself to figure out whether these changes were external or internal. Use the template on page 20.</p>
<p><b>Easter Break</b></p>	<p><b>Past paper 1- to be set by class teacher- not in booklet.</b></p>	<p><b>Language Change Why Language Change Happens:</b> Look at the external and internal factors. Pick 3 of each that you think have had the most significant impact and explain your reasons. Ensure you use correct terminology.</p>
<p><b>12</b></p>	<p><b>Child Language Acquisition</b></p>	<p><b>Language Change</b></p>

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13.04.25	<b>Theory revision- Pinker:</b> Using the diagram on page 11, start by making notes about Pinker's language acquisition theory. Next, make links between Pinker and other theorists, explaining to what extent they agree with Pinker and where you might see evidence of this in children's language.	<b>Attitudes to Language Change:</b>  Think back to the social groups we studied last year: age, class, ethnicity, identity, sexuality. Write a summary of how each group would likely react to language change and why. Link your answers to what we have learned about prescriptivism and descriptivism.
13 20.04.25	<b>Child Language Acquisition</b> <b>Question 4 practice:</b> "Grammatical accuracy is vital to children's language development."  Write one paragraph agreeing or disagreeing with this statement, focusing on one theorist. Consider phonology, morphology, lexis, grammar and/or discourse structure. Use the text on page 12 to help you.	<b>Language Change</b> <b>Language Change and Technology:</b>  Read the article on page 21-22 and write a summary of the key information (and really good examples!) mentioned in it. Annotate the article, showing which techniques are used to get the writer's perspective across.
14 27.04.25	<b>Child Language Acquisition</b> <b>Child Language Acquisition</b> <b>Question 5 practice:</b> "Accuracy is more important than creativity."  Write one paragraph agreeing or disagreeing with this statement, focusing on one theorist. Consider morphology, lexis, grammar and/or discourse structure. Use the text on page 13 to help you.	<b>Language Change</b> <b>English as a Global Language:</b>  Read the following two articles on pages 23-25 ( <i>The rise and rise of Hinglish in India</i> and <i>Will we all be speaking Hinglish one day?</i> ). Make notes on them, in connection to English as a global language.
15 04.05.25	<b>Final revision Olympics task before exam to be decided by teacher</b>	<b>Language Diversity</b> <b>Practice question 3:</b> Looking at the sources on pages 26-29, compare these writers' attitudes on codeswitching in school.



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<b>16</b> 11.05.25	<b>11<sup>th</sup> May – English Language Paper 1 exam</b>	<b>Final revision Olympics task before exam to be decided by teacher</b>
<b>17</b> 18.05.25	<b>N/A</b>	<b>22<sup>nd</sup> May – English Language Paper 2 exam</b>
<b>May Half Term</b>	<b>N/A</b>	<b>N/A</b>