Glossary of Terms and Main Language Theories

Version 1
Please note that OCR are providing this glossary to offer some guidance. If other terms that perform a similar function are used by the student, they would not be penalised in any way for using terms not included in this Glossary.

The Glossary has been developed from the student coursebook and Delivery Guides that are on the OCR GCE English Language webpage.
Glossary

A

Abstract nouns
refer to ideas and concepts that only exist in the mind

Accent
the distinct pronunciation patterns of a group of people

Accommodation
where a speaker adapts to another speaker’s accent, dialect or sociolect

Acronymy
abbreviation using the first letter of a group of words and pronounced as a single word. eg OPEC, NASA, RAM

Active voice
clause construction where the subject is also the actor (they are doing or have done something to somebody/something)

Adjacency pair
a pair of utterances in a conversation that go together (greeting and reply, question and answer, etc.)

Adjective
a word that modifies a noun (e.g. ‘the orange sky’)

Adverb
a word that modifies a verb, telling you how, where or when an action takes place; can also modify adjectives, telling you how much (e.g. ‘I am really delighted’)

Adverbial
words, phrases or clauses which act as adverbs and which identify where, when and how when modifying the verb.

Affordance
linguistic and behavioural choices provided by technology

Audience
the person or people reading or hearing the text

Auxiliary verb
assists the main verb; primary auxiliary verbs do, have and be denote changes of tense

Avatar
an image used by a user that accompanies a username

Backchannelling
supportive terms such as ‘oh’ and ‘really’

Bald on-record
where a speaker is completely blunt and direct (e.g. ‘Sit down!’)

Bias
a form of prejudice in favour of or against an idea, person or group, expressed through language/images and so on. It can take obvious or implicit forms, or a mixture of the two, and can arise from what is omitted as well as from what is stated or shown

Bidialectalism
a speaker’s ability to use two dialects of the same language
Glossary

Categorical overextension
the most commonly occurring form of overextension in a child's language, and relates to confusing a hypernym (broad category, e.g. fruit) with a hyponym (specific example)

Catenative
chain-like structure in a sentence ('so we… and then… and then we…')

Chaining
a speaker responds and sets up the other speaker's next utterance in a chain that runs on past an adjacency pair

Child-directed speech (CDS)
speech patterns used by parents and carers when communicating with young children

Clause
a structural unit that contains at least one subject and one verb - it can include other features as well such as object, complement and adverbial.

Closer
spoken expressions which are designed to close

Codification
a process of standardizing a language

Cohesion
the many parts of a text that help to draw it together into a recognizable whole. (For example, the headline, picture and caption in a news article will all have words/images that link together in terms of the meaning and subject matter of the article.)

Collocation
two or more words that are often found together in a group or phrase with a distinct meaning (e.g. 'over the top', 'fish and chips', 'back to front')

Comparative adjective
the form of an adjective that designates comparison between two things, generally made by adding the suffix -er to its base form (e.g. 'this is a faster car')

Complement
a clause element that tells you more about the subject or the object

Complex sentence
has two or more clauses, one of which is a subordinate clause

Compound
a word formed from two other words (e.g. 'dustbin')

Compound sentence
has two or more clauses, usually joined to the main clause by the conjunctions 'and' or 'but' and depends on the main clause to exist

Compound-complex sentence
a sentence that has three or more clauses, one of which will be a subordinate clause and one of which will be a coordinate clause

Concrete nouns
refer to things we touch or can experience physically (e.g. snow, butter)

Conditioning
the process by which humans (and animals) are taught or trained to respond, and learn by positive reinforcement (e.g. praise from an adult) for whatever is deemed to be appropriate learning within that specific context – for choosing the correct word or for politeness for example

Conjunction
a word that joins clauses together

Connotation
the associated meanings we have with certain words, depending on the person reading or hearing the word, and on the context in which the word appears

Consonant clusters
groups of consonants (e.g. 'str' or 'gl') that demand more muscular control than single consonants or vowels, so tend to appear later in the baby's utterances

Constraints
linguistic and behavioural restrictions provided by technology

Context
where, when and how a text is produced or received

Convergence
where a speaker moves towards another speaker's accent, dialect or sociolect

Cooing
sounds a baby will make like 'goo' and 'ga-ga', generally around the age of 6–8 weeks. It is believed that during this period the child is discovering their vocal chords.

Coordinate clause
a clause beginning with a coordinating conjunction and is essentially a main clause joined to another main clause

Coordinating conjunctions
these signal the start of a coordinate clause

Copular verb
a verb that takes a complement (such as 'seems', 'appears' or a form of the verb to be – 'is', 'was', 'are', etc.)

Corpus
a collection of written texts

Covert prestige
describes high social status through use of non-standard forms
Glossary

D

Declarative
a statement – a type of sentence which gives information and where the subject typically comes in front of the verb ('Two fish are in a tank')

Definite article
'the'

Deixis
terms that point towards something and place the words in context

Denotation
the literal, generally accepted, dictionary definition of a word

Determiner
words determining the number or status of the noun

Diachronic change
refers to the study of historical language occurring over a period

Dialect
a non-standard variety of a language, including lexis and grammar, particular to a region

Digital technology
the technique of storing, transmitting and processing data used for mobile phones and computers among others

Direct object
the part of the clause that is directly acted upon by the subject

Discourse
describes the structure of any text (or segment of text) that is longer than a single sentence

Discourse marker
marks a change in direction in an extended piece of written or spoken text (e.g. ‘nevertheless,’ ‘to sum up’)

Discourse structure
the way a text is structured, according to the typical features of the text’s genre

Dismissal formula
a device used to close a conversation

Dispreferred response
a response that is unexpected, although not necessarily rude if phrased appropriately (e.g.: Speaker A: Dinner’s ready at 7. / Speaker B: Not dinner, I’ve only just had breakfast!)

Divergence
where a speaker actively distances himself/herself from another speaker by accentuating their own accent or dialect

Downward convergence
making your accent or lexis more informal
Glossary of Terms and Main Language Theories

G

Genre
the kind of text you have in front of you (advert, speech, song)

Gestural
a way of communicating that relates to movement and/or body language, either instead of words or (as would be likely in a multimodal media text) in addition to them

Glottal stops
a form of stop consonant made at the back of the throat to replace the ‘t’ sound (e.g. ‘whaʔ instead of ‘what’)

Grammar
the building blocks of sentences (words, phrases, clauses, etc.) and how they go together to mean something to the reader or listener

Grammarians
a scholar of grammar

Grapheme–phoneme relationship
the correspondence between the written shape of a letter and its sound
Glossary

H

Head noun
the main noun at the centre of a noun phrase

High-frequency lexis
words that appear often in everyday speech

Holophrase
a single word representing a more complex thought generally created by a child. For example, the word ‘juice’ may be used to signify ‘I want some juice’ – in this context, ‘juice’ would be a holophrase. ‘Up’ is another commonly used holophrase, usually signifying ‘please lift me up’ or ‘I want to get up’

Hospitality token
a polite utterance relating to context designed to put speakers at their ease

Hyperlink
an electronic link embedded in a text that takes the reader to another website

Hypernyms
categories (e.g. pets, vehicles and sweets) are all hypernyms

Hyponyms
examples within categories (e.g. pony, truck and sherbet lemons) are all hyponyms

I

Idiom
a form of common non-literal expression (e.g. ‘I was dead on my feet’)

Idiolect
your own individual way of speaking

Illocutionary act
implying something in what we say

Imperative
a command – a type of sentence where the subject is usually left out and the verb is in its bare form (‘Give the hat to me!’)

Indefinite article
‘a’ or ‘an’

Indirect object
receives the action

Inflection
an ending such as -ed, -s or -ing added to change a tense or number, or in the case of nouns to make a plural

Infographic
(also micro infographic) a graphical format which can also be animated to display information (e.g. in mini blogs)

Initialism
abbreviation using the first letter of a group of words and pronounced separately, e.g. FBI, CIA, DVD

Interrogative
a question – a type of sentence indicated by the swapping round of subject and verb (Are you happy? rather than ‘You are happy’), by the use of question words (who, what, where, when, how), or simply by the use of a question mark (‘You’re coming by train?’)

Intertextuality/intertextual reference
a subtle reference to another text that helps to create a sense of shared context and can operate on a pragmatic level, creating a sense of imagined closeness between writer/producer and reader/recipient

Intonation
the pitch (how high or low you are in your vocal range)

Irregular verbs
change their form when changing from present to past tense (e.g. ‘swim’/’swam’)

Isogloss
the divisions that linguists draw between regions according to different dialects

J

Juxtaposition
the placement of two contrasting ideas or thing next to each other. This could operate within modes (e.g. words being used together, perhaps in an unexpected combination or for emphasis – ‘Babies in Drug Error’) or it could operate across modes within a multimodal text (e.g. a blogger including a distinctive personal avatar every time they post)
Glossary

L

Labelling
the process of attaching words to objects; as the child learns more about the world their capacity to connect words with an increasing range of objects grows

Labov’s narrative categories
a way of breaking down the typical discourse structure of a spoken story

Language academies
bodies established by governments in countries such as France and Italy to prescribe the ‘correct’ form of the language

Language acquisition device (LAD)
a term coined by Chomsky to denote the inherent capacity of humans for learning language

Language acquisition support system (LASS)
the support provided by parents and other carers to the child’s language development

Left-branching sentence
has the subordinate clause or clauses before the main clause

Lexical field
identifies the main subject matter of a text (e.g. food in a recipe, money in an article on economics)

Lexicon
the vocabulary of a language

Lexis
words and their origins

Linear
a text in which the discourse is organized into some sort of sequence (e.g. a narrative with a beginning, middle and an end). There may be an implied expectation that the reader will read the text in the order in which it appears

Loanword
an English word that has come into use having been ‘borrowed’ from another language

Locutionary act
saying something

Low-frequency lexis
words that appear more rarely, such as specialist terms from a field, e.g. medicine

M

Main clause
a clause that can stand on its own grammatically

Main verb
the verb that carries the main meaning or process in a verb phrase (and therefore in a clause/sentence)

Mainstream dialect
dialect that spans the whole English nation

Manner
used to express how formal or informal a text is

Manner maxim
a co-operative principle relating to what you say so that you avoid being obscure or ambiguous and be orderly

Marked
refers to words that are ascribed less prestige than the standard or unmarked form

Metatalk
explicit talk about grammar and language

Minor sentence
a sentence that has some missing elements, such as the subject or the verb, making it technically ungrammatical

Mixed mode
features of speech and writing in the same text

Modal auxiliary verb
a sub-category of auxiliary verb that expresses degrees of possibility, probability, necessity or obligation

Mode
texts can be in spoken mode (e.g. spontaneous conversation between friends) or written mode (e.g. an English essay) or mixed mode (e.g. a political speech will be written but delivered as speech)

Modification
description in the form of words, phrases or whole clauses that alters our understanding of the thing described

Modifier
any word that describes a noun (can be an adjective, adverb or noun)

Morphological derivation
the process of creating a new word out of an old word or affix (e.g. the suffix -ly changes adjectives into adverbs – ‘nice’ becomes ‘nicely’)

Multimodal
texts that use more than one mode; often used for texts that have a combination of text and images
Glossary

N

Negative face
our desire to avoid doing something we don’t want to do, such as giving money to a stranger. This is part of Goffman’s ideas about face.

Negative politeness
a more indirect, hedged approach, often using negative constructions (e.g. ‘You couldn’t take the bin out for me, could you?’) This is linked to theories of face.

Neologism
a newly formed or coined word

Network building
having labelled objects, children start to identify connections between them, recognizing similarities and differences

Neutral comment
speaker makes a comment on something neutral in the surroundings like the weather

Nonce formation
a ‘nonsense’ new word that is created for a special occasion (e.g. just before lunch ‘feeling hungryish’ might be used)

Non-finite subordinate clause
clauses in which the verb is not ‘finished’ and the tense is therefore not shown (e.g. clauses with to-infinitives like ‘to buy some cheese’ or with an -ing form of the verb such as in ‘running down the road’)

Non-linear
a text with no expected sequence for reading – the cohesion may be less obvious and this may be reflected in the layout (e.g. more use may be made of features such as text boxes and hyperlinks than if the text was linear)

Noun phrase
a group of words with a noun at the centre of it

Nouns
words which name people, places, things, ideas and concepts:

Number homophones
where numbers are used to replace all or part of a word whose sound they resemble, usually within the context of an electronic text (e.g. ‘2’ for ‘to’ or ‘gr8’ for ‘great’)

O

Object
this normally receives the action and comes after the verb

Object permanence
the ability of a baby to recognize that an object still exists even when the baby cannot actually see it, thus it requires the capacity to form a mental representation of the object

Off-record
in conversation where no threat is made to someone’s face (‘This room’s pretty messy, isn’t it?’)

Opener
expressions which open a conversation (‘so, what are you holiday plans this summer?)

Orthographical
the methodology for writing a language including features such as spelling, punctuation, hyphenation, etc.

Orthography
the spelling convention of a language

Other-related comment
speaker comments about another speaker (e.g. ‘You look like you need a drink’)

Overextension
widening the meaning of a word so that it extends to apply not just to the actual object but also to other objects with similar properties or functions.

Over-generalization
the over application of rules about the formation of words

Overt prestige
refers to a dialect used by a culturally powerful group
Glossary

P

Pace
the speed at which you talk

Packaging
in trying to ascertain the boundaries of the label the child sometimes confuses hypernyms and hyponyms, giving rise to over- and underextensions

Passive voice
clause, construction where the subject is not the actor (they have had or are having something done to them)

Periodic sentence
a complex sentence in which the main clause is saved until the end (e.g. ‘The Minister, who was usually late in the mornings, except on those occasions when she had been working all night, was already at her desk.’)

Perlocutionary act
what happens in response to what is said (i.e. what is understood)

Phatic talk
speech which is really just designed to maintain social relationships and does not carry significant meaning, often used to start a conversation (e.g. ‘hi there (. ) how are you?’)

Phonemic contraction
the sounds a child can make are reduced so that they can only make the sounds of their own language

Phonemic expansion
an increase in the variety of sounds a child can produce

Phonetics
the study of how we produce particular sounds (e.g. ‘t’ and ‘d’ are stop consonants, produced by stopping the flow of air at the alveolar ridge, just behind the top teeth)

Phonology
the study of the sound system in the language and the effects of its particular features (i.e. looking at consonants, vowels, rhythms, stresses, pace)

Polysemic
describes a word with more than one meaning (e.g. ‘set’ can refer to ‘a set of cutlery’, ‘a tennis set’, what happens to jelly and so on)

Polysemy
many meanings in a word

Positive face
our need to maintain self-esteem. Positive is threatened when we are criticised in any way

Positive reinforcement
when a behaviour is rewarded and therefore encouraged to be repeated

Possessive determiner
determiner which shows who the noun belongs to (e.g. my book)

Positive politeness
an informal approach that assumes the other party will agree (‘I think that just about wraps it up, don’t you?’) This is linked to theories of face

Post-modified
the modification that comes after the head noun (or after a phrase or clause)

Post-telegraphic stage
in the post-telegraphic stage, the child’s early reliance on lexical (content) words gradually expands to include auxiliaries, prepositions and articles, e.g. ‘Mummy car’ evolves into ‘Mummy is in the car’. Timing of this shift varies, but 30 months (approximately) is likely

Pragmatic failure
where the meaning that is implied is not the meaning that is understood by the listener

Pragmatics
what we really mean by what we say or write in a given context OR can refer to the contextual aspects of language use

Predicate overextension
conveying meaning that relates to absence (e.g. making the utterance ‘cat’ when looking at the cat’s empty basket)

Pre-modified
modification that comes before the head noun (or before a phrase or clause)

Preposition
a word which shows how elements in a sentence or clause relate to each other in time or space

Pre-start
a word or phrase made to clear the air before a turn begins (e.g. ‘Well…’)

Primary verbs
be, have, do

Privation
the absence of social relationships

Productive vocabulary
the term used to describe the words a person (not necessarily a child) is able to use, either in speech or writing

Pronoun
a word which stands in place of a noun or noun phrase (usually used to avoid repetition of the noun)

Proper nouns
words for specific people or places (e.g. Swindon)
Glossary

Prosodics
how we use rhythm, stress, intonation and pace in speech to create particular effects

Proto-words
clusters of sounds (e.g. ‘da’) that represent the baby’s attempt to articulate specific words when their motor coordination is still in early stages of development

Pun
a play on words, often using the multiple meanings of words for effect (e.g. ‘A man walks into a bar. “Ouch!”’)

Purpose
describes why the text was produced or uttered (to entertain, to persuade, to inform, to advise and so on)

Quality maxim
a co-operative principle that requires that you do not say what you believe to be false

Quantity maxim
a co-operative principle that requires you are careful in what you say, be just as informative as is needed and no more

Recasting
the rephrasing and extending of a child’s utterance

Received Pronunciation (RP)
a prestige form of English pronunciation

Receptive vocabulary
relates to the words a person recognizes/understands and is likely to be larger than their productive vocabulary

Reduplicated monosyllable
the repetition of a sound such as ‘ba ba’

Register
the type or variety of language that the writer or speaker has chosen to use (e.g. formal register, informal register, medical register, academic register, etc.)

Regular verbs
take a regular -ed inflection when changing from present to past tense (e.g. ‘walk/walked’)

Relation maxim
a co-operative principle that requires that you make what you say relevant to the last speaker’s turn

Representation
language used to present an impression of ourselves, or of an event, company or institution (like your school or college) to the wider world

Scaffolding
a form of linguistic support whereby adults, through their interactions, provide the child with conversational material and patterning (e.g. the parent may say ‘What did we buy at the shop today? Did we buy apples?’, thus providing the child with some key lexis and grammar structures, supporting them in continuing the conversation)

Self-related comment
speaker makes a comment about himself/herself (e.g. ‘I’m run off my feet’)

Semantic field
a pattern of words with similar meanings found across a text or texts (e.g. ‘bolt,’ ‘trap,’ ‘cage’)

Semantic shift
the change in a meaning of a word

Semantics
meanings of words, both on their own and in relation to other words in the text

Semiotics
the study of signs and symbols; considering not only the ways in which words work and how they are used, but also by considering images, sounds, music, and patterns

Sex/gender
before analysing gender discourses, it is important to determine the difference between sex and gender. Sex refers to biological differences between males and females while gender refers to behaviours which are constructed through early socialization and continues throughout life. This distinction is significant as the analysis of gender and language is informed by issues of power that may arise from people, schools, government and the media

Simple sentence
has only one clause

Sociolect
a variety of language that is characteristic of the social background or status of its user

Stages of CLA
phases that have been identified by linguists, during which particular significant characteristics can be identified

Standardization
the process of forming a uniform language codified in dictionaries, educational and government texts that demands conformity by all variant language forms

Stress
where volume is raised to place emphasis on a particular syllable

Subject
this normally performs the action of the sentence or clause and can be a single word or phrase
Glossary

Subordinate clause
depends on the main clause to exist

Subordinating conjunctions
these signal the start of a subordinate clause

Superlative adjective
expresses the highest level of the quality represented by the adjective, generally made by adding -est to its base form ('the fastest car')

Synchronicity
events that occur simultaneously, such as communication

Synchronous
at the same time; a face-to-face conversation would be an example of a synchronous discourse

Synonym
a word that has a similar meaning to another word (e.g. 'malady' and 'illness')

Syntax
the order of the elements in a clause or sentence (subject, verb, object, etc.)

Tag question
an interrogative clause added to the end of a declarative to make it into a question (e.g. 'We're meeting for lunch today, aren't we?')

Telegraphic stage
usually associated with language development in infants of approximately 24–36 months, this term refers to speech that resembles an old-fashioned telegram, generally characterized by the omission of auxiliary verbs and determiners and with a focus on lexical essentials (e.g. ‘daddy get milk’ or ‘Ben feed ducks’)

Telephony
the working or use of telephones

Topic management
the way topics in a conversation are organised or handed from speaker to speaker - can also be known as agenda setting

Transition relevance place (TRP)
the point at which one turn is ending and another turn is signalled

Turn construction unit (TCU)
a fundamental segment of speech in conversation analysis

Turn-taking
the process of taking turns in a conversation, where only one speaker speaks at a time

Two-word stage
usually occurs around the age of 18 months to two years and refers to the child's ability to start producing utterances which use words in combination. This will often take the form of subject + verb (e.g. ‘doggie gone’), but variation of syntax is possible, as the child begins to shape meaning – sometimes using intonation as well – (e.g. ‘mummy come’ (statement), ‘mummy come?’ (question) and ‘come mummy’ (command))

Underextension
when the meaning ascribed to a word used by a child which is narrower than the meaning it has in adult language; using a hyponym instead of a hypernym (e.g. a child may use the word ‘cat’ instead of ‘pet’)

Upward convergence
changing your accent or lexical choices to something you perceive as more prestigious

Valediction
expression of farewell

Verb
the action or state in the sentence or clause (can be a single word or verb phrase)

Vernacular
everyday regional language spoken by people

Vernacular writing
informal, non-standard writing

Violates a maxim
subtle failure of someone to observe a maxim (e.g. going on a bit too long on a topic)

Vocative
directly addressing someone via‘to someone in conversation by their name
Theories

Behaviourism
a theory of language acquisition developed by psychologists (most prominently B.F. Skinner), which suggests that language learning was based on mimicry and reinforcement

Cognitive theory
a major proponent of this theory was Piaget, who was interested in children’s cognitive development; that is, the way their thought processes change and progressed. Piaget believed that children’s linguistic development was linked to their growing understanding of concepts

Construction model
the construction model of language development is a usage-based model proposing that children acquire blocks of language rather than single words and have an innate facility for intention-reading and pattern-finding

Critical period
Eric Lenneberg proposed the idea that children up until approximately age five could develop their language naturally, responding to their genetic predisposition to do so. After this period has passed, language development, it was thought, becomes a great deal harder

Descriptivism attitude
an attitude to language that describes what is there, explaining it, without judgement

Dialect levelling
the merging of different dialects to form one uniform dialect, reducing the range of dialects

Difference approach
this approach to language suggests that men and women use language differently. Deborah Tannen is an exponent of this approach (e.g. she claims that men use language to build status, whereas women use language to build networks of connections)

Dominance approach
this suggests that in mixed gender conversations men dominate the discourse. Men interrupt, and speak more than women, due to the cultural construction of gender within society

Face
the way a speaker deals with potential threat to self-esteem. The term was introduced by the sociologist Goffman and then developed further by Brown and Levinson

Functional basis of language
a theory of language acquisition based on the idea that children are motivated to develop language because it serves certain purposes or functions for them. Michael Halliday became a major proponent of this theory

Grice’s conversational maxims
Grice came up with the term ‘cooperative principle’ and developed a number of conversation maxims which he suggested shape the way we converse.

Ideational metafunction
Halliday identified a concept he termed the ideational metafunction, which relates to the ways in which we represent the world around us using language in our spoken and written discourse

Nativism
Nativists believe that babies are born with an inbuilt capacity to learn language. Noam Chomsky, a prominent nativist, thought that the capacity to develop speech was ‘programmed’ into the human brain

Prescriptivism attitude
an attitude to language that suggests that some forms of language are more valuable than others – this approach prescribes what is correct and what is not

Social interaction
Jerome Bruner was a major figure in developing this theory, which emphasized the environment within which the child lives, especially the social environment (e.g. the family), in supporting linguistic development

Standard English
the form of English often considered by prescriptivists to be the ‘correct’ form

Synthetic personalization
a concept attributed to Norman Fairclough who used it to describe the way that texts relate to an imagined reader. Often this imagined reader has particular values and attitudes; the assumption that these are shared can be a way of imposing a particular ideology, or set of beliefs

Technological determination
this theory asserts that technology determines the ways in which language is used and developed. Technological advances shape the ways in which human beings communicate rather than human beings manipulating technology to suit their communicative needs

Universal Grammar
a theory, attributed to Chomsky, which proposes that there are properties and rules shared by all human languages that are ‘hardwired’ into the brain, i.e. they exist innately rather than being taught
We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: the small print
OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2016 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.


Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © OCR 2016. All rights reserved.

Copyright
OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

ocr.org.uk/alevelreform
OCR customer contact centre

General qualifications
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 348466. OCR is an exempt charity.