

English for everyone

A companion guide
to our new AS and
A-level qualifications

aqa.org.uk/englishguide

AQA 

Hello

Welcome to this overview of AQA's new specifications for AS and A-level English Literature, English Language, and English Language and Literature. It contains everything you need to know about the Government's changes, details of our new specifications, how to prepare for the new exams and the support and resources available to help you.

To find out more about our approach, please visit aqa.org.uk/English-alevel

From September 2015, A-level English qualifications are changing. There will still be three subjects available: English Literature, English Language, and English Language and Literature. Here's a summary of the changes that will affect all exam boards.

Decoupling of AS and A-levels

- AS grades will no longer contribute to A-levels.
- For English, we've designed our AS qualifications to be co-teachable with the A-level.
- We will be offering an AS and A-level qualification in each subject.
- AS will continue to be the same standard and level of demand as current AS qualifications.

Coursework

- Coursework is now known as non-exam assessment.
- The A-levels will include non-exam assessment, worth 20% of the available marks.
- The AS will not include non-exam assessment, so the exams will be worth 100% of the available marks.

A-level English Literature

- Currently students study 12 texts. Students will now be required to study a minimum of eight texts, which must include three pre-1900 works including a Shakespeare play, and a post-2000 work. This will make sure students have the good historical coverage which was requested by Higher Education.
- There is a new requirement for students to be examined on an additional, unseen text.

AS English Literature

- Currently students study six texts. AS students must now study a minimum of four texts, including one pre-1900 text.
- Students are not required to be examined on an unseen text at AS.

AS and A-level English Language

- Only minor revisions have been made to the subject content – for example, to clarify and expand the range of language levels required for study and to clarify the requirement for A-level students to study social, historical, geographical and individual varieties of English.
- A-level students are expected to demonstrate higher level skills such as undertaking independent investigations of language use.

AS and A-level English Language and Literature

- The subject content has been revised to improve the balance and coverage of the two disciplines of the subject and how they relate to each other.
- A-level students will continue to study at least six substantial texts: three from the genres of prose fiction, poetry and/or drama; and three further texts, one of which must be non-literary (eg non-fiction, essays and journalism).
- The specific language levels (eg phonetics, phonology and prosodics) required for study have been included to align with the subject content in English Language.
- AS students will continue to study three texts: two from the genres of prose fiction, poetry and/or drama, and one further text, which must be non-literary.

Our vision for AS and A-level English

“

Like you, we love English. This is why we want our new AS and A-level specifications to excite and inspire your students. Working with many teachers and other members of the English subject community, including Higher Education, we've designed qualifications that will bring out the very best in your students, helping them on their journey into further studies and the workplace. Our vision for our new specifications has been shaped by you. And we'll continue to help and support you as you bring it to life in the classroom.

Catheryn Murrant
Head of A-level English

”

Find out more about our vision for AS and A-level English at [aqa.org.uk/English-films](https://www.aqa.org.uk/English-films)

Our approach

The changes being made to AS and A-levels present an opportunity to make AQA's A-level English specifications even better than they were before. We've taken a fresh look at them and reshaped them with your needs in mind.

We've been talking to hundreds of teachers like you to find out what works best for you and your students. We've also been consulting with Higher Education colleagues and other members of the English subject community to help us ensure that our specifications provide the right progression to further study and the workplace.

Our development has been driven by our commitment to doing the right things well and for the right reasons, and we've based all our design principles on what is best practice in assessment and for the subject.

We know that continuity is important and we've retained many features of the current specifications but we've also made changes to focus on quality and bring about even greater consistency of marking.

We've used our experience as market leaders in the field, and your valuable feedback, to design new qualifications that will offer a rich, engaging and stimulating English experience for your students.

We believe our new specifications will provide the best course of study in A-level English. We're confident you'll agree.

AS and A-LEVEL ENGLISH LITERATURE

We're proud to build on our heritage with this subject by offering two specifications, each with a different and distinctive approach.

We want to make the study of A-level English Literature much more than the study of a collection of texts. The texts we've chosen for your students inter-connect, influence and illuminate each other. Studied together, within each specification's coherent and unified framework, they create an understanding of English Literature that will deepen your students' knowledge and love of the subject.

As you'd expect from AQA, the specifications give you the freedom to develop your own content, inject your own creativity and teach in a way that brings enjoyment to you and your students.

Giving you and your students choice and flexibility

We believe continuing our two-specification approach is the best way to give you control over designing the optimum course for your students.

- Specification A: literature through the lens of historicism.
- Specification B: literature with a focus on genre and theory.

The unique focus of each specification gives the course coherence, so your students will develop a holistic appreciation of the subject. With a choice of genres and areas of study, you'll have plenty of freedom to be creative in how you teach it.

Texts for all

The specifications allow you to draw on your own interests and experience to select texts your students will love.

You'll be able to choose texts you want to teach, from a carefully selected range of works, both new and familiar, which illuminate each other and allow your students to make thematic, generic and historical connections.

With the minimum number of set texts reduced from 12 to 8, you'll have opportunities to enrich your students' knowledge and appreciation of literature, by introducing them to your own choice of wider reading.

- A balance of traditional and modern works.
- Little duplication of GCSE texts.
- No planned change of set texts during the lifetime of the specification.
- A-level texts are studied at AS.

Here's just a sample of our set texts:

A-level Specification A

Othello
Measure for Measure
Journey's End
Up the Line to Death
Skirrid Hill
Wuthering Heights
The Great Gatsby
Atonement
A Long, Long Way

A-level Specification B

Othello
Taming of the Shrew
Death of a Salesman
Poetry by Tony Harrison
Songs of Innocence and of Experience
Emma
The Handmaid's Tale
Harvest
When Will There Be Good News?

SPECIFICATION A AT A GLANCE

AS exams

Paper 1: Love through the Ages – Shakespeare and Poetry

Study of two texts.

Section A – Shakespeare

One Shakespeare play.

- One passage-based question (25 marks).

Section B – Poetry

One AQA Anthology of Love Poetry through the Ages (Pre-1900 or Post-1900).

- One question on a printed poem (25 marks).

Written exam

- 1 hour 30 minutes.
 - 50 marks.
 - 50% of AS.
 - Closed book.
-

Paper 2: Love through the Ages – Prose

Study of two prose texts.

Section A – Unseen Prose

- One compulsory question on an unseen prose extract (25 marks).

Section B – Comparing Prose Texts

- One comparative question on two prose texts (25 marks).

Written exam

- 1 hour 30 minutes.
 - 50 marks.
 - 50% of AS.
 - Open book.
-

A-level exams

Paper 1: Love through the Ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.

Section A – Shakespeare

- One passage-based question with linked essay (25 marks).

Section B – Unseen Poetry

- One compulsory essay question on two unseen poems (25 marks).

Section C – Comparing Texts

- One essay question linking two texts (25 marks).
- Open book.

Written exam

- 3 hours.
 - 75 marks.
 - 40% of A-level.
-

Paper 2: Texts in Shared Contexts

Choice of World War 1 and its Aftermath **or** Modern Times: Literature from 1945 to the Present Day.

Study of three texts: one prose text, one poetry, and one drama of which one must be written post-2000.

Section A – Set Text

- One essay question on set text (25 marks).

Section B – Contextual Linking

- One compulsory question on an unseen extract (25 marks).
- One essay question linking two texts (25 marks).

Written exam

- 2 hours 30 minutes.
 - 75 marks.
 - 40% of A-level.
 - Open book.
-

Non-exam assessment

Independent Critical Study: Texts across Time

- Comparative critical study of two texts, at least one of which must have been written pre-1900.
 - One extended essay (2,500 words) and a bibliography.
-

Non-exam assessment

- 50 marks.
 - 20% of A-level.
 - Assessed by teachers.
 - Moderated by AQA.
-

SPECIFICATION B AT A GLANCE

AS exams

Paper 1: Literary Genres – Drama

Choice of Aspects of Tragedy **or** Aspects of Comedy.

- Study of one Shakespeare play and one further drama text.

Section A

- One passage-based question on Shakespeare set text (25 marks).

Section B

- One essay question on a drama set text (25 marks).
-

Written exam

- 1 hour 30 minutes.
 - 50 marks.
 - 50% of AS.
 - Closed book.
-

Paper 2: Literary Genres – Prose and Poetry

Choice of Aspects of Tragedy **or** Aspects of Comedy.

- Study of one prose text and one poetry text.

Section A

- One essay question on a poetry set text (25 marks).

Section B

- One essay question on a prose set text (25 marks).
-

Written exam

- 1 hour 30 minutes.
 - 50 marks.
 - 50% of AS.
 - Open book.
-

A-level exams

Paper 1: Literary Genres

Choice of Aspects of Tragedy **or** Aspects of Comedy.

- Study of one Shakespeare text, a second drama text and one further text – one of which must be written pre-1900.

Section A

- One passage-based question on Shakespeare set text (25 marks).

Section B

- One essay question on Shakespeare set text (25 marks).

Section C

- One essay question linking two texts (25 marks).
-

Written exam

- 2 hours 30 minutes.
 - 75 marks.
 - 40% of A-level.
 - Closed book.
-

Paper 2: Texts and Genres

Choice of Elements of Crime Writing **or** Elements of Political Writing.

- Study of one post-2000 prose text, one poetry, and one further text – one of which must be written pre-1900.

Section A

- One compulsory question on an unseen passage (25 marks).

Section B

- One essay question on a set text (25 marks).

Section C

- One essay question linking two texts (25 marks).
-

Written exam

- 3 hours.
 - 75 marks.
 - 40% of A-level.
 - Open book.
-

Non-exam assessment

Theory and Independence

- Two texts, one poetry and one prose text, informed by the study of the Critical Anthology.
- Two essays (1,250 – 1,500 words), each responding to a different text and linking to a different aspect of the Critical Anthology.

- One essay can be re-creative and must be accompanied by a commentary.
-

Non-exam assessment

- 50 marks.
 - 20% of A-level.
 - Assessed by teachers.
 - Moderated by AQA.
-

AS and A-LEVEL ENGLISH LANGUAGE

AQA's new A-level English Language specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses.

It brings together the most effective elements of the two previous AQA specifications, building on the data-focused approach of the B specification and the discourse analysis focus of the A specification.

Our flexible new specification will give you the scope to bring your own unique skills and specialisms to the classroom, and get the best possible results for your students. You'll use exciting and relevant text and data-based sources to teach what you enjoy and to inspire your students in their study of English Language.

With one specification we can focus on excellence: rich, refreshed content and the right support when you need it.

A single specification that works for your students

Students will continue on a rewarding learning journey, building on skills they've developed at GCSE.

The specification's three components provide a clear, logical structure, designed to give flexibility to teachers in terms of the order in which topics may be taught. For example, you may begin with the language used by individuals, and then widen to look at the language used by groups and communities of people, before moving on to English used in the past, in less familiar forms and in other parts of the world.

Whichever element of the specification you're teaching, its distinctive topic areas all centre round a common core: methods of language analysis. This coherence gives you the flexibility to draw on your own specialisms and interests and design a course tailored to your students' needs.

Keeping content from current specifications

We're retaining many popular features from the current specifications:

- textual analysis
- child language acquisition
- language variation and change
- differing attitudes to language
- creative and investigative work.

So you'll be able to continue teaching what's familiar to you and use your existing resources.



SPECIFICATION AT A GLANCE

AS exams

Paper 1: Language and the Individual

Textual Variations and Representations

Two texts, linked by topic or theme.

- One question analysing text one (25 marks).
- One question analysing text two (25 marks).
- One question comparing the two texts (20 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 1 hour 30 minutes.
 - 70 marks.
 - 50% of AS.
-

Paper 2: Language Varieties

Section A – Language Diversity

- One discursive essay from a choice of two questions (30 marks).

Section B – Language Discourses

- One directed writing task on attitudes to language (40 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 1 hour 30 minutes.
 - 70 marks.
 - 50% of AS.
-

A-level exams

Paper 1: Language, the Individual and Society

Section A – Textual Variations and Representations

Two texts, linked by topic or theme, one of which will be a historical text.

- One question analysing text one (25 marks).
- One question analysing text two (25 marks).
- One question comparing the two texts (20 marks).

Section B – Children’s Language Development (0-11 years)

One discursive essay on children’s language development.

- Choice of two questions.
- Data provided will focus on spoken, written or multimodal language (30 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 2 hours 30 minutes.
 - 100 marks.
 - 40% of A-level.
-

Paper 2: Language Diversity and Change

Section A – Diversity and Change

One evaluative essay from a choice of two:

- language diversity (30 marks) **or**
- language change (30 marks).

Section B – Language Discourses

Two texts about a topic linked to the study of diversity and change.

- One question analysing how the texts use language to present ideas, attitudes and opinions (40 marks).
- One directed writing task linked to the same topic and the ideas in the texts (30 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 2 hours 30 minutes.
 - 100 marks.
 - 40% of A-level.
-

Non-exam assessment

Language in Action

- A language investigation (2,000 words excluding data).
- A piece of original writing and commentary (1,500 words total).

Methods of language analysis are integrated into the activities.

Non-exam assessment

- 100 marks.
 - 20% of A-level.
 - Assessed by teachers.
 - Moderated by AQA.
-

AS and A-LEVEL ENGLISH LANGUAGE AND LITERATURE

Integration has been key in the development of our new specification.

The fascination of the subject lies in the interplay between linguistic and literary methods. By offering your students the integrated approach of our specification, you'll deepen their understanding of both language and literature, and enrich their experience of English.

The new specification offers students an exciting and innovative course, in which they'll engage creatively and independently with a wide variety of carefully chosen texts. And you'll be able to share your passion for the subject by teaching to your own strengths and interests.

A single specification with the right balance

Our integrated approach ensures the right balance and coverage of the two disciplines of the subject. We've focused our efforts on enabling students to see connections between linguistic and literary methods, and to explore these links in their work. They will continue on a rich learning journey, building on skills they've developed at GCSE.

The specification has a clear, easy-to-follow structure. Whichever element you're teaching, its distinctive topic areas all centre round a common core: the methods of analysis appropriate to the fields of both language and literature. This coherence gives you the flexibility to draw on your own specialisms and interests and design a course tailored to your students' needs.

Keeping content from current specifications

We're retaining many popular features from the current specifications:

- textual analysis
- production/creative pieces
- anthologies of texts.

So you'll be able to continue teaching what's familiar to you and use your existing resources.

Text options to suit all preferences

You'll find many familiar texts in the specification, as well as new works if you'd like to try something different. With AQA you'll have:

- a minimum of six texts for study
- common texts across AS and A-level
- the compulsory non-literary text via an anthology of texts from different genres linked by theme
- no planned change to set texts during the lifetime of the specification.

Here's just a sample of our set texts:

Dracula
The Handmaid's Tale
The Lovely Bones
Into the Wild
All My Sons
Othello
The Great Gatsby
The Kite Runner
Poetry from Robert Browning and John Donne

SPECIFICATION AT A GLANCE

AS exams

Paper 1: Views and Voices

Section A – Imagined Worlds

Point of view and genre in prose.

- One compulsory question on prose set text (45 marks).

Section B – Poetic Voices

The forms and functions of poetic voice.

- One compulsory question on poetry set text (30 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 1 hour 30 minutes.
 - 75 marks.
 - 50% of AS.
 - Closed book.
-

Paper 2: People and Places

Section A – Remembered Places

The representation of place.

- One compulsory question on the AQA Anthology: Paris (35 marks).

Section B – Re-creative Writing

- One piece of re-creative writing using extract provided in Section A (20 marks).
- Critical commentary - evaluating own writing (20 marks).

Methods of language analysis are integrated into the activities.

Written exam

- 1 hour 30 minutes.
 - 75 marks.
 - 50% of AS.
 - Closed book.
-

A-level exams

Paper 1: Telling Stories

Section A – Remembered Places

The representation of place.

- One compulsory question on the AQA Anthology: Paris (40 marks).
- Closed book.

Section B – Imagined Worlds

Point of view and genre in prose.

- One question from a choice of two on prose set text (35 marks).
- Open book.

Section C – Poetic Voices

The forms and functions of poetic voice.

- One question from a choice of two on poetry set text (25 marks).
- Open book.

Methods of language analysis are integrated into the activities.

Written exam

- 3 hours.
 - 100 marks.
 - 40% of A-level.
-

Paper 2: Exploring Conflict

Section A – Writing about Society

The role of the individual in society.

- One piece of re-creative writing using set text (30 marks).
- Critical commentary – evaluating own writing (25 marks).
- Open book.

Section B – Dramatic Encounters

Conflict in drama.

- One question from a choice of two on drama set text (45 marks).
- Open book.

Methods of language analysis are integrated into the activities.

Written exam

- 2 hours 30 minutes.
 - 100 marks.
 - 40% of A-level.
-

Non-exam assessment

Making Connections

- A personal investigation exploring a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words total).
-

Non-exam assessment

- 50 marks.
 - 20% of A-level.
 - Assessed by teachers.
 - Moderated by AQA.
-

CO-TEACHABILITY

Our English AS and A-levels are designed to be co-teachable.

If you choose to co-teach the AS with A-level, you can. This gives you and your students valuable choice: students can either spend two years studying for the full A-level, or study for a year and sit the AS exam. Alternatively they may opt to take both the AS and the A-level.

This allows you to work with your students and support them when making their choice about whether to study AS or A-level English. We want this specification to work for you and your students, so anything that we can do to help is important to us.

Whilst the specifications are co-teachable, there will always be some additional teaching required to support your students preparing for the AS assessment, as you would expect.

With key components of the A-level at its heart, the AS is a credible and worthwhile qualification in its own right.

Watch Catheryn Murrant talk about our approach to co-teachability at aqa.org.uk/English-films



ASSESSMENT YOU CAN TRUST

After all of their hard work, you need to be confident that your students' work is marked fairly, consistently and reliably. That's our priority too.

Getting the marking right

The quality of marking is at the heart of our assessment procedures and we do everything to ensure we are able to publish the right results first time. In order to achieve this we recruit high calibre examiners, train and standardise them to a high standard and monitor their marking through rigorous quality control processes.

Tasks and skills

We've included a diverse range of task types for each qualification to test an extensive range of skills and depth of knowledge. By developing a repertoire of learning techniques, your students will build their confidence and be better-equipped for future study and employment.

English Literature

The assessments in both our English Literature specifications will expose your students to a number of different learning experiences.

These include:

- passage-based questions
- unseen material
- single text questions
- connection of two texts on a generic theme
- open and closed book approaches.

We've taken a holistic approach to the assessment objectives, weighting them equally to reflect how we believe literature should be studied. So regardless of text, genre or task, the skills required to answer questions are the same across the board.

English Language

We've introduced a wider range of task types to test an extensive range of skills and depth of knowledge. These include:

- discursive essay writing
- data analysis
- directed writing
- research-based investigative writing
- advanced writing skills such as structuring, drafting and academic referencing.

English Language and Literature

The range of tasks are designed to assess skills across both disciplines. These include:

- text transformation tasks
- commentary writing
- discursive essay writing
- re-creative writing
- investigative writing
- advanced writing skills such as structuring, drafting and academic referencing.

Non-exam assessment

With a reduced weighting of 20%, we've thought very carefully about what coursework, now called non-exam assessment, should involve.

Non-exam assessment allows students to demonstrate all the skills they have acquired across the course and importantly gives them the opportunity to gain expertise and enjoyment from independent and individualised study.

The synoptic nature of the non-exam assessment components, requiring as they do, the synthesis of knowledge and skills acquired during the course, provides excellent preparation for Higher Education.

SUPPORT AND RESOURCES

Whether you're planning, teaching or preparing for assessment of our specifications, you'll have access to a comprehensive range of resources to support you. Here are just some of them.

Planning

- Summary of changes to see what's new, what's changed and what stays the same.
- Outline teaching plans to help you prepare your course.
- Guidance on co-teaching AS and A-level.
- Free launch meetings starting in July 2014.
- Preparing to teach meetings in 2015.

Our meetings will be a mix of face to face and online events to fit in with your schedule.

Teaching

- AQA's online digital specification is an innovative approach to integrating our specification and resources, providing free, high quality, relevant resources when you need them.

- Our anthologies will be updated and enhanced with digital resources to support your teaching.
- Extra resources to support areas which are new or have changed such as guidance on new literary genres, or support with non-exam assessment.
- CPD to develop your subject expertise or leadership skills.

Preparing for assessment

- Specimen question papers and mark schemes.
- Additional sample questions.
- Student answers and examiner commentaries to help you understand what examiners are looking for.

Reviewing results

- Our free online tool, Enhanced Results Analysis, offers instant exam results analysis by school, subject, classes, groups and individual students.

Largest support network

You've told us that access to subject experts is essential to you. That's why you can contact our subject team directly and have access to our network of local subject advisers to share best practice.

While we are providing everything you need to deliver our specification, we recognise that there will be times when you want a little bit more. We also have a range of paid for resources to help with your teaching.

- Teachit – online resources developed by teachers for teachers.
- Textbooks – Collins and Cambridge will be producing AQA textbooks and digital resources, which will be ready in 2015.
- CPD – whether you're looking to develop your subject expertise or leadership skills we have a range of professional development support.

Book your launch event now at aqa.org.uk/englishAlevelvents

Find out about our great resource and support offer at aqa.org.uk/english-alevel-resources

MEET THE ENGLISH TEAM

English support team

We've got a dedicated team of A-level English customer support advisers. Our team is there to answer your calls so you'll always get through to a subject expert.

Examining team

Our development team has a wealth of expertise and experience. Our examiners are all current classroom practitioners and ex-teachers. They are the people writing the papers and also the ones who've put together the specimen materials, so you can be assured of clarity, quality and consistency.



Gary Pollard

Gary Pollard, Head of English

Before joining AQA, Gary spent 15 years teaching in a large 11-18 secondary school in the Rotherham area where he held posts of Subject Leader, Assistant Head of upper school and Assistant Head of sixth form.

This gave him significant knowledge and experience of raising attainment in English and securing whole school improvement.

A further three years as a Local Authority Adviser and four years as a National Strategy Regional Adviser provided him with extensive experience of supporting improvements in teaching and learning in English.

Gary is responsible for the development and delivery of all of our English qualifications from Entry level through to our GCSEs and A-levels. He has been involved throughout the development of our new specifications, working closely with teachers and assessment experts.



Catheryn Murrant

Catheryn Murrant, Head of A-level English

Catheryn Murrant has worked in education and training for the whole of her career, and has worked for AQA for 17 years in a range of curriculum and assessment development roles.

Catheryn has been involved throughout the development of our new A-level English specifications, working closely with assessment experts, Higher Education partners and other key stakeholders. In her role as Head of A-level English, Catheryn is responsible for the strategic development, management and delivery of the A-level English suite of qualifications.

Ulrike Strelow, Qualifications Manager for A-level English

Ulrike Strelow has been working for AQA for 12 years in a range of qualification development and management roles in various GCSE and A-level subjects.

She is an associate of the Chartered Institute of Educational Assessors (CIEA). In her role as Qualifications Manager for A-level English, Ulrike implements continuous improvement initiatives of AQA's assessment and marking processes.

She drives and leads the recruitment, development and management of A-level English senior associates and oversees the work of the A-level English customer support team, ensuring the support provided to customers is of the highest quality.

NOTES

Andrew Haine, Qualifications Developer for A-level English Language

Andrew Haine has worked in education and training for the whole of his career.

Andrew has helped oversee the development of our new A-level English Language and A-level English Language and Literature specifications, working closely with assessment experts, Higher Education partners and other key stakeholders.

In his role as Qualifications Developer for A-level English Language, Andrew is responsible for the day-to-day management and strategic development of the subject.

Caryll Sayers, Qualifications Developer for A-level English Literature

Caryll Sayers has worked in education for the last 20 years in a variety of roles and sectors.

Caryll has been involved throughout the development of our new A-level English Literature specifications, working closely with assessment experts, Higher Education partners and other key stakeholders.

In her role as Qualifications Developer for GCE English Literature, Caryll is responsible for the day-to-day management and strategic development of the subject.

WE'RE HERE TO HELP

If you have any questions or need more information, please contact a member of our team. Call on 01483 556 115 or email english-gce@aqg.org.uk

The information in this guide is based on the draft specifications submitted to Ofqual in June 2014, and is subject to change. We will publish the accredited specification and specimen question papers as soon as we receive Ofqual accreditation. This is expected in autumn. You will always find the most up to date information on our website at aqg.org.uk/english

