

Institute of Education, University College London

Exams, Exams, Tweet all about it: A Content Analysis of Students' Reactions to Examinations on Twitter.

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MA in Educational Assessment

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Abstract

During the UK exam season, there are a range of exam-centred national press releases on students' reactions to A Level examinations. More recently, there has been a rise in the use of social media in communicating these reactions to examinations in real-time. Students are actively self-reporting their experiences with examinations and sharing it with the world via social media platforms such as Twitter. Considering how social media has become an ingrained part of most of students' daily lives and has become the "people's press", the present research felt it necessary to explore how students react to examinations via Twitter. A random sample (n=1,036) of examinations-related tweets for A Level social sciences subjects; Psychology, Sociology and Economics, across three UK examinations boards; AQA, OCR and Edexcel, were analysed through a 15-category quantitative content analysis. Tweets were coded and revealed that tweets categorised as containing comments about student's exam technique (n=349, 33.78%) were the most common, closely followed by tweets which included critical and reflective comments about specific exam questions (n= 303, 29.34%). One-fifth of tweets communicated negative emotions towards examinations which were consistent with the struggles with test anxiety, mental health and exam stress (n= 211, 20.46%). A further qualitative analysis observed some students directly referencing 'anxiety', 'stress' and 'health issues' in their tweets because of A Level examinations. Educational professionals can use the present findings to consider using social media to monitor students' experiences with high-stakes examinations and provide the necessary support to students who can be identified as vulnerable to test anxiety via their tweets. Moreover, examinations boards may wish to utilise this Twitter

analysis method as a way of reviewing their test-item construction process, due to the considerable number of issues identified by students on Twitter.

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“Trust in and rely confidently in the LORD with all your heart and do not rely on your own insight or understanding. In all your ways acknowledge Him, and He will make your paths straight.” — Proverbs 3:5-6 (Amplified Version)

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Chapter 1: Introduction

1.1 Background

'Debilitating exam stress anxiety is rising'¹, 'panic attacks and crying: how the new GCSEs and A Levels have affected students'² and 'YouTuber films herself crying after the "worst exam of her entire life"³', were the thread of headlines during the exam season. This aptly captures the rise in reports of test anxiety experienced by students across the U.K. and no doubt the entire world, in countries where high stakes testing is significant for the advancement of students' and nations' educational status (Smith, 2018)¹, (Weale & Holmes, 2018)², (Nagesh, 2018)³.

Reports on the response to the exam season are usually given by journalists and educational experts, but more recently we are seeing students reporting on the examination season themselves. One such example is of a young lady who posted a video of herself sobbing in visible distress onto Instagram; a social networking site and the popular social video sharing website YouTube, after sitting what was described by other students and teachers, as a tough Biology A Level exam (Bowler & YouTube, 2018). The video received over 220,000 views and her moving story was covered on the radio and the national press in news articles (Nagesh, 2018). What resonated with me was that this student reported on her feelings at her own volition and felt the need to do so. She did not wait for a journalist or a teacher to ask her questions about her experience, rather, she felt the automatic necessity of self-reporting her feelings. This powerful display of courage and plea for attention to the stress of exams depicts the modern-day students' response to examinations. This young lady is not alone; thousands of students in the UK use social media platforms

to express their feelings and share their experiences with examinations, whether positive or negative.

This confronted me to explore the significance of students expressing their anxieties during the exam season on social media. Why are they putting what are seemingly embarrassing emotional experiences on social media for all to see? What are they trying to communicate and are we as teachers, practitioners and educational policy decision makers listening? Assessment happens to young people, it is important to them and as educators it is crucial to understand what assessment means to them and what they want to tell us about it.

Advanced level (A Level) examinations are a critical period for 16 to 19-year olds in the UK. They are high stakes assessments which are strong determinants of students' progression whether that be to access tertiary education or competitive apprenticeships and employment. As an A Level Psychology teacher I have witnessed the immense pressure that my students have been under with the new linear A Level specification, and it is my mission as an educator to best support my students during these high-pressured seasons. The challenge is, how can I and other teachers actively support what we truly do not know? The reflection of students' emotional experiences with learning and assessment brings in the relational aspect of teaching and humanises the process of high-stakes assessment. However, teachers often only infer the emotional experiences of their learners, but in order for students' experiences to be taken seriously and free from any bias that a teacher's perspective may bring, it is imperative to hear directly from students about their experiences; only then can teachers reflect and respond appropriately (Brookfield, 2002).

Traditional methods of capturing students' experiences with exams such as conducting focus groups and giving out questionnaires can be onerous, time consuming and resource demanding. Moreover, reports of students' experiences via these self-report methods may be prone to the limitations of social desirability bias and demand characteristics, whereby students do not report truthfully and may confabulate their responses to present themselves in what they believe to be a positive light, or to conform to what they think the self-report measure is demanding. Thus, the ability of teachers and schools to monitor and understand students' experiences with exams is limited and so the assistance provided by schools is not always appropriate. Besides, students may not directly voice their experiences and emotions to their educators, instead, as the headlines mentioned above, they will give voice to their experiences with examinations on social media.

In view of this, social media may be well suited to address the challenge of understanding students' experiences with exams. According to Ofcom, the UK's communication register, nearly everyone in the UK between the ages 16 and 34 uses social media (99%). This age group comparatively spends the most time on social media; a daily average of 2 hours 27 minutes. Ofcom defines social media usage as time spent on social media platforms such as: Twitter, Facebook, Instagram and YouTube (Ofcom, 2016). Social media users often share their daily lives on these platforms and as a result social media may be suitable to provide useful information about student experiences with high-stakes examinations.

With the prevailing use of the national press to communicate assessment issues, it is no surprise that social media too has become a tool for sharing news based on direct experiences. It is important to explore the interplay between social media and assessment to deepen the culture and understanding of assessment in research and

in the literature, however, it is lacking in both. There is a wealth of research on exam stress and how it affects student performance, however, research is sparse on the link between social media as a microphone for students to express their thoughts and anxieties about examinations.

As highlighted in the headlines above, we have observed the use of social media in communicating assessment related issues in real-time. Furthermore, considering how social media has become an ingrained part of most of young peoples' lives, the present research felt it necessary to explore how students react to examinations via social media, namely Twitter, something that to our knowledge had never been done before. It is therefore of great interest to researchers to see **what** is shared on social media by students with regards to high-stakes assessments, and to consider the implications of how this expression could shape the response of stakeholders in education.

1.2 Research Questions

This research has therefore been designed and structured with the primary objective of investigating what students write on Twitter during A level examinations. The research is sharply focused on the following four research questions:

- What do students say about their exams on twitter?
- What are the range of issues expressed?
- Are there any indications of who they want their messages to be heard by?
- What implications can be drawn from analysing the twitter posts of students?

Chapter 2: Literature Review

This literature review intends to draw out some of the literature that are relevant for this thesis to contextualise the role that Twitter might play in understanding the student experience of assessment. The specific research in relation to assessment and social media is very limited, so it was wise to draw upon the extensive academic literature on high stakes assessment, where there is ample research to illustrate the link between students emotional and mental wellbeing and high stakes assessments. There is some research on students' perceptions of high-stakes assessment. Therefore, this literature review will evaluate the methods used to investigate student perspectives and propose a new way of measuring them via social media. Literature on student's identity will also be highlighted to provide a basic understanding as to what research already tells us about how students view themselves based on examinations, what they have said about high-stakes assessment and how students position their experiences in light of the experiences of their peers. Finally, it was important to uncover literature about how assessment is presented in the press, to highlight the gap for the present research's aim to initiate the investigation about how assessment is presented on social media also known as "the people's press". Social media is relatively new in the context of education, and so part of this literature review will provide a clear picture of what social media is and its general usage by students.

The preceding will be done under the headings; high-stakes assessment and test anxiety/ exam stress; measuring students' perspectives on assessment; assessment in the press and student voice.

2.1 High-stakes assessment and test anxiety/exam stress

2.1.1 The United Kingdom's education system

The UK's post-secondary education system is typically comprised of a two-year linear programme whereby students engage in the instructional learning required for their chosen Advanced-level General Certificate of Education (A Level) subjects, BTEC qualification or accredited junior apprenticeship program. Students who choose the A Level route for post-secondary education would normally select three to four subjects to complete during their two-year period at sixth form or college. A Level qualifications are predominantly exam based and every year, over half a million students in the UK sit A Level examinations at the end of their course (Ofsted, 2015). In England, three main examination boards offer A-levels: The Assessment and Qualifications Alliance (AQA), OCR (Oxford Cambridge and RSA Examinations) and Edexcel. Schools choose which examination board to follow in each subject and all examination boards are accountable to Ofqual (Office of Qualifications and Examinations Regulation).

A Level examinations are considered to be high-stakes since students are assessed based on their performance in standardised tests of which access to higher education is determined by the grades achieved on these tests (Sia, 2013; Maringe, 2006). Furthermore, employers give great attention to the grades achieved when making recruitment decisions (Byrne, McCoy, & Watson, 2007) which undoubtedly adds to the pressure experienced by students sitting A Level examinations. In 2015, the Department for Education's new linear A Level structure came into effect. The 'old' A levels were modular, and students usually took exams half-way through the A-level course as part of their advanced subsidiary exams (AS Level) which counted towards their overall A Level result. Under the A Level reform, new AS level exams

do not count towards the A-level grade at all, instead the whole A Level content is examined after two years. In addition, the content for the new A levels was reviewed and updated. Universities played a greater role in contributing to the content and structure of the new qualifications than they did previously, and this has been reflected in the increased rigour and difficulty of these examinations (CIFE, 2018). The changes were triggered by former education secretary Michael Gove following research showing that British pupils were falling behind their counterparts in other countries (Knodel, Martens, & Niemann, 2015). However, as a result of this change, the pressure to retain masses of content over two years is creating unbearable anxiety for students.

Since the first set of exams for the new A Levels in 2017, there have been numerous news reports of A Level students suffering from panic attacks and stress induced sickness following the most significant exam transformation in a generation. Teachers say that student morale is at an all-time low as they have been left feeling demoralised after being unable to finish exam papers and failing to understand all the questions. In addition, more teachers are using fear appeals in the lead up to examinations to encourage high performance in their students but to the detriment of student perception of success and mental wellbeing (Putwain, et al., 2017). In a survey of 730 education staff carried out by the National Education Union (NEU), almost half (49%) said that pupils have been suicidal due to exam stress. Most of the respondents (87%) of the survey agreed that tests and exams have the biggest impact on the mental health of pupils due to the pressure they put on themselves to do well academically (NEU, 2018). A poignant series of case studies conducted by researchers from the National Confidential Inquiry into Suicide and Homicide by People with Mental Illness at the University of Manchester and reported

by the National Health Service (NHS, 2016) found that exam stress is linked to teen suicide with 27% of the 130 cases of those who died having experienced exam stress or other academic pressures (Rodway, et al., 2016). While suicide and self-harm may appear as extreme and unwarranted responses to exam pressures, one cannot ignore that these are real issues which students are facing now more than ever. As much as students are facing these issues, so are schools and teachers, with a greater demand placed on schools and colleges to do more to support high-risk students, but the lack of resources to do so. In the same survey, lack of funding and access to support services, such as child and adolescent mental health services (CAMHS) was cited by 77% of respondents as the primary barrier to supporting pupils with mental health conditions (NEU, 2018). In view of this, how can those working with pupils confidently identify the signs of extreme exam stress and anxiety before it reaches the devastating points of suicide and self-harm? The following subsection of this literature review focuses on defining exam stress and test anxiety and what the key indicators are for them. The traditional method of measuring test anxiety will be reviewed followed by a section which proposes the use of social media as a tool to meet the challenge of supporting vulnerable students.

2.1.2 Test anxiety and exam stress

During A Level examinations students may sit over 15 exams in the short period of a month (mid-May to mid-June annually) and these exams shape their self-identity by determining their trajectory of employment and further academic opportunities. Consequently, the time-limited and high stakes nature of A Level examinations represents a significant type of stress in students' lives. Stress is generally described as a feeling of strain and pressure, and research within and beyond the field of education shows the polarised effect that stress can have on performance. A simple

illustration of Yerkes-Dodson's Law reveals that too much stress or too little stress will inspire poor performance, and that there is an optimal level of stress (arousal) which generates the best performance (Teigen, 1994). It is possible to distinguish between the types of exams stress that impair exam performance and that which does not (Zuriff, 1997). Disadvantageous exam stress is often characterised by nausea, changes in sleeping and eating patterns, and 'freezing' whereby students are unable to study or revise due to feelings of helplessness and limited self-regulation (Oaten & Cheng, 2005).

Research evidence suggests that the high stress associated with exams has a harmful effect on exam performance (Putwain, 2008b; Banks & Smyth, 2015). More evidence for this phenomenon comes from the wealth of international research on the well-established relationships between exam performance and the construct of 'test anxiety', showing that students are detrimentally affected by test anxiety. Embse and Hasson (2012) found a moderate negative correlation (-.41) between test anxiety scores and scores on the high-stakes Ohio Graduation Test. In support of these findings, using a sample of year 11 GCSE students in the UK which is more representative for the context of this thesis; Putwain (2008b) also found an inverse relationship between mean exam performance scores and test anxiety scores. He also established that for the sample of 557 mixed ability students, 7% of the variance in exam performance was due to test anxiety. While the relationship between test anxiety and exam performance is not the primary focus of the present study; the role that test anxiety plays as an unintended consequence of high-stakes examinations cannot be ignored when seeking to understand how students feel and what they say about examinations.

Test anxiety refers to the unpleasant emotional state experienced by students in an assessment context where performance is being evaluated such as in a class test or official examination (Putwain, 2008). It is often characterised by cognitive components which includes negative self-talk before an assessment with regards to prior academic performance, perceived time constraints, comparison with peers and readiness for the assessment (Encandela, Gibson, Angoff, Leydon, & Green, 2014). Behavioural components include avoidance of assessment situations and activity related to assessment (e.g. revision). Emotional components can include low self-esteem, feelings of hopelessness and depression (persistent low mood). Finally, the physical components of test anxiety are akin to those of exam stress mentioned above; including sweating, shaking, increased heartrate, insomnia, nausea, fainting and in some cases, physical illness.

Test anxiety interestingly has a social-evaluative component which reflects that the student is cognisant of their performance being judged by other people and the fears associated with that judgement. For instance, a student may fear that they will not attain the high expectations of their teachers, parents and peers. Thus, test anxiety is somewhat integrated with the motive to avoid failure, embarrassment, shame and loss of esteem. Researchers Banks and Smyth (2015) confirm this in their qualitative analysis of student interviews about their experience in high-stakes environments. They found that students were afraid about how their results would be seen by their peers, with notable comments such as; “you don’t want to be having to say, ‘I failed’ when everybody is going ‘ah what did you get’...” (pp. 607). Moreover, the interviews confirmed that parents and teachers were a recurrent source of external pressure for students with their high expectations of success.

In this instance, the fear of failure is a prerequisite of test anxiety, in that students are not just anxious about the test itself, but they are anxious of the potential social consequences that high stakes assessments bring. If this is the case, one would expect that students would wish to keep these feelings of uncertainty, shame and fear concerning assessment private because of the stigma attached to underachieving. In Canada, a third of surveyed students expressed negative perceptions of test anxiety and said that they would not seek help because they may appear weak before their peers (Gerwing, Rash, Gerwing, Bramble, & Landine, 2015). While this may be true, in that students are not seeking help for test anxiety and other assessment related issues, present day students are defying the expectation of keeping one's anxiety and shame private. More often, even when students are ashamed, anxious or embarrassed about assessment, they actively choose to share their shame with potentially the world via social media (Bowler & YouTube, 2018). Furthermore, recent research has shown that clinical symptoms of depressive mood disorder, has the potential of being revealed through what social media users share on social platforms such as Twitter (Cavazos-Rehg, et al., 2016). This is pivotal as depression is a stigmatised condition and is considered a "private matter" among students (Eisenberg, Downs, Golberstein, & Zivin, 2009) yet, we see this urge to share one's struggles with the world. This prompts two additional layers of discovery concerning test anxiety.

Firstly, could it be that research needs to branch out from the fixation on researching the effect that test anxiety has on exam performance, and instead focus on what students are actually saying about their experiences with assessment rather than just observing the outcome of assessments and test anxiety scales as key indicators of student perspectives and experiences with assessment. Secondly, one may posit

that this openness to sharing embarrassing, anxious and even shameful experiences with assessment on social media is a coping strategy for students to circumvent their test anxiety. These additional layers to test anxiety will be further explored in the subsequent sections of this literature review.

2.2 Measuring students' perspectives on assessment

2.2.1 Concerns with the traditional methods

Investigating what students think about assessment and test anxiety has usually been done through the traditional self-report research methods of questionnaires, surveys, interviews and focus groups. Take questionnaires for example, there have been a number of scales devised to measure test anxiety and gather data on student perspectives on assessment such as the Test Anxiety Scale (Sarason, 1977) and Reactions to Tests questionnaire (Sarason, 1984). These measures and many alike were designed by refining and revising previous scales to reflect the fluidity of the literature in this field, hence they are considered to be sufficient to obtain data for empirical research and are high in concurrent validity with the additional bonus of the ease of distribution (Putwain, 2008). However, the artificial and sometimes coercive nature of this self-report method and other self-report techniques remains a problem. The moment you ask a student a question you create an environment for an artificial response. In other words, you are no longer obtaining a 'true' response of their present thinking, instead you are gathering a latent response marred by their internal attitudinal cues and social-desirability driven attempts to select the most acceptable answer, biased by their cognitive construction of their answer and limited in their attempts to translate their judgement and true feelings into the choices offered by a closed-question (Krosnick, 1999).

This begs to question whether the dominance of the quantitative approach to studying student perspectives on assessment is actually valid in its measure of students' attitudes. These quantitative self-report measures are undoubtedly prominent in the literature where attention is given to methodologies associated with realism, objectivity and establishing cause and effect. However, has the favour of such methodologies caused researchers to overlook the merits of qualitative approaches in uncovering and understanding students' true perspectives on assessment? As Putwain (2008) notes in his literature review of test anxiety research; test anxiety is rarely researched from a qualitative perspective due to the perceived issues and critique of its less scientific foundations. Though, more recent literature favours the use of qualitative approaches to data collection and analysis in a way that is consistent with the objective, scientific and realist ontology that underpin quantitative approaches. Such research used self-report techniques that were most reflective of qualitative methodologies such as interviews (unstructured) and focus groups, which generated rich detailed insights into students' perceptions of assessment, so much so that the researchers used an excerpt of one student's response to an interview question about the high-stakes nature of the Irish Leaving Certificate to form part of the title of their research paper; 'Your whole life depends on it' (Smyth & Banks, 2012 pp. 293; Banks & Smyth, 2015).

Despite the richness and value of the data obtained through this qualitative self-report method; the issues with questioning highlighted above persist. In Smyth and Banks' (2012) study, the interviews which focused on student perceptions of support and exam preparation were carried out by key members of staff at the sample schools, including the headteacher, school counsellor, heads of year and personal form tutors. There are a number of threats to validity in this, firstly research suggests

that students are reluctant to share their problems with assessment and test anxiety because of the stigma associated with test anxiety and the belief that their educators would be unable and in some cases unwilling to help (Gerwing, Rash, Gerwing, Bramble, & Landine, 2015). This would suggest that getting educators to conduct the interviews may limit the quantity and quality of the response from students, and so our understanding of student perspectives is limited by the direct involvement of teachers as students may not be truthful or may consider the process unimportant, thus affecting whether the researchers captured students' true perspectives.

Secondly, the threat to validity is apparent due to the caveat of questioning as highlighted earlier. Directly asking students about their experiences via interviews and focus groups immediately creates the environment for an artificial response. This is not to suggest that everything students say during interviews should be regarded as untruthful, however it is to be cognisant of the fact that because students are responding to the demands of the question while negotiating their internal desire to be seen in a positive light, their spoken 'truth' may not reflect their true perspective on high-stakes assessments (Krosnick, 1999). Therefore, researchers' understanding of student perspectives up until now, remains limited and reductionist under this direct self-report research method. Under this commonly used method, the present understanding of students' views on assessment is reduced by the types of questions asked, which fails to consider students' perspectives on the unasked questions about assessment. Perhaps there are things that students wish to tell researchers and educators about assessment, but the present methods used to gather their views are restrictive of their full expression of opinions. So, how can researchers overcome this issue?

2.2.2 Social media (Twitter): A new way of measuring student perspectives of assessment?

One way to overcome the challenges present in the traditional self-report methods of measuring student perspectives, is to use social media – namely Twitter as a tool for monitoring and collecting data related to student’s academic experiences.

Social media sites such as Twitter are websites that allow users to create and share short updates in less than 280 characters. These updates are called “tweets” which can be viewed primarily by those following the user and potentially the whole world. The ease at which Twitter enables users to connect with a large audience of friends and strangers has made this social media site increasingly popular among young adults aged 16 to 29. In a market research survey, 35% of this age group hailed Twitter as the most important social media network (Greenwood, Perrin, & Duggan, 2016). Furthermore, 66 per cent of Twitter users are aged 25 and under with this age group spending on average 20 hours and 30 minutes a week online via smart phones and tablets accessing social media (Ofcom, 2016).

Twitter is different to other social media networks like Facebook, because Twitter users generally keep their posts public unless they alter their settings to match Facebook’s gatekeeping privacy settings. In addition, Facebook is considered by many young people to have a strong adult presence with 50 to 65-year olds being the fastest growing demographic on Facebook (Greenwood, Perrin, & Duggan, 2016). Consequently, young people have taken to Twitter to unrestrictedly communicate with friends and online acquaintances about anything including traditionally private and taboo topics such as anxiety and depression (Cavazos-Rehg, et al., 2016).

Social media is part of who young people are today and it is apparent that they are inclined to use social media as a microphone to share their day to day experiences (Bicen & Cavus, 2012), including academically related experiences (Liu, Zhu, & Young, 2018). Hence social media is proposed to be used as a tool for monitoring and understanding students' perspectives on academic experiences such as high-stake assessments. The very fact that young people choose to share their experiences at their own volition reduces the validity issues of social desirability bias, self-censoring, latent question-response bias and the lack of sincerity that can occur when using self-report techniques of questionnaires and interviews. No questions are asked to these students who share about examinations on social media, instead, they simply express their true, unreduced feelings which provides a genuine insight into their perspectives on examinations. Furthermore, the reluctance to truthfully share their thoughts with educational staff and sometimes researchers in questionnaires and interviews is overcome if social media is used as a tool. This is because young people are often oriented towards the openness personality trait in regard to their personal lives when using social media (McKinney, Kelly, & Duran, 2012).

A limited number of studies within and beyond the domain of education have used Twitter as a means of gathering data for their respective research questions and hypotheses (Junco, Heiberger, & Loken, 2011). Liu, Zhu, and Young's (2018) observational study provides preliminary evidence that using Twitter to gather data is feasible for future research. They successfully monitored college students' first year experiences through their tweets and posit that the information gathered via social media could be valuable for educators and researchers to improve students' experiences. While this study was pioneering in its use of Twitter to obtain research

data, it was not without limitations. The students in this study were aware that their tweets were being monitored and collected for research, which may have led to ingenuine, biased, self-censored tweets being included in the sample studied. This limitation ultimately thwarts the purpose of using social media to gather student's 'true' perspectives – but it can be rectified by conducting a study similar to that of Cavazos-Rehg, et al. (2016). In the context of mental health, the researchers simply gathered public twitter data and used it to analyse the prevalence of depression related tweets. In this case, the twitter users who posted the tweets used in the study were not aware that their data was being used for research, thus their tweets would have been a true reflection of their state at the time and void of any of the biases attached to overt observations.

Drawing on the literature surrounding the use of Twitter in gathering research data, the present study proposes that Twitter can and should be used to gather data on student's perspectives about high stakes assessments. However, to assess what students are truly saying about their examinations on twitter and provide a valid answer to the main research question, it is recommended that methods high in validity are used. Therefore, in addition to using Twitter to obtain the data which increases ecological validity, it is suggested that the data be collected in a covert manner whereby the contributors to the tweets are unaware that their tweets are to be used for research. Doing this preserves the authenticity of students' behaviours on social media, which ultimately promotes sincere answers to the research question and allows for relevant implications to be drawn.

2.3 Assessment in the Press

Social media, it is argued, allows for ordinary people to become active producers of news. Thus, a new type of press has emerged whereby individuals play a significant

role in collecting, reporting, analysing, sharing information and news using social media – a task that was once reserved for qualified journalists. Oftentimes, social media users take to platforms such as Twitter to challenge traditional news outlets, which they believe to be biased and agenda driven (Small, 2011).

This provides a plausible explanation as to why there has been a rise in students self-reporting on their experiences with assessment. Media reporting on educational assessment in England has historically polarised public opinion, with headlines ritualistically praising “exam success”, yet criticising “falling standards”. It has also generated fury among educators who are dissatisfied with the media reporting of assessment and the negative consequences as a result of this reporting (Warmington & Murphy, 2004). Warmington and Murphy’s (2007) content analysis of printed and broadcasted (TV and radio) press relating to educational assessment found that under half of the news items referred to students’ experiences, while the majority of the publications focused on falling standards (36%) and contrastingly, record pass rates (24.2%). There is yet to be any notable research on students’ perceptions of how assessment is presented in the press, although given that they are at the centre of educational assessment as key stakeholders, it is imagined that they too are disgruntled with the polarised messages from news broadcasters and journalists about examinations which they have directly experienced and are the most qualified to speak on. As a result, students may feel the necessity to self-report on their experiences with assessment on social media to balance out the message and remain included in the global conversation on assessment which affects them. The rise of technology and globalisation means that students no longer have to wait for a news reporter, they are the news reporters (Rosengard, Tucker-McLaughlin, & Brown, 2014). The questions are, what exactly are students reporting about

assessment? Who is their target audience? And what are the consequences of their reporting?

2.4 Student voice

2.4.1 Student's as critical reviewers of assessment

Akin to reporting on examination results and assessment standards, the press plays a key role in shaping people's trust in public examinations. Every year the credibility of public examinations in the UK is a talking point during the exam season. The procedures used to create examination scripts and monitor student's work have been scrutinised (Warmington & Murphy, 2004). A more recent scandal broke in May 2017 whereby the OCR examinations board was fined £175,000 for a grave question error on the GCSE English paper which made a test item on a classic Shakespearean play, impossible for students to answer. The question on Romeo and Juliet should have referred to 'the Montagues' but instead referred to 'the Capulets' (Ofqual, 2018). Moreover, this year saw an A Level Sociology examinations paper leaked online to which the exam board AQA was forced to issue a public statement (see Appendix J for image of AQA's statement) and a make the reserve paper available to all schools taking the assessment (AQA, 2018).

Exam errors on this scale will undoubtedly affect students', teachers' and parents' perceptions of the validity and reliability of exams. Validity and reliability are terms that indicate the level of trust afforded to a measure. Reliability assesses a measure's replicability as well as the consistency of grading in assessment. It also looks at the various measurement errors that can affect the consistency of a measure, such as student wellbeing, the test situation and environment (Chamberlain, 2013). Validity has many spheres, on a basic level we determine validity in assessment by whether the test is measuring what it intended to measure.

Beyond this, there are other types of validity which reflect some of the ad hoc and unintended consequences of assessment, such as predictive validity – how the outcomes of tests are used and whether the outcomes of the tests are strong predictors for future outcomes (e.g. ability grouping, university, recruitment decisions) (Messick, 1989; Koretz, 2008; Hublely & Zumbo, 2011).

To contextualise this, Simpson and Baird (2013) conducted qualitative research to explore the mediators to the public's perception of trust in examinations. They found that much of the dialogue in the focus groups made up of students, teachers, examinations boards and the press were negative. Students voiced their subdued trust in examinations, recalling their experiences of erroneous marking and subsequently re-marking of A Level exam scripts (Johnson, Hopkin, & Shiell, 2012). In addition, comments around the 'fitness for purpose' and the lack thereof expressed a unified frustration with how a month of examinations have the predictive power to determine academic and career opportunities. One student aptly stated, "It needs to be clear what will get you where" (Simpson & Baird, 2013, pp.28), showing that they are aware of the tensions between the multi-purpose use and somewhat 'abuse' of using a single assessment to not only determine their aptitude for a subject but also their aptitude of their future endeavours (Stobart, 2008). Finally, examination standards were a notable issue, with students voicing their dismay with the limited part of the subject domain assessed in exams. More specifically, students reflected on another aspect of validity which is 'question validity'. They posited that the way in which a test item question is constructed in terms of wording, presentation and distractors has caused them to be distrustful of public examinations. Some also suggested that examiners intentionally set questions to trick or deceive, which has dwindled trust. The issue of question validity is significant because a poorly worded

question may not provide a valid measure of student's knowledge in a specified domain (Messick, 1989). With the stakes of A Level exams so high, the tests ought to be good. However, given the controversy surrounding public exams; with unanswerable, poorly constructed questions and leaked exam papers, it is not surprising that students as the chief stakeholders in education are critical of assessments and seek to voice their opinions about it on social media.

Students are aware of issues surrounding test construction such as construct underrepresentation (CUR) and construct irrelevance (CI). Using examinations as the sole measure for student's achievement is a tentative process, as exams are reductionist tools that deficiently measure the chosen construct (Koretz, 2008). CUR acknowledges that it is virtually impossible to test students' knowledge of an entire domain (subject), therefore, tests are created with the aim of fairly representing the subject by including parts of the domain to be assessed, with the intention of truly reflecting students' knowledge of the entire subject. However, "the sum of the parts does not equal the whole", because tests often leave out something that should be included or include something that should be left out, thus, test-based assessments fail to effectively represent the domain under consideration (Messick, 1989). The statement "I revised for it and it wasn't on the test" has become a cliché reflection of the issue with CUR and may explain student's distrust towards high-stakes assessments (Haladyna & Downing, 2004) and their inherent need to express this on social media.

Construct irrelevance is the degree to which test scores are affected by extraneous factors beyond the test's intended purpose (Haladyna & Downing, 2004). For example, the results of an A Level exam could be hampered by events that have the potential to negatively affect students, such as the realisation of an exam leak (AQA,

2018) or other personal events such as sickness or bereavement which require special consideration. If these extraneous variables are not taken into consideration, it may compromise the internal validity of an assessment, in that the test is no longer measuring knowledge on a domain, rather it is measuring the reaction to the extraneous variable (Spurgeon, 2017). Again, students are aware of how external factors can influence their examinations and so, they may seek to express their concerns on social media. The question remains, are those with the power to resolve their concerns or reassure students of the trustworthiness of public examinations listening? Perhaps a dialogue is needed between examination boards and students and perhaps students should be privy to the test construction process as part of their preparation for exams to give them an appreciation of the entire process.

2.4.2 Student identity and social support during examinations

Students' identities as learners are an amalgamation of their experiences at school, interaction with teachers and peers, academic cultural capital at home and their experiences with assessment (Lamb, 2011). In Reay and Wiliam's (1999) early study of students' construction of their identities based on assessment, students considered grades to be a reflection of themselves instead of their teachers or school. They also treated the assessment process as a definitive statement about their abilities and ultimately agreed that assessments reveal something fundamental about them as individuals.

When constructing identities based on assessment experiences, students' responses vary depending on whether a student has had positive-identity or negative-identity confirming experiences with assessment (Stiggins, 2007). For some students, assessment results provide continual evidence of success, whereas for others assessment is a continual reminder of failure. The latter type of student

attests to feelings of hopelessness, shame and embarrassment of public failure.

Such students experience high stress and academic social exclusion because they do not follow the norm or meet the expectations of success (Kearns, 2011).

It was mentioned earlier under the test anxiety and exam stress subheading that sharing experiences with assessment on social media may be a coping strategy for students. Assessments shape students' identities and for many it can feel like an attack on their positive learner identity. It is quite possible that in order to soften the blow of assessments, students share their experiences on social media to help them feel like they are not alone or marginalised in their experience (Kearns, 2011). They engage in this help-seeking behaviour to receive supportive comments, advice and to feel part of a community of learners with shared goals (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015). Social media sites such as Facebook were initially created for students to identify each other (Zuckerberg, 2005). Students now use social media sites for communication purposes, to socialise and engage in learning activities. Studies have shown that social media can have a positive impact on academic performance (Junco, 2015; Junco, Heiberger, & Loken, 2011), while others suggest a negative relationship between social media use and academic performance due to cognitive overload when engaging in the physically separate tasks of learning and socialising (Kirschner & Karpinski, 2010; Paul, Baker, & Cochran, 2012).

Nevertheless, examinations season is a complex phase for students beset with anxiety and stress (Putwain, 2008). It is also a time of increased vulnerability accompanied by, self-doubt and fatalistic thinking (Symes, Putwain, & Connors, 2009) and so during this period, students must cope by acquiring skills to help maintain their academic progress and mental health. Social networking sites create

the opportunity to establish and maintain relationships with peers and develop further interactions with global peers who share one's experience and interests. Interaction and social support from peers are important factors which affect academic performance (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015). For example, some students may share revision notes for a particular subject on Twitter, and they may even share answers to homework and past exam questions. Thus, social media could be a tool which students use during the exam season to collectively share knowledge as a display of social support.

Social support is an interpersonal transaction in which individuals rely on others for help and it is considered to be the primary motivation for social media use. Social media platforms like Twitter are good platforms to socialise with those who are in need for assistance. Outside of the field of education, Twitter is commonly used for social outreach in raising money for those in need, connecting long-lost friends and relatives and more poignantly Twitter has been used as a communication tool for individuals to offer their resources and social support during natural disasters, accidents and states of emergencies. Research has shown that social media users reported a greater level of emotional support and companionship than general Internet users (Ellison, Steinfield, & Lampe, 2007).

In the context of education, what students post on social media has the influence to provide informational social support that would facilitate other students' efficacy and ability to achieve their academic goals (Sánchez, Cortijo, & Javed, 2014). For example, when a student gains knowledge, different revision strategies and ideas via Twitter, they may feel greater confidence for their studies and any pending assessment. With that being said, it could be that students take to social media to

express a range of views on assessment as a sign of social support and an indication of their identity as students of a particular subject.

Social psychologist Henri Tajfel's (Tajfel, 1974) social identity theory posits that membership to any group provides an individual with a sense of pride, belonging and identity. This is consistent with Sánchez, Cortijo and Javed's (2014) study, which revealed that social influence was the most important factor in predicting the use of social media sites such as Facebook and Twitter by students. Social influence is two-fold, there is normative social influence whereby students are influenced to use social media to fit in with the 'norm'. Secondly, there is informational social influence, whereby students believe that using social media is helpful to their personal progress. Though this veers off into an additional research question marginally beyond the scope of this thesis; 'why' are students sharing about assessment on social media. This question will be worth exploring in future doctoral research.

This literature review has revealed that students are interested in talking about their experiences with assessment and will use methods which are uncommon to those used in existing research literature to do so. There is a gap in the research to explore the use of the uncommon self-report method of social media, namely twitter, to monitor the student experience of high-stakes assessments. The present research seeks to initiate the closure of that gap by employing methods which use the information on assessment shared by students on social media to offer new insights into what students actually think about assessment and the implications that their expression has on teaching practice and educational practice. This research will contribute to the ongoing development of assessment research and its contribution to the fields of student identity and assessment in the media. The next section will

outline just how this contribution to the wider literature on assessment was achieved through justifying the methodological stance and methods employed.

Chapter 3: Methodology and Method

3.1 Qualitative and quantitative paradigms

Bryman (2001) suggests that deciding between a qualitative or quantitative research paradigm depends on their respective suitability in answering particular research questions. Following this suggestion, this section aims to justify the decision for the mixed methodology approach used in this study.

Quantitative data is generally described as data that is in numerical form. Whereas, qualitative data covers a range of material that are non-numerical descriptions of social behaviours. A clear distinction between quantitative and qualitative research is seen in the type of data collected, the method of data collection, analysis of data and presentation of data. Pure quantitative research relies on the collection of quantitative data. The numerical data is usually gathered through questionnaires and experiments which allows the data to be characterised by the use of statistical analysis to explain the relationship between the investigated variables. The quantitative research method has nomothetic qualities, in that reality is viewed objectively, behaviours are seen as predictable (cause and effect) and generalisable whereby general laws of behaviour are established through empirical research. Conversely, qualitative research does not collect data in terms of numbers, instead, data is often obtained through observations, interviews, written and illustrative reports. Qualitative research presents data in a descriptive narrative with words, underpinned by the interpretive paradigm which aims to understand information by

drawing inferences and explaining subjective experiences through the meaning that girdles social behaviours (Creswell, 2003).

Another key difference between qualitative and quantitative research is that the scientific method of the former is inductive while the latter is deductive. In qualitative research a hypothesis is not always necessary to commence research, an inductive data analysis is employed to allow for the research design to evolve rather than following a predetermined research method deduced from the start. This is particularly useful for pioneering research, where it is difficult and sometimes impossible to predict the outcomes of interactions due to a lack of previous research in the domain and the diverse perspectives of the researcher and participants. The inductive method was necessary to answer the research questions for the present study, as the nature of the research was one of discovery with no preestablished hypotheses.

3.2 Mixed methods research

Mixed methods research uses a combination of qualitative and quantitative methods and their respective paradigm characteristics (Morgan, 2007). The qualitative and quantitative parts of a research study might be conducted simultaneously or sequentially to address the research questions. Mixed research values both the quantitative and the qualitative views of human behaviour, though, the exact balance of the two methodologies depends on the research questions and the ethical and practical considerations to be made by the researcher. Casebeer & Verhoef (1997) propose that qualitative and quantitative are not competing paradigms, instead, they ought to be viewed at different ends on a continuum of a single research paradigm, because they are united by a shared commitment to understand and disseminate knowledge for practical use to improve society.

It must be said that while mixed methods are now widely used in research across many domains; qualitative and quantitative methods are only appropriately combined for complementary purposes and not triangulation purposes. This is because the two paradigms do not study the same phenomena, therefore reaching concordant results under the method of triangulation is an ambitious and rare achievement in research (Sale, Lohfeld, & Brazil, 2002). Where concordance is achieved between the outcomes of qualitative and quantitative research methodologies, it is argued that the qualitative aspect could not have been truly qualitative; for example, quantifying open ended responses to a question to determine the frequency is not qualitative research, it is quantitative. Considering this, it is with caution that the methodology used in this study is presented as mixed; as the balance is largely towards the quantitative method as will be observed later in this chapter.

3.3 Method used

To answer the research questions, the present study incorporated a blend of quantitative and qualitative paradigms to analyse the data for complementary purposes and scientific rigour. The primary data used was qualitative in the form of written words from participants, therefore, a qualitative approach was employed to develop the goal of attaining an in-depth, holistic view of the sample in context. A detailed qualitative analysis of the data required an appreciation of many contexts including; social media, school; examination boards, education as a whole and a world-view of current affairs. Moreover, the use of examination scripts to develop a contextual qualitative analysis of the sample tweets, aided the movement towards the goal of a rich, quality written analysis. This was advantageous as qualitative methodologies have high validity because they are less concerned with

generalisability and are more concerned with gaining a deeper understanding of the research problem in its unique context (Ulin, Robinson, & Tolley, 2005).

However, the replicability and reliability of this methodology is often compromised due to the varying subjective perspectives on the written reported experiences of participants and the identified contexts. Hence, the quantitative methodology was necessary to balance and reduce the interpretive vastness of the written data into a numerical format. This quantitative method is favoured as it establishes replicability and empirical scientific rigour. Moreover, the quantitative data analysis method offers greater objectivity which aids in overcoming the issue of interpretative bias found in the qualitative method. This is because quantifying the data enhances precision and objectivity in terms of describing the parameters for the data and the relationship among them; this is a credible justification of the content analysis method used to quantify the written data in the present study.

Quantitative analysis of written data in isolation may mask their meanings and overlook the reasons and behaviours which influence social media use. In these instances, while quantitative frequencies and patterns may unearth one thing, a qualitative analysis may find alternative interpretations (Highfield & Leaver, 2014). This is even more critical as reducing textual data into numerical form can risk overlooking the visual and mixed-media that exists within tweets. Therefore, advocating for developing a mixed method which analyses text as well as images was an important consideration for this research. Visual content is an important aspect of Twitter activity, thus, in line with the first research question, qualitative analysis of the visual content present in the dataset for this study was essential to appreciate the complexity and fullness of expression by students on social media. The resource constraints of this master's thesis have limited the analysis of the

visual content in the data set, however, future research may consider a quantitative approach to analysing the visual content of tweets for a more objective and comparable analysis.

In sum, the primary research method is quantitative with qualitative features for greater depth. It is predominantly quantitative partly due to the ease of collecting and processing text in large-scale samples (Highfield & Leaver, 2014), especially in the case of Twitter where tweets conform to a strict maximum character limit. Combining quantitative and qualitative methods and paradigms afforded the full advantage to explore more thoroughly the rich data collected from twitter. It must be noted that as this is a master's level thesis, the decisions made are at this point in these small-scale proportions. However, the intention is to conduct a much larger study in the future as part of a doctoral degree, to achieve the rigour needed for increased statistical power, inferential statistical analysis and academic credibility.

3.3.1 Tweets and hashtags

The focus of this analysis are tweets. A tweet is a post on twitter; it has a 280-character limit for all users, up from the previous 140-character limit. Additionally, a tweet is its own datapoint; therefore, any response to the tweet via a reply or a retweet automatically creates a new tweet for the responding user. Users can also 'like' tweets which form part of their archives for liked tweets on their profile. Twitter maintains the dynamic metric of counting how many times a tweet was retweeted or liked which is a useful feature to gauge the prevalence of a tweet.

On twitter, a lot of what is shared is unrelated to educational examinations.

Therefore, the hashtag feature of twitter is central to organising tweets around a single topic. A hashtag has the potential of creating a global conversation and can

form instant communities around it. Hashtags can be short-lived capturing real-time events while other hashtags are ongoing as part of campaigns and socio-political movements. Hashtags are the primary tool for finding topically-relevant tweets and by intentionally including a hashtag in a tweet, a Twitter user is making an active decision to connect their post to other comments around a common topic, event, or theme (Bruns & Burgess, 2015). Figure 1 below demonstrates the predominant features of a tweet.



Figure 1: Example tweet and predominant features

This research was interested in the twitter reactions from A Level students of the social sciences; Economics, Psychology and Sociology. These subjects are most akin to the subjects that I teach, hence my interest in the reactions of students within these disciplines. In previous research using Twitter as a source of data, hashtags have been used to define the scope of research (Small, 2011). Following this example, tweets from students within these disciplines were organised using hashtags that were divided by examination boards. For example, a psychology

student who sat an A Level psychology paper produced by the examinations board AQA would tweet with the hashtag - #AQAPsychology. Similarly, an economics A Level student who sat an A Level economics paper produced by OCR examinations board would tweet with the hashtag #OCREconomics. Finally, a sociology student sitting an A Level sociology paper produced by Edexcel examinations board, would tweet using the hashtag, #EdexcelSociology.

There are seven related categories of analysis for this study. For each subject we focused on tweets produced under two or more hashtags categorised by the examinations board. Our hashtag categories for each subject are detailed in Table 1.1.

Table 1.1: Hashtag Categories per subject and exam board					
Subject	Exam board	Hashtag on twitter	Number of tweets downloaded per exam board	Number of tweets analysed per exam board	Number of tweets analysed per subject
Economics	AQA	#AQAEconomics	500	102	201
	OCR	#OCREconomics	500	99	
Psychology	AQA	#AQAPsychology	500	119	358
	OCR	#OCRPsychology	500	97	
	Edexcel	#EdexcelPsychology	500	142	
Sociology	AQA	#AQASociology	500	360	477
	OCR	#OCRSociology	500	117	
Overall total tweets downloaded				3,500	
Overall total tweets analysed (n)				1,036	

3.4 Content Analysis

The method used in this research is content analysis. Content analysis is a method for examining content that is in written or symbolic form (Neuman, 2000). It is popularly used as a quantitative research method, with text data coded into explicit categories and then analysed using descriptive statistics. This approach is sometimes referred to as quantitative analysis of qualitative data (Hsieh & Shannon, 2005). Content analysis of qualitative data goes beyond simply counting words, instead it seeks to carefully examine language for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Neuman, 2000). These categories can represent either explicit communication or inferred communication. In this study, content analysis is understood and used as a research method for the subjective interpretation of the content of text data in tweets, through the methodical process of identifying categories and coding the text accordingly.

The data used in the present study is unconventional when compared to the types of data used in historical pieces of research that have employed the content analysis method. Nevertheless, despite its association and common use for the analysis of text documents such as books, articles, magazines, journals and so on; content analysis is an appropriate method for e-research whereby, text documents mostly comprise of emails, websites, blogs and more recently social media posts (Riff, Lacy, & Fico, 2014). For example, in recent research the content analysis method has been used to monitor the experience of college students through their tweets (Liu, Zhu, & Young, 2018). It has also been used to discover the influence that social media has in diagnosing depression through a content analysis of depression related tweets (Cavazos-Rehg, et al., 2016). Thirdly, content analysis of tweets has been

used in the political context to observe how Twitter is reshaping the way people engage with politics (Small, 2011). These examples highlight the ecological strength of the content analysis method, in that because one is observing what is already taking place, the research is high in mundane realism with very little to no manipulation from the researcher, which means that the research is a valid reflection of the real-world. The examples of previous research and ecological validity present, justifies the decision to use the content analysis method to examine the data set of tweets in this study.

Furthermore, the paradigm of quantitative research uses objectivity, validity, reliability and generalisability to determine the rigour of research (Ulin, Robinson, & Tolley, 2005). Content analysis satisfies these qualities. It is objective and reliable as content analysis engages in the sub-process of clearly defining and operationalising coding categories to establish objectivity, which then ensures that whatever is measured can be replicated by another coder (Riff, Lacy, & Fico, 2014).

The strengths of content analysis are numerous and relevant for this study. The quantification of qualitative data is a logistical godsend for the huge amount of qualitative data present in this study; as the sheer volume of the data was beyond the researcher's individual capacity to examine it at this level. Content analysis was deemed necessary because the research was limited to using textual data to answer the main research questions (Neuman, 2000). The ability to define and operationalise the parameters for coding ensured that the process of reducing the qualitative data to numbers still retained meaningful distinctions in the data. Finally, the method is, as shown in the examples above, virtually unlimited in its applicability to a variety of questions important to many fields and disciplines and has great applicability to the field of educational assessment.

3.4.1 Coding criteria




The development of the coding criteria was deductive in that it was thought about in advance to answer all four research questions. A range of different tweets were prudently examined to determine the parameters of the coding criteria based on the common themes that were present. The broad themes were defined as topics that reoccur and the coding categories were iteratively added to operationalise the themes into measurable components and consequently be used to quantify the content of each tweet. The codes were then individually defined and fixed for the content analysis process.

As coding of the data commenced, two further criteriums emerged (humour/sarcasm and tweets related to current affairs) and were added to the final coding list. The rationale for adding these categories was to ensure that the classification system for coding the tweets were exhaustive, meaning that every tweet fitted into at least one category (Riff, Lacy, & Fico, 2014). Each code directly provides an answer to the first two research questions set out for this study. What students say about their exams on twitter is categorised using this content analysis, which consequently develops an answer to the second research question about the range of issues expressed. The final coding scheme with an operationalised definition and example for each coding category is shown in Table 1.2.

CODE	Criteria Defined	Examples*
Comments about their exam	Tweet describes students' approach to completing the	The exam finished and I still had 4 multiple choice questions left so I quickly but B for all of them

technique / answers / approach	exam and/or answering specific questions.	#aqaeconomics [Appendix F, Tweet no. 89]
Positive emotions/ feelings towards the exam	Tweet describes positive feelings towards the exam. Keywords such as; happy, blessed, 'smashed it', 'aced' are common descriptors of positive emotions.	lorde bless whoever wrote the #aqapsychology papers this year because they're on the topics i like and know and avoiding things like rusbult, split brain research and even though im miffed about no top down approach i want to kiss you for that "dealing with offending behaviour" [Appendix A, Tweet no. 112]
Negative emotions/ feelings towards the exam	Tweet describes negative feelings towards the exam. Keywords such as; worst, failing, stress, anxiety and resit, are descriptors of negative emotions.	I already know that any chances of passing #aqasociology are out of the window.. I'm kissing goodbye my chances of going to uni [Appendix D, Tweet 8]
Critical comments or reflections on particular	Tweet directly refers to a particular test item from the exam. The tweet is evaluative in nature, whereby the study may express issues and or	#OCReconomics when it said 'Some student don't meet the grades required to attend university' i felt that [Appendix G, Tweet no. 64]

exam questions	commendations for the said test item.	
Critical comments about the entire exam	Tweet directly refers the entire exam. The tweet is evaluative in nature, whereby the student may express issues and or commendations for the said exam.	That was beautiful, but now im disappointed that 80% of the course never came up so i learnt all that for nothing- exams are flawed #aqapsychology [Appendix A, Tweet no.50]
Comparative comments (comparing to other users' comments/ feelings)	Tweet indicates student's comparison with other students using the hashtag on their exam technique/approach and feelings. Key indicators are that the tweet may be posed as a question (e.g. what did you write? Does anyone feel the same way as me?). Keywords such as, relate and everyone may be found in the tweet.	Seeing everyone tweeting about how nice that paper was is making me feel so much worse fml #AQAsociology did anyone f*** it up as bad as I did?? I don't think so x [Appendix D, Tweet no. 208]
Contains an external link,	Tweet contains an external image or link.	Trying to decide if I should revise for paper 3 or watch Love Island

<p>usually a still image or GIF (Graphic interchange format for animated images)</p>		<p> #LoveIsland #OCRSociology https://t.co/rVSE9V2wmv [Appendix E, Tweet no.55] <i>Description of image: Image of confused looking actress with complex maths equations.</i></p>
<p>Tweet requires image / gif / meme to be fully understood</p>	<p>Tweet contains an external image or link and the external content is required to fully understand the tweet.</p>	<p>Sad that this man didn't get any recognition in this year's papers #aqapsychology https://t.co/p2Edvxl8FZ [Appendix A, Tweet no. 17] <i>Description of image: Black and white picture of Sigmund Freud</i></p>
<p>Insults/ profanity included</p>	<p>Tweet contains swearing, curse words or insults.</p>	<p>Imagine i wrote antihistamines instead of amphetamines  am ****ed #aqapsychology [Appendix A, Tweet no. 20]</p>
<p>Comments about learning / school/ teachers</p>	<p>Tweet is related to revision, learning and what was taught by teachers in school or college.</p>	<p>I'm happy psychology is over but am I happy that nothing I revised came up?? No  #aqapsychology</p>

		https://t.co/7C9vSSzdPw [Appendix A, Tweet no. 110]
Comments about exam board/ examiner / grade boundaries	Tweet contains direct reference to the examination boards; may refer to the ‘examiner’; may also refer to the setting of grade boundaries for the exam.	#ocreconomics lool Ocr mocking people who won’t get into uni, guess they selected that very carefully for a A’level exam. [Appendix G, Tweet 61]
Comments about future/post-exam activity	Tweet refers to future activity post-examination. For example, university prospects, disposal of written notes and resitting examinations	Me waving goodbye to uni after that exam #ocrpsychology https://t.co/7IS4Ofupoa [Appendix B, Tweet 8]
Tweet related to news / current affairs	Tweet refers to new information about recent or noteworthy events. For example, Psychology student’s reactions to the news about Zimbardo’s experiment being a fraud; or economics student’s reactions to President	So after my final psychology exam, where I write about Zimbardo deceiving his participants, I find out that Zimbardo deceived us and his findings were actually lies?!? He coached the guards into being brutal?!?!? https://t.co/7hmpKDTQ8O #aqapsychology [Tweet no. 111]

	Trump's recent tweets about the economy.	TRUMP WROTE THE ECONOMICS PAPER #aqaeconomics HYYYUGEE PRICE INCREASES https://t.co/Jnkp0bZpBy [Appendix F, Tweet 38]
Humour / Sarcasm	Tweet contains a comical aspect which can be identified through the use of play on words; the slang abbreviation – 'LOL' (laugh out loud); and sarcastic, mocking undertones.	PsychLOLOgy cause that exam was jokes #aqapsychology [Appendix A, Tweet 49] Bowlbys 44 theives? More like 45 after paper three stole my chances of getting an A 🤪 #aqapsychology - [Appendix A, Tweet no. 21]
Tweet from Teacher /School / Company	Tweet is clearly written by a teacher, school or (educational) company using the said hashtag. The tweets may refer to revision tips and post-exam progression.	And they are done! Well done Year 13, I told you that you would survive and you have! The very best of wishes in whatever you do next, I do very much hope you will stay in touch! Miss you already. #youdidit #proud #aqapsychology #flownthenest [Appendix A, Tweet no.22]

* All tweets are verbatim, and any profane words were prudently censored with (*) to represent the censored letters. Small images or error boxes indicate the presence of emojis. Underlines indicate a hyperlink which may represent a still image, GIF, video or website.

3.4.2 Coding overlapping

Research methods experts propose that the coding categories for a content analysis be mutually exclusive (Riff, Lacy, & Fico, 2014). In this research context, this would suggest that when coding tweets; each tweet must fit into just one of the 15 coding categories. This strict classification method was not compatible with the present data and research direction taken to answer the research questions.

There were a considerable number of tweets that could not logically be coded into just one category as they unavoidably shared characteristics of multiple codes. For example, in Table 1.2 the exemplar tweet provided for the coding category ‘comments about exam board/ examiner/grade boundaries’ would also fit into the coding category for ‘critical comments or reflections on particular exam questions’. This is because the student is not only referring directly to the examination board “*loul ocr mocking people who won’t get into uni...*”, they are also criticising the question in the exam which alluded to students failing their A Levels, “*guess they **selected that** very carefully for a A’level exam*” [Appendix G, Tweet 61].

Another example where codes overlap for a single tweet is seen in the exemplar tweet for the coding category ‘negative emotions/ feelings towards the exam’. In this tweet the student is not only describing their negative feelings towards the exams, “*I*

already know that any chances of passing #aqasociology are out of the window..."; they also make reference to future post-examination activity in the latter part of their tweet. "...I'm kissing goodbye my chances of **going to uni**", which fits into the coding category 'comments about future/post-exam activity'[Appendix D, Tweet 8].

This was the case for the majority of the sample of tweets, therefore the present study saw it necessary to allow for 'multi-coding'; whereby one tweet could be assigned more than one code, to avoid overlooking important content in the name of stringency. This was reasonable as the intended statistical analysis at this stage was simply based on frequencies to address the research questions.

3.4.3 Data Collection, sample size and materials

Collecting the data

There are a number of freely available applications which researchers can use to obtain data on Twitter. Although accessing the entirety of Twitter activity for any given period of time requires finances and infrastructure that were unavailable for this study. Tweets about examinations were collected by 'FollowTheHashtag' (DNOiSE, 2018), a free Twitter search analytics tool which specialises in social media measurement. 'FollowTheHashtag' originally developed in 2009 has access to the volume of tweets generated by twitter users via DNOiSE, a licensed company that can retrieve the full Twitter data stream. FollowTheHashtag can index both in real time and past data Tweets that respond to specific semantics and hashtags. The tool is initially free however, the free version limits the total number of tweets that it handles to 500 for each report.

For tweets to be included in this data set, the tweet had to include one of the hashtags listed in table 1.1. In addition, the tweets had to have been tweeted during

the A Level exam summer exam series for the three subjects between 4 June 2018 and 15 June 2018 (See Appendix I for the exam timetable). As this study was explicitly interested in understanding the social practices and interactions of students on Twitter as they unfold in everyday life in real-time, it was crucial for the research to be positioned in the most relevant, meaningful and contextual time frame to truly answer the research questions about what students say about their exams on twitter. Using FollowTheHashtag's export tool, the data for each hashtag within the specified timeframe, was exported to a Microsoft Excel spreadsheet. FollowTheHashtag captures both original tweets and retweets. A retweet is a re-posting of a Tweet. Twitter users can Retweet their own Tweets or Tweets from another user by clicking the retweet symbol. Occasionally, twitter users type "RT" at the beginning of a Tweet to indicate that they are re-posting someone else's content. As part of sampling the tweets, any duplicate tweets were removed using the true/false filter method for the RT column on the exported Excel spreadsheet, whereby any tweet filtered as 'true' for "RT" (retweet) was removed. As an extra measure, a text search filter was conducted to remove any tweet that included the prefix "RT". Excluding these tweets were to prevent popular tweets from saturating the sample and obscuring the original tweets in the sample. This refining process was done for each of the data sets downloaded per hashtag.

Table 1.1 indicates how many tweets were downloaded via FollowTheHashtag for each hashtag and shows how many tweets formed part of the sample for this study following the refining process to remove retweets. This mass removal of data highlights the uncontrolled and unprecise nature of the data grab by FollowTheHashtag. A much larger study would seek to obtain more data so that the refining process retains a substantial amount of the tweets to be analysed, however,

retaining just under a third (n=1,036) of the overall data downloaded (3,500) is seen to be proportionate for this master's level research. Furthermore, while it only represents a fraction of the total twitter activity during the Summer 2018 A Level exam series, the data are still sufficiently rich for analysis (Morstatter, Pfeffer, Liu, & Carley, 2013). Appendices A through to G contain all 1,036 tweets included in this study and will be referred to throughout this thesis.

Coding the data

Using the exported spreadsheet from FollowTheHashtag, once the retweets were removed from the final data set, 15 columns were added to represent each coding category. Each tweet was carefully examined and coded accordingly by simply assigning a '1' in the cell to each code which the tweet applied to. After all the tweets were coded, the frequencies of each coding category were calculated using the auto sum formula on Microsoft Excel. This was completed for each of the hashtag units specified in Table 1.1. (See Appendix H for an example of the coding).

3.5 Qualitative analysis

Content analysis methods are valuable, notwithstanding the common issues of reliability, sampling and validity. The issue of validity becomes more apparent when handling non-text data when coding. Non-text data is not restricted to images, it can in fact be textual data that has a latent meaning beyond the raw words presented (Riff, Lacy, & Fico, 2014). Therefore, the content analysis method when strictly adhered to as a quantitative method cannot always accurately capture the dimension of analysis required for non-text data.

Twitter enables users to attach an image, use emojis or included a link in their tweet, and so the combination of visual and verbal data within textually based tweets

generated a coding problem. This is because in some cases the visual information is not consistent with the text, thus creating ambiguity for categorising the content.

Future research may consider exploring the use of images to express thoughts about examinations on Twitter in greater depth, by creating a coding scheme specifically for images. As this was beyond the scope of the present study, there was a need to quite simply appreciate the qualitative nature of the data by engaging in rudimentary qualitative analysis, to interpret what is going in the data in relation to the research questions.

What is more, in an age of instant messaging communication and a rise in colloquial terms; the shared meaning of so many commonly used words meant that coding data in the present study had to consider the shared meaning of particular words and slang terms in certain sentence contexts. For example, the popular slang abbreviation 'LOL' (laughing out loud) was used both positively [Appendix B, Tweet 69] and negatively [Appendix A, Tweet 12] depending on the context. At face value, without appreciation for the context, one would argue that the presence of the slang abbreviation 'LOL' should indicate positive emotions and experience, however, it is observed as not always being the case and highlights the need for contextual qualitative analysis as part of the overall content analysis method. Additionally, the use of 'play on words' were evident in some tweets. For example, one student tweeted "*I'm sorry if I forget your name or brithday (sic) but having to remember names and dates of so many psychological experiments, I need a break from **et al** #aqapsychology*" [Appendix A, Tweet 115]. The pun here is the use of 'et al' which literally translated to 'and others' in the reference citation context where it would normally be used, however, one can interpret that this student has used 'et al' in place of 'it all' for the sentence context. This layer of interpretative analysis would be

missed if the focus of the analysis for the present data was strictly quantitative content analysis with no appreciation of the context.

In addition, some Tweets referred to specific exam questions and while there was a coding category for such tweets under the quantitative content analysis, where possible, it was valuable to qualitatively assess the actual exam script that was mentioned, to pick up on the issues conveyed in the Tweets. This provided another layer of contextual understanding in order to fully consider what students are saying about examinations on twitter from the perspective of the actual exam script.

The qualitative analysis used in this study focused on providing a contextually aware qualitative assessment of what was observed, to supplement the quantitative content analysis. Attention was given to appreciating the distinction between manifest and latent content in the data. Analysis of manifest content assumes, that “what you see is what you get”; the meaning of the data is its face value meaning. Latent analysis is reading between the lines and understanding that each tweet as a data point is a consequence of something else, and should not be assessed in isolation (Holsti, 1969; cited in Riff, Lacy, & Fico, 2014). Moreover, this latent interpretive analysis was imperative to answer the last two research questions as to whether there was any indication of who students wanted their views on examination to be heard by, and what implications could be drawn from analysing students Tweets on examinations. These two questions could not be answered by quantitative content analysis alone because it deals with manifest content and makes no conclusions beyond that. However, qualitative analysis was necessary as part of the interpretive stage because as highlighted above, some of the most important (latent) content in the tweets would not be captured without proper judgement and interpretation by the researcher.

Qualitative analysis is not without its drawbacks as objectivity is significantly reduced in this method and the assumption is that the researcher is an authoritative interpreter who can intuitively identify and assess the meaning embedded in A Level students' Tweets. It was therefore imperative that the researcher for the present study was conversant with the context of A Level examinations in the UK and the use of Twitter as a tool for communication among students. Another assumption is that the researcher is immune to their inherent biases so that they can assess the 'true' content, though, this is near impossible and so highlights that qualitative analysis in this context is not sufficient on its own to validly answer the research questions. Similarly, quantitative content analysis will provide very limited outcomes if used alone. In sum, the decision to use quantitative content analysis with qualitative considerations was tentatively necessary yet sufficient to answer the research questions and provided a more complete understanding of students' expressions about exams on social media.

3.5.1. Exam scripts

As part of the coding criteria there was a category for coding tweets that made reference to a specific test item within the exam. As a Psychology teacher I had exclusive access to the three AQA Psychology A Level exam papers, thus, when students referred to specific exam questions in their tweets with the #AQAPsychology hashtag, I utilised the test papers to form part of the qualitative analysis where appropriate. These three test papers remain confidential from the public domain at the time of this research and therefore cannot be included in the Appendices until they are officially released on the AQA examinations board's website. The content of the examinations produced by all exam boards are free to be discussed from 15 August 2018 which is a day before the A Level Results are given out

to all students. The test items on the exam scripts will only be referred to when qualitatively interpreting tweets chosen by the researcher for further analysis.

3.6 Ethical consideration

The study was approved by University College London, Institute of Education ethics committee. The twitter data used in the present study is in the public domain. As this is not a study that required 'direct' human participation no informed consent was sought after. Under Twitter's privacy policy, all users are aware and agreed to the public nature of twitter. An excerpt of Twitter's privacy policy;

'Twitter is public and Tweets are immediately viewable and searchable by anyone around the world. We give you non-public ways to communicate on Twitter too, through protected Tweets and Direct Messages. You can also use Twitter under a pseudonym if you prefer not to use your name'. (Twitter, 2018)

Twitter users are either public or private: content is can be visible to everyone, including individuals without a Twitter account. Tweets from private accounts were not retrieved by the Follow the Hashtag data tool, and cannot be automatically retweeted by other users, therefore, tweets captured for this research are known to be publicly available comments, although they may of course be deleted after publication.

Due to the nature of this research and the data required, it was difficult to completely anonymise all the data so that no individual or institution is recognisable. Where possible, any indication of personal information was excluded from the final data such as 'real names' and date of birth which can be viewed on Twitter.

High-stakes assessments are naturally a sensitive topic for all stake holders involved; namely students. As students are the primary focus, it was important to be

cognisant of the sensitive tweets that are encountered and where appropriate these were completely anonymised in the data, including using twitter pseudonyms.

Chapter 4: Results and Discussion

For each hashtag by subject and exam board, this section will start off by simply presenting the tabulated findings from the content analysis without any additional analysis or comments; just the frequencies in relation to the codes. After the results for each hashtag are presented and a table which displays the content analysis of all 1,036 tweets, there will be a qualitative discussion of the findings to make sense of the data from the quantitative content analysis. While the focus of the study was on capturing what students say about their exams on Twitter, it was considered important to place their tweet within the wider context of A Level examinations, school and social media usage. Therefore, the discussion will include a qualitative interpretation of significant tweets within the current data set, selected by the researcher to offer a holistic view of the results from this study. The discussion will be grounded in answering the four research questions set out at the start of the thesis and will offer reflections on the sparse, yet relevant literature related to this area of study.

4.1 Psychology: Content analysis of tweets

#AQAPsychology

Using the coding scheme via an iterative process, each tweet for the hashtag #AQAPsychology (n=119) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are shown in Table 2.1 below.

Table 2.1: #AQAPsychology Content Analysis of tweets (n=119)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	25	21.01
Positive emotions/ feelings towards the exam	27	22.69
Negative emotions/ feelings towards the exam	29	24.37
Critical comments or reflections on particular exam questions	25	21.01
Critical comments about the entire exam	22	18.49
Comparative comments (comparing to other users' comments/ feelings)	9	7.56
Contains an image or gif	66	55.46
Tweet requires image / gif / meme to be fully understood	45	37.82
Insults/ profanity included	10	8.40
Comments about learning / school/ teachers	13	10.92
Comments about exam board/ examiner / grade boundaries	21	17.65
Comments about future/post-exam activity	22	18.49
Tweet related to news / current affairs	16	13.45
Humour / Sarcasm	16	13.45
Tweet from Teacher /School / Company	2	1.68

#OCRPpsychology

Using the coding scheme via an iterative process, each tweet for the hashtag #OCRPpsychology (n=97) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are in Table 2.2 below.

Table 2.2: #OCRPpsychology Content Analysis of tweets (n=97)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	11	11.34
Positive emotions/ feelings towards the exam	20	20.62
Negative emotions/ feelings towards the exam	37	38.14
Critical comments or reflections on particular exam questions	48	49.48
Critical comments about the entire exam	13	13.40
Comparative comments (comparing to other users' comments/ feelings)	2	2.06
Contains an image or gif	42	43.30
Tweet requires image / gif / meme to be fully understood	26	26.80
Insults/ profanity included	17	17.53
Comments about learning / school/ teachers	6	6.19
Comments about exam board/ examiner / grade boundaries	15	15.46
Comments about future/post-exam activity	7	7.22
Tweet related to news / current affairs	1	1.03
Humour / Sarcasm	4	4.12
Tweet from Teacher /School / Company	1	1.03

#EdexcelPsychology

Using the coding scheme via an iterative process, each tweet for the hashtag

#EdexcelPsychology (n=142) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are in Table 2.3 below.

Table 2.3: #EdexcelPsychology Content Analysis of tweets (n=142)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	13	9.15
Positive emotions/ feelings towards the exam	29	20.42
Negative emotions/ feelings towards the exam	34	23.94
Critical comments or reflections on particular exam questions	70	49.30
Critical comments about the entire exam	7	4.93
Comparative comments (comparing to other users' comments/ feelings)	6	4.23
Contains an image or gif	60	42.25
Tweet requires image / gif / meme to be fully understood	42	29.58
Insults/ profanity included	17	11.97
Comments about learning / school/ teachers	12	8.45
Comments about exam board/ examiner / grade boundaries	13	9.15
Comments about future/post-exam activity	16	11.27
Tweet related to news / current affairs	0	0.00
Humour / Sarcasm	15	10.56

Tweet from Teacher /School / Company	0	0.00
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4.2 Sociology: Content analysis of tweets

#AQASociology

Using the coding scheme via an iterative process, each tweet for the hashtag #AQASociology (n=360) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are in Table 2.4 below.

Table 2.4: #AQASociology Content Analysis of tweets (n = 360)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	25	6.94
Positive emotions/ feelings towards the exam	97	26.94
Negative emotions/ feelings towards the exam	86	23.89
Critical comments or reflections on particular exam questions	43	11.94
Critical comments about the entire exam	22	6.11
Comparative comments (comparing to other users' comments/ feelings)	24	6.67
Contains an image or gif	100	27.78
Tweet requires image / gif / meme to be fully understood	38	10.56
Insults/ profanity included	36	10.00
Comments about learning / school/ teachers	73	20.28

Comments about exam board/ examiner / grade boundaries	30	8.33
Comments about future/post- exam activity	15	4.17
Tweet related to news / current affairs	59	16.39
Humour / Sarcasm	7	1.94
Tweet from Teacher /School / Company	3	0.83

#OCRSociology

Using the coding scheme via an iterative process, each tweet for the hashtag #OCRSociology (n=117) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category and the results are shown in Table 2.5 below.

Table 2.5: #OCRSociology Content Analysis of tweets (n=117)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	13	11.11
Positive emotions/ feelings towards the exam	15	12.82
Negative emotions/ feelings towards the exam	23	19.66
Critical comments or reflections on particular exam questions	29	24.79
Critical comments about the entire exam	7	5.98
Comparative comments (comparing to other users' comments/ feelings)	10	8.55
Contains an image or gif	48	41.03

Tweet requires image / gif / meme to be fully understood	18	15.38
Insults/ profanity included	10	8.55
Comments about learning / school/ teachers	24	20.51
Comments about exam board/ examiner / grade boundaries	13	11.11
Comments about future/post-exam activity	9	7.69
Tweet related to news / current affairs	7	5.98
Humour / Sarcasm	5	4.27
Tweet from Teacher /School / Company	0	0.00

4.3 Economics: Content analysis of tweets

#AQAEconomics

Using the coding scheme via an iterative process, each tweet for the hashtag #AQAEconomics (n=102) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are shown in Table 2.6 below.

Table 2.6: #AQAEconomics Content Analysis of tweets (n=102)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	21	20.59
Positive emotions/ feelings towards the exam	6	5.88
Negative emotions/ feelings towards the exam	31	30.39
Critical comments or reflections on particular exam questions	30	29.41

Critical comments about the entire exam	9	8.82
Comparative comments (comparing to other users' comments/ feelings)	9	8.82
Contains an image or gif	54	52.94
Tweet requires image / gif / meme to be fully understood	14	13.73
Insults/ profanity included	11	10.78
Comments about learning / school/ teachers	10	9.80
Comments about exam board/ examiner / grade boundaries	3	2.94
Comments about future/post-exam activity	5	4.90
Tweet related to news / current affairs	15	14.71
Humour	7	6.86
Tweet from Teacher /School / Company	0	0.00

#OCREconomics

Using the coding scheme via an iterative process, each tweet for the hashtag #OCREconomics (n=99) was manually coded. Descriptive statistics were used to calculate the overall frequency of each coding category. The results are shown in Table 2.7 below.

Table 2.7: #OCREconomics Content Analysis of tweets (n=99)		
CODE	Number of tweets	Percentage of total tweets (%)
Comments about their exam technique / answers / approach	17	17.17
Positive emotions/ feelings towards the exam	13	13.13
Negative emotions/ feelings towards the exam	23	23.23

Critical comments or reflections on particular exam questions	31	31.31
Critical comments about the entire exam	2	2.02
Comparative comments (comparing to other users' comments/ feelings)	22	22.22
Contains an image or gif	32	32.32
Tweet requires image / gif / meme to be fully understood	16	16.16
Insults/ profanity included	10	10.10
Comments about learning / school/ teachers	13	13.13
Comments about exam board/ examiner / grade boundaries	12	12.12
Comments about future/post-exam activity	4	4.04
Tweet related to news / current affairs	7	7.07
Humour / Sarcasm	10	10.10
Tweet from Teacher /School / Company	1	1.01

4.4 Overall content analysis across all subjects and exam boards

The total number of tweets in this analysis was 1,036 which reflects the total number of tweets in the study. For all 1,036 tweets a sum of the frequencies for each coding category across the three subjects and three examination boards was calculated to determine the overall frequencies for this content analysis. The results are shown in the column furthest to the right on Table 3.1 below. This table also includes the overall content analysis results for psychology, sociology and economics across their respective examination boards.

Circa a third of the tweets were categorised as having contained comments about their exam technique (33.78%), included an image or an external link (31.85%) or contained critical and reflective comments about specific exam questions (29.34%). Students' comparative comments contributed to a considerable percentage of the

overall tweets (12.36%), while a smaller percentage of the tweets were related to the news (7.34%) or post-exam activity (5.98%).

Table 3.1: Cross-subject and overall content analysis. (n=1036)				
Code	Psychology Percentage of total (n=358) tweets. (%)	Sociology Percentage of total (n=477) tweets. (%)	Economics Percentage of total (n=201) tweets. (%)	Percentage of total tweets across all three subjects (n=1036) (%)
Comments about their exam technique / answers / approach	38.27	36.69	18.91	33.78
Positive emotions/ feelings towards the exam	16.76	16.56	9.45	15.25
Negative emotions/ feelings towards the exam	14.53	22.22	26.87	20.46
Critical comments or reflections on particular exam questions	25.42	31.87	30.35	29.34
Critical comments about the entire exam	22.07	18.87	5.47	17.37
Comparative comments (comparing to other users' comments/ feelings)	9.22	13.42	15.42	12.36
Contains an image or gif	22.07	34.59	42.79	31.85
Tweet requires image / gif / meme to be fully understood	17.32	19.29	14.93	17.76
Insults/ profanity included	7.54	10.06	10.45	9.27

Comments about learning / school/ teachers	3.63	7.55	11.44	6.95
Comments about exam board/ examiner / grade boundaries	10.06	10.69	7.46	9.85
Comments about future/post-exam activity	6.15	6.50	4.48	5.98
Tweet related to news / current affairs	4.47	7.97	10.95	7.34
Humour / Sarcasm	4.47	6.92	8.46	6.37
Tweet from Teacher /School / Company	0.56	0.63	0.50	0.58

4.5 Qualitative Discussion of results

The aims of the present study were to discover what is shared on twitter by students with regards to high-stakes assessments, to explore the range of issues expressed and to whom. The final aim was to consider the implications of how students' sharing of experiences with assessment on social media could shape the response of stakeholders in education.

This section will discuss the results of the present study. The overall results of the content analysis across all subjects and examinations is the focus of the discussion. This is because discussing by each subject and examination board is an onerous task for a thesis of this kind and goes somewhat beyond the primary research questions. This section will be divided by three headings to reflect the first three research questions. The final research question which considers the implications to be drawn from the present study, will be woven in the three headings with the intention of deepening the discussion of the results in view of the research aims. It is a qualitative discussion in that data points (tweets), will be drawn upon to

contextualise the discussion beyond the quantitative findings listed in the preceding sections above. In addition, the discussion will be positioned in the limited current literature to see how this study complements, contrasts and advances the existing research literature in assessment.

4.5.1 What do students say about their exams on twitter?

When sharing about their examinations on twitter, many students were concerned with describing their approach to answering exam questions and openly shared their answers with other twitter users (33.78%). As part of this, students took to twitter to ask other students about their approach to answering particular exam questions:

what did you guys write for the difference between the distribution in group a and b? i panicked and said group a was a negative distribution and group b was a positive distribution idek (sic) #aqapsychology [Appendix A, Tweet 1]

This act of questioning may be a reflection of students actively seeking out and providing the social support which they and their peers need, as a way of circumventing the stress and anxiety that high-stakes examinations can bring.

Research shows that interaction and social support from peers are important factors which affect academic performance (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015) and so it could be that social media supplements physical interaction with peers which in turn can positively influence one's academic performance.

What was interesting is that students were willing to share their perceived erroneous answers or mistakes with other twitter users who exclusively used the designated hashtag:

Lol when u realise you wrote about systematic sampling instead of stratified sampling #aqapsychology [Appendix A, Tweet 93]

Did I take a theorist approach to the 40 marker? I did not. In fact I took no approach and did my favourite technique 'throw everything you can remember down about ethnicity, hope that you're right and not being unintentionally racist' see you at retakes #OCRSociology [Appendix E, Tweet 104]

imagine writing a sick marxist essay just to find out the question was actually functionalism #OCRSociology [Appendix E, Tweet 115]

This contrasts existing research which suggests that students are concerned with how their answers and results would be perceived by their peers (Banks & Smyth, 2015). Instead, the findings indicate that students are open to unreservedly sharing their mistakes without the assumed fear of judgment or of failing which often muzzles anxious individuals. In the tweet above, one student even determines for themselves and publicly shares that they will be retaking their OCR A Level Sociology paper. This students' tweet and many others in the present study defy the expectation set by previous research that individuals seek to keep their anxieties, shame and perceived failures private. So why are student so open to share socially undesirable experiences on twitter? It may be that what students share on twitter is very much determined by their perception of community and to some extent anonymity. Their contribution to the exclusive hashtag for their subject and examination board makes them feel part of a wider community, gives them a sense of belonging and identity (Tajfel, 1974). Perhaps there is a safety that comes with sharing one's experiences with assessment on social media knowing that you are free from judgement because you are not alone in your experience and are also not easily identifiable due to the perceived anonymity which social media platforms can provide (McKinney, Kelly, & Duran, 2012):

But it has been a great pleasure suffering with the rest of Twitter. This is the last time we'll all be able to suffer the same exams at the same time 🤖 Good luck to everyone 🙏❤️ #OCREconomics [Appendix G, Tweet 8]

The shared 'suffering' of high-stakes assessment is one that unifies students across the UK via social media:

This [exams] honestly shows how damaging it is, the fact that a hashtag of loads of students across the country who literally haven't slept in days due to academic pressures and back to back exams is honestly so damaging... #aqasociology <https://t.co/IYnR4MJzbp> [Appendix D, Tweet 140]

What students are collectively communicating about examinations without these specific words is "we are not alone" and more poignantly "we deserve to be heard" (Vuuren, Teurlings, & Bohlmeijer, 2012).

The unity which social media encourages does not exclude the comparative nature that social media also facilitates in individuals especially students. Twitter provides an abundance of social comparison opportunities. Across all three subjects and exam boards, 12.36% of students used twitter to compare their reactions to the A Level examinations with other students. The inferred motive for comparison on social media was for students to observe and share how they found the exam relative to everyone else. For some students, the outcome of comparing assessment experiences was an assurance that most students collectively found the said exam difficult:

So everyone f***ed economics, good to hear #prayforlowergradeboundaries #ocreconomics [Appendix G, 70]

While for other students the act of comparison brought along with it a realisation that their experience of the examination was unique to them, with no one openly sharing a similar experience:

When everyone found Paper 3 a blessing but me 🤔 🤔 can't wait for those sky high grade boundaries to knock me down 😞 😞 #aqapsychology

[Appendix A, Tweet 33]

Exposure to the ideal outcomes of assessment on social media can be considered a salient source of external pressure to do well. The comparative comments which students make on social media regarding assessment may lead to further anxiety and contribute to a negative learner identity of failure (Stiggins, 2007). Research has shown that social comparison of academic ability on social media is related to negative emotions, lowered self-esteem and a lack of identity clarity when the information shared on social media contains upward comparison content such as high grade, high confidence in academic endeavours and high academic success (Vogel, Rose, Roberts, & Eckles, 2014):

don't get how everyone is saying that paper was good, i thought it was awful #edexcelpsychology [Appendix C, Tweet 20]

In essence, what students are saying about assessment on twitter is that how their peers do is important for shaping the way they measure their own success in an exam. It is as if students use social media to conduct a pre-exam analysis, however, they do not do so without voicing some of the key issues they have with high-stakes examinations.

4.5.2 What are the range of issues expressed?

There were a range of issues expressed by students concerning A level examinations on Twitter. These issues can be categorised into student's expression of how test anxiety and exam stress has affected them; criticisms of the actual exam content and concerns about their future post-examinations. In the overall content analysis of tweets across all three subjects and exam boards, the percentage of positively emotive tweets (15.25%) and negatively emotive tweets differed by 5%, with 20.46% of all the tweets in the content analysis categorised as negatively charged towards the exam. It is clear from the findings that anxiety and stress are dominant themes in the lives of A Level students. The scale of tweets that actually used the words 'anxiety', 'stress' and 'mental health' to describe negative feelings towards examinations was remarkable:

#aqasociology knows how to bring your anxiety up. This exam is gonna f*** me over 😞 [Appendix D, Tweet 89]

This #aqasociology breach has made my anxiety about 3000 times worse as I've been sick this morning [Appendix D, Tweet 38]

Just please be a nice paper I actually can't take anymore stress :(.
#aqasociology [Appendix D, Tweet 101]

These exams are messing up my mental health #aqasociology [Appendix D, Tweet 141]

Other students reported feeling 'physically sick' [Appendix D, Tweet 98], 'losing sleep' [Appendix D, Tweet 128], which are consistent with what previous studies have shown us about the physical, emotional and psychological effects of high-stakes examinations (Symes, Putwain, & Connors, 2009; Putwain & Daly, 2014).

These physical manifestations of test anxiety (Oaten & Cheng, 2005) along with many tweets that expressed feelings of dread and unease with the AQA Sociology exam in particular were situated in the context of an exam paper leak. Therefore, students did not only take to twitter to share their test anxiety and stress for the pending high-stakes examination, they also used twitter as a platform to share their dismay at the news of the exam paper leak for AQA Sociology, to which the examinations board actually provided a statement regarding the leak using their twitter account (AQA, 2018).

The news of the exam leak undoubtedly influenced students to be more critically expressive about their perceptions of high-stakes examinations via Twitter. Research has revealed that public perceptions of examinations in the UK is shaped by scandalous events such as poor test items, erroneous grading and of course, exam paper leaks (Simpson & Baird, 2013). Students went as far as scrutinising individual test items in 29.34% of the tweets and also made critical comments about the overall exam paper construction for exams across all three subjects (17.37%). Students were concerned with the lack of sensitivity displayed by exam boards who included rather pessimistically worded test items as part of the A Level exam script:

OCR really didn't need to remind me that 'some students don't get the grades required to take up a place at university' bc after that paper, I'm going to be one of them #ocreconomics [Appendix G, Tweet 99]

#ocreconomics lol Ocr mocking people who won't get into uni, guess they selected that very carefully for a A'level exam. [Appendix G, Tweet 61]

The test item on the OCR Economics paper alluded to A Level/Post-compulsory student not meeting the grade requirements for university and demanded that

students apply their knowledge of economics to answer the questions to follow. Students were right to pick up the insensitivity of the particular test item, given that they themselves are post-compulsory students whose performance on that very economics exam could determine the trajectory of their academic futures and whether tertiary education is an option. Considering this, students also used twitter to share how they believe the high-stakes examinations to be a significant determinant of their future endeavours:

With the grades im getting, I'm defo gonna be apart of the 2.2 million not going uni #ocreconomics [Appendix G, Tweet 80]

I already know that any chances of passing #aqasociology are out of the window.. I'm kissing goodbye my chances of going to uni [Appendix D, Tweet 8]

Students clearly believed that A Level examinations are a critical juncture in their lives and carries an incredible importance for their future. With many expressing an 'all or nothing' attitude and even disqualifying themselves from succeeding before the results of the exams are released.

A contributing reason as to why students exclude themselves from remotely succeeding in high-stakes examinations is because they wrestle with the trustworthiness of the said exam due to their encounters with poor test items within the test paper (Flores & Clark, 2003). Tests that have significant consequences are held to a higher standard of validity to reflect the weightiness of how the test is used; for example, tests used for qualification, certification, employment and further education (Downing & Haladyna, 1997). With the stakes this high the test items ought to be well developed and valid, however, multiple examples of poor test items

in the 2018 Summer A Level examination series were picked up by students and shared on Twitter as a key issue for them with high-stakes assessments.

There were several tweets that expressed a unified dissatisfaction with the multiple-choice questions (MCQs) included in the A Level exams. MCQs consist of a question or a statement and a series of four or five responses, of which only one is the correct answer. Incorrect responses are referred to as distractors and are included as plausible answers to the question (Haladyna & Downing, 1989). One of the most common problems affecting MCQs is the presence of item writing flaws which are violations of the previously established item-writing guidelines and can affect student performance on MCQs by making the question more difficult or much easier to answer (Downing, 2005). To this end, some students believed that the MCQs were flawed in that they were simply too difficult and too demanding of the time relative to the contribution that they have on their final grade:

The problem with those multiple-choice questions is that I genuinely believe with a textbook in front of me I couldn't have answered some of them
#aqaeconomics <https://t.co/z6hUXxM3VK> [Appendix F, Tweet 57]

When you spend more time on a multiple choice question than on the 16 marker #aqapsychology <https://t.co/eTCjvFnICs> [Appendix A, Tweet 83]

While others were more critical of the construction of MCQs, specifically the lack of credible distractors in their view:

When AQA hook you up with the first question being a 4 mark multiple choice, but the options are so similar #aqapsychology... [Appendix A, Tweet 79]

Me after rereading the options for the issues and debates multiple choice question so many times with them all still sounding the same as each other #aqapsychology <https://t.co/klLotufGVn> [Appendix A, Tweet 6]

Another item writing flaw was identified in students' response to the application-based test item in the AQA Psychology exam. This question required students to explain the process of minority influence, an area within social psychology to the 'psychology teacher' in the stem. One student responded to this by tweeting:

If Jenny is a psychology teacher, why should I have to explain minority influence to her? #AQAPsychology [Appendix A, Tweet 5]

The test item did not make sense to the student and with good reason. Why would a psychology teacher need to be told about 'minority influence'? Perhaps this question would have been well regarded by students if one word had been changed; from 'psychology' teacher to 'maths' teacher or another subject that is considered separate from psychology. Even though test items for high-stakes examinations are the most highly scrutinised by educational testing experts before they are released (Downing & Haladyna, 1997). This test item and the OCR economics test item mentioned above [Appendix G, Tweet 99] highlights the need for the test item editorial process to be reviewed. The content expertise and language expertise that item writers bring may need to be supplemented by a responsive editorial review by learners to ensure the suitability and relevance of the test item. Examination boards may consider examining their test-item construction process as a result of the tweets shared by students concerning poor test items; thus, showing how influential students tweets about their assessment experiences can be for shaping educational practice.

Aside from criticising individual test items, students used twitter to emphasise the test development issue of construct underrepresentation:

That was beautiful, but now im disappointed that 80% of the course never came up so i learnt all that for nothing- exams are flawed #aqapsychology
[Appendix A, Tweet 50]

In a single tweet, the student carefully captured a prevailing issue with test development, which is that an examination cannot possibly cover the entire subject domain (Messick, 1989; Koretz, 2008). In fact, to this student, the exam only included 20% of their course which in their own words is 'flawed'. What does this communicate to educational stakeholders? Firstly, examinations boards may need to facilitate a dialogue with students to enlighten them of the difficulty with test construction, especially under the new content-heavy A Level examinations. They may also wish to review their test development process to ensure that a substantial amount of the course specification is included and that it is high in face validity to ensure that it is apparent to all test-takers. Secondly, this students' tweet may influence the learning behaviours of other students (Kirschner & Karpinski, 2010) who may deduce that it is not worthwhile or rewarding to learn the entire subject content. Thus, in line with previous research 'learning to the test' and 'teaching to the test' emerges as common practice for students and teachers preparing for exams (Jensen, McDaniel, Woodard, & Kummer, 2014), though it appears to be something that students do not agree with.

4.5.3 Are there any indications of who they want their messages to be heard by?

Twitter is a global platform readily accessible and used by an array of individuals and organisations (Ofcom, 2016). It was of interest to use the findings of the present study to uncover who students wanted their messages to be heard by. A range of groups were identified as the desired audience for students' tweets about their examination experience.

The first obvious group that students' tweets about examinations were directed at were other students. It is inferred that students shared their experience with other students for many purposes. One purpose supported by research is that of students coming together to revise and share study notes on social media, which has been shown to be effective in improving academic performance in research using Facebook (Paul, Baker, & Cochran, 2012). One student shared their study notes with the objective of helping other students struggling in the same topic, while another was concerned with finding out what other students were revising:

if you want help on balance of payments here's a poster i made last year
when i felt productive #gcse2018 #OCReconomics <https://t.co/MDVGzA79fi>
[Appendix G, Tweet 60]

#ocrsociology what topic are you revising [Appendix E, Tweet 48]

Furthermore, other students were observed to be the key recipients of students' tweets surrounding the predictability of the exams. Predictability in the assessment context refers to exam questions being known in advance through strategic predictions based on previous examination content and question structure. This was

seen in tweets where students actively questioned what would come up in their pending exams:

does anyone know of any predictions for paper 3 because i'm kind of desperate #ocrsociology [Appendix E, Tweet 32]

since age, ethnicity and class have all already come up in 1st and 2nd WHAT ARE THE CHANCES OF GENDER #ocrsociology [Appendix E, Tweet 35]

Baird, Caro, and Hopfenbeck (2016) says that students do this to restrict their learning to only what the examination requires, thus they are able to memorise performances to reproduce in the exam. This also suggests that student's engagement between themselves on twitter during the high-stakes assessment period can undermine holistic curriculum aims because of the pressure to do well. Students are not primarily concerned with learning, they are mostly concerned with doing well in the test, and it would appear that from their vantage point doing well in the test is not tantamount to knowing everything in the subject area because only a fraction is represented in a test (Koretz, 2008). Conversely, research has shown that the grading system favours students who study their subjects broadly over those who study in fragments depending on their assumed demands of the test (Baird, Caro, & Hopfenbeck, 2016).

Another apparent audience for the students tweets about their examinations were the three UK exam boards included in this study. All three examinations boards have public Twitter accounts and it appears that present day students have taken advantage of their unrestricted access to these exam boards via Twitter; something that no previous generation has had before.

Many students used Twitter to directly address examination boards about their varied concerns. Some students were cognisant of how grade boundaries would affect them and used humour and sarcasm to express this:

all now were thanking AQA for these nice papers for #aqapsychology but forgetting the grade boundaries are gonna be higher than the voltage in milgrams shock study 😊 [Appendix A, Tweet 48]

Others were concerned with how their paper would be perceived and marked by examiners. Perhaps due to the debacle of erroneous marking in the past which has caused students to use Twitter to quite literally plead with examiners to mark fairly (Johnson, Hopkin, & Shiell, 2012):

Examiners going have a right laugh at my paper #ocrpsychology [Appendix B, Tweet 19]

please be nice when marking our sociology papers pls @AQA #aqasociology [Appendix D, Tweet 86]

Finally, some students showed their knowledge of how construct irrelevance variance could affect the outcomes of their examinations (Haladyna & Downing, 2004). One example is seen in the AQA Psychology tweets by students who after sitting their final paper were faced with the speculative news all over Twitter, that the distinguished psychologist Philip Zimbardo's famous Stanford Prison Experiment was in fact a fraud. Students believed that this extraneous event beyond the control and intention of the exam could negatively impact their grades, especially as his experiment is a core part of the exam specification and is discussed in most psychology textbooks (Griggs, 2014). Some students feared that they would be

penalised for including Zimbardo's research in their exam responses and used social media to communicate this anxiety:

I think lower grade boundaries are in order seeing as we were unethically deceived for 2 years #aqapsychology <https://t.co/dBJSVS4qHP> [Appendix A, Tweet 116]

Students are aware of how external factors can negatively influence their examinations and perhaps an implication of these findings calls for exam boards to review the way in which they communicate with test-takers about construct irrelevance variance. A commendable example of good communication with students was displayed by AQA (2018) who used Twitter to respond to students tweets about the Sociology exam paper leak and to reassure them of the validity of the reserve paper.

In some respects, the intended recipients of students' tweets were unconventional. Such examples were observed when economics students tweeted the President of the United States, Donald Trump, because something that he tweeted about came up in the AQA economics exam. This shows how students use of twitter exposes them to current affairs and has proved to be beneficial in their exam practice.

TRUMP WROTE THE ECONOMICS PAPER #aqaeconomics HYYYUGEE
PRICE INCREASES <https://t.co/Jnkp0bZpBy> [Appendix F, Tweet 38]

Economics a level based off a trump tweet #aqaeconomics
<https://t.co/7uizz8w26x> [Appendix F, Tweet 69]

On the other hand, there were some more conventional recipients of students' tweets about examinations such as their relatives:

I'm sorry if I forget your name or birthday (sic), but having to remember names and dates of so many psychological experiments, I need a break from et al #aqapsychology [Appendix A, Tweet 115]

This student jokingly alludes to the cognitive demands of exams on their ability to remember important dates outside of their study of psychology. They use the pronunciation-based play on words with 'et al' to mean 'it all' to possibly euphemise the negative impact that examinations can have on one's home life. Students may share on Twitter what they may not feel comfortable sharing at home or among relatives, therefore, it could be that the monitoring of students tweets during the examination period may provide their relatives with an insight into the test-taker's experience and help them to respond appropriately.

It must be noted that not up to 1% of all the tweets on examinations included in this study were from teachers, schools or other educational organisations. Given the relatively high prevalence of tweets which reflected significant negative feelings towards examinations, with some students disclosing mental health and anxiety issues; it is worrisome that some of these students' emotions may have been overlooked by their teachers because of educators' lack of engagement on social media during the exam period.

Without explicitly saying so, students may share their assessment experiences on Twitter in order to receive support from their educators and organisations. The findings of this study provides valuable insight into the types of information shared by students that could be extracted from Twitter to be used alongside other data gathering methods to best understand and support the most vulnerable students during the emotionally demanding season of exams (Embse & Hasson, 2012).

Teachers have a unique opportunity to support students who may be affected by exam stress and test anxiety. Casbarro's (2005) book for students, parents and teachers includes practical ways of managing test anxiety and specifically details how educators can support students with test anxiety. One suggestion is that teachers should be cautious about how they communicate the significance of examination outcomes, as research has revealed that teacher's fear appeals around the importance of high-stakes assessment is a key contributor to elevating test anxiety and reducing academic performance (Putwain, et al., 2017).

Casberro (2005) goes on to propose that educators should develop a standardised way of communicating details of the examinations process, ways of managing test anxiety and the consequences of exam outcomes. This is corroborated by a research which shows that effective communication about exams reduces test anxiety (Smith, 2018). The present study wishes to echo the same as part of the implications of this research on teaching practice; however, the difference is that the proposed medium for delivering these messages to students does not have to be via the traditional leaflet method. Instead, educators should use what students actively use – social media, to communicate all things assessment where appropriate. This ensures that in line with the research questions for the present study, educators and educational organisations can actively listen to what students say about their examinations on social media, be aware of their concerns and respond accordingly. To conclude the qualitative discussion, one teacher's tweet included in the analysis visibly embodies the start of this proposed way of communicating with students in response to their tweets about examinations:

And they are done! Well done Year 13, I told you that you would survive and you have! The very best of wishes in whatever you do next, I do very much

hope you will stay in touch! Miss you already. #youdidit #proud

#aqapsychology #flownthenest [Appendix A, Tweet 22]

Chapter 5: Criticisms

At various points throughout the thesis attention has been drawn to factors that may limit the conclusions of this study. This section will consider some of the limitations and suggest ways that these limitations could be addressed for future research. Strengths of the present study will also be highlighted and encouraged for future research.

The first concern is with the methodology and consequently the methods used for this level of inquiry. A mixed methods approach was used to answer the research questions about what students say about exams on twitter, to whom, and the implications. However, historically, researchers have emphasised the incompatibility of qualitative and quantitative approaches being used simultaneously in a single piece of research (Guba & Lincoln, 1994). As discussed in the methodology chapter, researchers argue that the paradigm assumptions of each approach are so idiosyncratic that any reconciliation would obliterate the essence of each. Nevertheless, the decision to combine qualitative and quantitative methods was based on the philosophy of pragmatism; the methods that work is what should be considered to answer the research question (Antwi & Hamza, 2015), but this was not without drawbacks.

The quantitative use of the content analysis method was good for making replicative inferences about the Tweets in the study. Although, the emphasis on the numerical quantification of Tweets (written data) should also stress that quantitative content analysis is reductionist. This is because the very process of content analysis reduces

complex written data into manageable, analysis-friendly data (e.g. numbers), from which inferences can be drawn about the written data (Riff, Lacy, & Fico, 2014). However, the very act of quantification trivialises the data (Holsti, 1969) and arguably, the use of the content analysis method made light of the raw data (tweets) which may have compromised the validity of any inferences made solely based on the outcome of the content analysis.

Furthermore, despite the quantitative content analysis being well regarded for its replicability and assumed objectivity, the latter must be questioned with regards to the type of data analysed in this study. The process of coding tweets had elements which lacked objectivity. The main limitation was only having one coder for all 1,036 tweets included in the analysis, which put the coding process at risk of being inaccurate due to coder subjectivity when assigning codes, and human error based on fatigue. Research methods experts recommend having two or three trained coders to maintain objectivity, establish inter-coder reliability and to formally discuss any disagreements in assigning codes (Holsti, 1969; Hsieh & Shannon, 2005). Due to the limited resources available for this Master's thesis, additional coders were not available to be used, however, future research ought to employ this additional layer to the coding process to ensure objectivity, precision and overall rigour.

Another drawback of the coding process is that contrary to the strict recommendation of research methods experts to ensure that coding categories for a content analysis be mutually exclusive (Riff, Lacy, & Fico, 2014); the vast majority of the tweets were assigned to more than one code. This created a statistical disadvantage of ambiguity which is incompatible with inferential statistical analysis. As the present study only used descriptive statistical analysis, the multi-coding per data point (tweet) was not considered a significant problem, however future research may wish to consider

ranking codes for tweets that overlap across coding categories. Besides, it could be beneficial for future research to explore any patterns or correlations between the prevalence of certain coding categories found in tweets. For example, in students' tweets about examinations, does their use of profanity in tweets coincide with their reference to critical comments of test-items, or are comparative comments correlated with negative feelings about the exam. Though, this multipart analysis was beyond the scope of this Master's level study it would be worth exploring in the future.

Advocates for the qualitative approach would posit that while the present study boasts of employing a mixed method approach, its qualitative analysis is too brief and limited given the richness and vastness of the data. For example, the present study could not go beyond simply quantitatively coding tweets which contained an image or GIF due to the sheer volume of tweets that fell into this category (n=329, 31.85%). Future research should explore the sentiments surrounding student's inclusion of images to accompany text, and this would require a deeper qualitative analysis than the present study. As previously mentioned in the methods section, the distinction between manifest and latent content is such that it was important to recognise that tweets are simply a consequence of something else which needs to be uncovered (Holsti, 1969; Riff, Lacy, & Fico, 2014). The study attempted to infer the latent meaning behind students' tweets as evidence in the qualitative discussion, however, these inferences were not free from researcher bias. Cognisant of the research question and aims, it was unavoidable for the researcher to infer meaning without being biased by their own perspective, experiences and schema (Brookfield, 2002). True qualitative analysis would push for uncovering 'why' students tweeted what they did about examinations on Twitter, though, the only way of knowing why is

by revisiting the very methods which the present study desired to avoid – traditional self-report techniques such as; interviews and questionnaires.

Nonetheless, the avoidance of using direct self-report methods highlighted key strengths of the present study. Firstly, the latent question-response bias and the lack of sincerity which can occur when using other self-report techniques such as questionnaires and interviews were completely avoided (Krosnick, 1999). The data collection method used in the present study was high in validity because students were self-reporting on Twitter and were consequently unaffected by the common threats to validity in traditional self-report methods, such as simply responding to the demands of the questions asked; thus, limiting previous understanding of students' true perspectives on examinations. Secondly, students were not aware that their tweets were being collected for research unlike other studies who have explore the use of twitter to monitor student activity (Liu, Zhu, & Young, 2018). As the researcher simply observed what was already taking place, void of any researcher involvement or manipulation. This meant that biases in the form of social desirability, self-censoring and demand characteristics were essentially absent from this study, lending to the high internal validity achieved. Moreover, the study was conducted in what would be considered a 'natural' setting, as students would have been tweeting about their examination in non-artificial uncontrived environments, and the behaviour of 'tweeting' is one that was natural to them. For this reason, the study is high in ecological validity as it quite accurately reflects everyday life behaviours and has mundane realism.

On the other hand, because Twitter limits user's posts to 280 characters, the depth of content may have been lacking and therefore it restricted the amount of information which students could share about their examinations experience. The

findings of the present study are based on a random sample of 1,036 tweets downloaded between 14 and 15 June 2018; thus, if more tweets were examined over an extended period of time, the findings could have been more thorough. It was not possible to download more than 500 tweets per hashtag using the free version of FollowtheHashtag.com (DNOiSE, 2018), which exposes how limited the sample of tweets analysed in this study is, in relation to the overall number of tweets produced for example on 14 June for the hashtag #AQAPsychology (14,000 tweets). This arguably suggests that the sample of tweets is not as representative of the 'population', nevertheless, given an enquiry of this size, the sample is still deemed rational (Morstatter, Pfeffer, Liu, & Carley, 2013).

To continue, during data collection the focus was only on three social sciences subjects and three UK examinations boards chosen by the researcher, yielding 7 hashtags to monitor. However, a more extensive list of subjects and keywords such as 'A Level', 'test anxiety' and 'exam stress' to monitor and include in the data collected may have produced more comprehensive findings. Though the caveat is that doing so may have generated an unmanageable number of tweets, along with an undesired number of trivial unrelated tweets.

An additional limitation is that the study is unable to make any assumptions about the types of students who are willing to share their personal experiences with examinations on Twitter compared with students who choose not to. This ultimately means that the study fails to represent students who do not use Twitter to tweet about examinations. It must be said that while it was not the intention of the research to negate or exclude their experiences with A Level examinations, it is a pull to consider how future research may account for capturing the assessment experiences of all students. It could be said that students who openly share their

assessment experiences on twitter have a specific personality trait, which may have been a confounding variable in the present study, along with other demographic data such as gender. Future research may wish to explore any gender differences in the number and nature of tweets produced by students during the examinations period.

Finally, while Twitter is an appealing social media platform for research due to the ease of capturing public data without ethical gatekeepers, and the sheer number of student users (Bicen & Cavus, 2012). It is crucial to remember that Twitter is not the only type of popular social media among students. Students may be far more expressive about their assessment experiences on other social platforms such as Instagram (Highfield & Leaver, 2014) and YouTube (Bowler & YouTube, 2018).

There is a wealth of existing research about students' Facebook use and academic-related activities (Ellison, Steinfield, & Lampe, 2007; Paul, Baker, & Cochran, 2012), but none specifically about students' perspectives on high stakes assessments.

Perhaps the approach to studying and using Twitter in the present research will provide a strong foundation to develop suitable research methods to study student's use of other social media platforms to express assessment related information.

The following section will conclude the thesis and draw upon the literature review, the methods used and the findings of the present study to suggest implications and movement towards future research in this field.

Chapter 6: Conclusion

The A Level examination season has been described as a period of extreme stress for students (Weale & Holmes, 2018), with the national press communicating the rise in panic attacks and concomitantly examination board errors (Warmington & Murphy, 2007). The press has not been the sole communicators of these unfortunate events

that often plague the field of assessment, in fact, the emergence of social media has resulted in students self-reporting their experiences with assessment. Students experiences of exams are generally polarised, but what matters is hearing their voice and responding accordingly. Up until this point, research within assessment has largely used traditional self-report methods such as questionnaires and interviews to examine students experience with exam stress, test anxiety and assessment in general. However, these methods were not without their limitations. Previous research on Facebook and academic-related posts revealed that students are interested in talking about their academic experiences and will use methods which are uncommon to those used in existing research literature to do so (Ellison, Steinfield, & Lampe, 2007).


Students spend a considerable amount of time on social media, sharing their daily experiences at their own volition, without any coercion of an interview or a questionnaire. Twitter is one of the most widely used social media platforms among students and the present research sought the opportunity to capitalise on students' use of the uncommon self-report method of Twitter, for investigating their experience of high-stakes assessments. The ability to use Twitter data to provide real-time information on students' assessment experiences has significant implications for schools, teachers and exam boards. In this study, it was confirmed that it is feasible to extract tweets related to educational assessment posted by A Level students. The proportion of tweets related to negative feelings such as stress and anxiety and test-item flaws were significant in suggesting that these were the most important issues which students wished to express. Furthermore, the qualitative analysis of the findings propose that students share their assessment experiences on Twitter for many purposes; to receive social support and to get the attention of key stake

holders such as examination boards. This study provides a basis for future research to consider whether schools and teachers can use this method to provide the necessary support to students who can be identified as vulnerable to test anxiety via their tweets. Moreover, examinations boards may wish to utilise this Twitter analysis method as a way of reviewing their test-item construction process, due to the considerable and plausible number of issues identified and shared by students on Twitter. By doing so, the prevalence of test anxiety may be reduced and confidence in the high-stakes assessment process may increase respectively.

To conclude, the present study is unique in its analysis of a broad sample of assessment related tweets to offer new insights into what students actually think about A Level examinations. In contrast to previous studies, this study solely focused on students' own perspectives on high-stakes assessment. It covered a broad range of issues from test anxiety to test construction, and the many implications that students' unhindered expression about assessment via social media has on educational practice. This research ought to be considered as pioneering and it is the hope that future research will continue in this niche area of assessment within society and culture.

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Appendices

Appendix A: AQA Psychology Tweets

Tweet no.	Date	Tweet content	Twitter nickname	Tweet Url
1	2018-06-14	what did you guys write for the difference between the distribution in group a and b? i panicked and said group a was a negative distribution and group b was a positive distribution idek #aqapsychology	bea_elvenqueen	http://www.twitter.com/bea_elvenqueen/status/1007270669732761602
2	2018-06-14	Reading memes about exams lifts my mood a bit until I realise how wrong my answers are compared to everyone else's #aqapsychology	stephobson	http://www.twitter.com/stephobson/status/1007270258279878656
3	2018-06-14	I said whoever put all the research methods in topic 2, your moms a hoe #aqapsychology https://t.co/1fN1nvf1iL	PopeLawson2011	http://www.twitter.com/PopeLawson2011/status/1007270206513778689
4	2018-06-14	#aqapsychology i was so lost in that exam i ended up doing the first gender 2 marker and I KNOW i got 2 marks for gender schema 😬	TheAnokye	http://www.twitter.com/TheAnokye/status/1007270190218973188
5	2018-06-14	If Jenny is a psychology teacher, why should I have to explain minority influence to her? #AQAPsychology	stephobson	https://twitter.com/_rahinkumar/status/1003656507999817728
6	2018-06-14	Me after rereading the options for the issues and debates multiple choice question so many times with them all still sounding the same as each other #aqapsychology https://t.co/klLotufGVn	svbvh_	http://www.twitter.com/svbvh_/status/1007269445121839105
7	2018-06-14	I feel like I should be revising but al my exams are done now. I'm feeling guilty even though I shouldn't be anymore 😬🙄 #aqapsychology #alevelenglish #alevels #alevels2018	MollieWillYT	http://www.twitter.com/MollieWillYT/status/1007269212975517696

8	2018-06-14	How I feel now that psychology and all of my A-levels are over #AQAPsychology https://t.co/MglB595JAi	yagaldionne	http://www.twitter.com/yagaldionne/status/1007269144386002952
9	2018-06-14	Me when I saw the 16 marker in forensic was methods of dealing with offending behaviour #aqapsychology https://t.co/Ob1FdwSAKx	teeeeade	http://www.twitter.com/teeeeade/status/1007268611679977472
10	2018-06-14	the children kohlberg interviewed #aqapsychology https://t.co/OPYqclc8Dp	girlsyourage	http://www.twitter.com/girlsyourage/status/1007268586040250368
11	2018-06-14	Finally fucking finished with psychology never have to learn about it ever again 🙌 #aqapsychology	FarhinPatel_	http://www.twitter.com/FarhinPatel_/status/1007268346369396736
12	2018-06-14	LOL idc, if you tell me you're thinking of doing Psych at Uni, you're getting slide tackled on the chin. #aqapsychology	bash_kng99	http://www.twitter.com/bash_kng99/status/1007267899516612608
13	2018-06-14	When i saw the 16 marker on treating addiction #aqapsychology https://t.co/voYXq8HDUa	FarhinPatel_	http://www.twitter.com/FarhinPatel_/status/1007267592036388865
14	2018-06-14	Thanks for that exam AQA 🙌🙌 #aqapsychology https://t.co/GgdZsJRsem	Meljbryan	http://www.twitter.com/Meljbryan/status/1007267573623386112
15	2018-06-14	if you think you did bad in the exam, please realise i wrote Vygotsky lead to students learning via Kahoot x #aqapsychology	hollyyafi	http://www.twitter.com/hollyyafi/status/1007267306194526209
16	2018-06-14	I feel like there are not a lot of memes about paper 3 because psychology has finally broken us and our sense of humour has been killed #aqapsychology	bethaliceelgar	http://www.twitter.com/bethaliceelgar/status/1007267243493937152
17	2018-06-14	When there was no 16 marker on Issues and Debates #aqapsychology https://t.co/Bq4cDizCdP	Meljbryan	http://www.twitter.com/Meljbryan/status/1007266863997440000

18	2018-06-14	what even is Anorexia though? #aqapsychology https://t.co/DKGjwgbdMg	lokacocanutnut	http://www.twitter.com/lokacocanutnut/status/1007266824420057089
19	2018-06-14	Sad that this man didn't get any recognition in this year's papers #aqapsychology https://t.co/p2Edvxl8FZ	Meljryan	http://www.twitter.com/Meljryan/status/1007266694161686533
20	2018-06-14	Imagine i wrote antihistamines instead of amphetamines 🤔🤔🤔 am fucked #aqapsychology	el_croucher	http://www.twitter.com/el_croucher/status/1007266670543503365
21	2018-06-14	Bowlbys 44 thieves? More like 45 after paper three stole my chances of getting an A 🤔 #aqapsychology	elizabeth_cookk	http://www.twitter.com/elizabeth_cookk/status/1007266414951100416
22	2018-06-14	And they are done! Well done Year 13, I told you that you would survive and you have! The very best of wishes in whatever you do next, I do very much hope you will stay in touch! Miss you already. #youdidit #proud #aqapsychology #flownthenest	LMS_psychdept	http://www.twitter.com/LMS_psychdept/status/1007266300454981632
23	2018-06-14	me when I wrote about gender bias in the ethical implications question hoping the examiner would feel sorry for me and give me marks #aqapsychology https://t.co/3Xgs15dnqg	saheeba_x	http://www.twitter.com/saheeba_x/status/1007265458377109504
24	2018-06-14	Me throwing in A03 of Issues and debates for all my essays #aqapsychology https://t.co/HNMBk0YsUS	Meljryan	http://www.twitter.com/Meljryan/status/1007265305935204357
25	2018-06-14	What paper was worse? #aqapsychology	bash_kng99	http://www.twitter.com/bash_kng99/status/1007265133247201281
26	2018-06-14	When biological explanations of schizophrenia was the 16 marker #aqapsychology https://t.co/hZ3iO4kbks	Meljryan	http://www.twitter.com/Meljryan/status/1007264605566054401



27	2018-06-14	Wish I could celebrate never having to do psychology ever again... but the resits are in November #aqapsychology	Erin_t2002	http://www.twitter.com/Erin_t2002/status/1007263753497382912
28	2018-06-14	Didn't had the chance to talk about the id, ego, and superego...them psychosexual stages, defence mechanisms....the Oedipus complex in boys (where they develop incestuous feelings towards their mother) and the Electra complex in girls (penis envy) 🤔 #AQAPsychology	MattDogelio214	http://www.twitter.com/MattDogelio214/status/1007263554213380096
29	2018-06-14	Sigmund Freud not being asked about at all in paper 1, 2, or 3 was such a bummer (except for that one question about a defence mechanism 😞) 😞💔 #aqapsychology #Alevelpsychology #ALevels	MattDogelio214	http://www.twitter.com/MattDogelio214/status/1007263551407427585
30	2018-06-14	Research methods be like #aqapsychology https://t.co/Vz7GwGLpI5	SincerelyAckles	http://www.twitter.com/SincerelyAckles/status/1007263402601926658
31	2018-06-14	@fknkms #Aqapsychology Me: makes meme You: copies Me: https://t.co/MHVIQerALN	Benlewins1	http://www.twitter.com/Benlewins1/status/1007263294636412928
32	2018-06-14	#aqapsychology just finished my psychology exam to find out Zimbardo's Prison Study was a gigantic lie!!!! https://t.co/f2124dLDHO	medleybarre	http://www.twitter.com/medleybarre/status/1007262400993775617
33	2018-06-14	When everyone found Paper 3 a blessing but me 🤔🤔 can't wait for those sky high grade boundaries to knock me down 😞😞 #aqapsychology	conniendavis_	http://www.twitter.com/conniendavis_/status/1007262302251384833

34	2018-06-14	had a nap and woke up to the realisation that psychology is just a piss take #aqapsychology	cecilia_may	http://www.twitter.com/cecilia_may/status/1007260879619002369
35	2018-06-14	"How could you measure excitement non- biologically" #aqapsychology https://t.co/HBqpedVCg2	lucybridd	http://www.twitter.com/lucybridd/status/1007260716124995584
36	2018-06-14	"Explain how the researcher could obtain a stratified sample" #aqapsychology https://t.co/dgygdcpJdl	lucybridd	http://www.twitter.com/lucybridd/status/1007260414034567169
37	2018-06-14	am I the only one who thought that was the worst paper of the three? 🙄 🙄 #aqapsychology	LucyDawson0	http://www.twitter.com/LucyDawson0/status/1007259874605125633
38	2018-06-14	As someone who takes #aqapsychology #AQAcemistry and #aqabiology i can of course only speak from my own experience, but from my experience biology and chemistry's new spec has been absolutely awful	mwc_trash	http://www.twitter.com/mwc_trash/status/1007259819047374849
39	2018-06-14	That's how psychology students know they've finished 🙌 #aqapsychology #alevels #byebye https://t.co/JMMR9pIIYr	monma_99	http://www.twitter.com/monma_99/status/1007259555540160512
40	2018-06-14	didn't realise we were supposed to know non-biological ways of measuring excitement..... measuring fucking excitement? #aqapsychology #paper3 https://t.co/l2oJifi2Br	hannahlsteed	http://www.twitter.com/hannahlsteed/status/1007258606977343488
41	2018-06-14	I beg I've passed A Level psychology because I cannot be arsed to do that 2 year course all over again #aqapsychology	amit_sood1	http://www.twitter.com/amit_sood1/status/1007257888321089536
42	2018-06-14	Going into paper 1 vs Going into paper 3 #aqapsychology https://t.co/32kNUNR5jD	kyralholmes	http://www.twitter.com/kyralholmes/status/1007257681315364866

43	2018-06-14	#aqapsychology https://t.co/CbsB0u9cbp	adambutler176	http://www.twitter.com/adambutler176/status/1007257668233433095
44	2018-06-14	When you turn the page and see a 16 marker on biological explanation to schizophrenia: #aqapsychology #psychologypaper3 https://t.co/7L3DFTNoDW	petpeten77	http://www.twitter.com/petpeten77/status/1007256525860155393
45	2018-06-14	"Discuss the biological approach—#aqapsychology #psychology #alevel #paper3 https://t.co/NQsolqVt7A	zilan_gul	http://www.twitter.com/zilan_gul/status/1007256289892864001
46	2018-06-14	"Explain how the stratified sample is obtained?" 🤔🤔#aqapsychology https://t.co/tQ4yxnJLPF	Alley_cat2000	http://www.twitter.com/Alley_cat2000/status/1007256192475914240
47	2018-06-14	The examiners reading my ao3 in all 3 papers #aqapsychology https://t.co/PTQLmmTEZb	MangaMackay	http://www.twitter.com/MangaMackay/status/1007255995263963137
48	2018-06-14	all now were thanking AQA for these nice papers for #aqapsychology but forgetting the grade boundaries are gonna be higher than the voltage in milgrams shock study 😊	cassidyxxz	http://www.twitter.com/cassidyxxz/status/1007255258723123200
49	2018-06-14	PsychLOLogy cause that exam was jokes #aqapsychology	mmeganbbowler	http://www.twitter.com/mmeganbbowler/status/1007255179287302144
50	2018-06-14	That was beautiful, but now im disappointed that 80% of the course never came up so i learnt all that for nothing- exams are flawed #aqapsychology	HannahBullows	http://www.twitter.com/HannahBullows/status/1007254407170461696
51	2018-06-14	What did you put for Q1 in I&D? #aqapsychology	amit_sood1	http://www.twitter.com/amit_sood1/status/1007254199225278464

52	2018-06-14	I hope in next year's paper, #aqapsychology gives Sigmund Freud the spotlight that he deserves 🙏👤✍️ #ALevels https://t.co/o6VXOa5amC	MattDogelio214	http://www.twitter.com/MattDogelio214/status/1007253783376691200
53	2018-06-14	Me when I saw the 8 marker on Bems Sex Role Inventory #aqapsychology https://t.co/R0mR1HmczZ	teeeeade	http://www.twitter.com/teeeeade/status/1007253424394600449
54	2018-06-14	When everyone is happy about #aqapsychology being an easy paper but forgetting that the grade boundaries will be higher.... https://t.co/vR2yDcklvb	shaunaxx425	http://www.twitter.com/shaunaxx425/status/1007253380241285120
55	2018-06-14	Me trying to come up with A03 throughout that catastrophe #Aqapsychology https://t.co/ijk11lvQ2v	nicolaa_young	http://www.twitter.com/nicolaa_young/status/1007252723824254977
56	2018-06-14	Me at uni in three months basically redoing a-level psychology in first year because some schools don't offer it... #aqapsychology https://t.co/mHCiJtUuS9	elefunkle2	http://www.twitter.com/elefunkle2/status/1007252535718088704
57	2018-06-15	@h_broadley00: I think lower grade boundaries are in order seeing as we were unethically deceived for 2 years #aqapsychology https://t.c...	Xirik001	https://twitter.com/h_broadley00/status/1007363865095614466
58	2018-06-15	#aqapsychology we have been scammed. https://t.co/uHN19Htl4S	HannahBrooks603	https://twitter.com/HannahBrooks603/status/1007544701149433856
59	2018-06-15	#aqapsychology Spent two years learning Zimbardo's study only to find out it's fake a day after paper 3. Shocked and upset	KatieLo22228495	https://twitter.com/KatieLo22228495/status/1007543179674046464
60	2018-06-15	i did not do 2 years of psychology to find out on my last day that zimbardo is a fraud #aqapsychology	eleanoralicexx	https://twitter.com/h0pevan/status/1007393140020477953
61	2018-06-15	Honestly #AQA you could have left some gaps between sociology paper 2+3 and psychology paper 3... Or you're too nice to do that...	rhixwheat	https://twitter.com/Anei98/status/1007047380619980800

62	2018-06-15	@Jessbrown32: zimbardo?? experiment is fake??? my whole life is a lie, that's it, psychology is even more dead to me than it already was...	_alexandrareedx	https://twitter.com/Jessbrown32/status/1007389634819747841
63	2018-06-15	The real frued #aqapsychology https://t.co/7gcbSZNIbU	_alexandrareedx	https://twitter.com/Matt_x2/status/1007410123957039105
64	2018-06-15	Me: Hey mr AQA I learnt all my issues and debates and the studies to go with..... mr AQA: I LOVE ROLLER COASTERS Me:...	EveH__	https://twitter.com/imma_sociopath/status/1007231487702380544
65	2018-06-15	Just luv talking about the importation and deprivation models in a social psychological explanation question when should've been Zimbardo :))))))))) #aqapsychology https://t.co/lyFyCiw5zT	EveH__	https://twitter.com/EveH_/status/1007529746345988097
66	2018-06-15	"Discuss the effect of ethical implications on research using examples" #aqapsychology https://t.co/fUWu2l01B5	amberwhittard	https://twitter.com/Jackdbwalton/status/1007205394157105152
67	2018-06-15	examiners marking my paper 3 trying to find genuine AO3 points that I didn't make up on the spot #aqapsychology https://...	hanwinterton_	https://twitter.com/hannahbradlxy/status/1007310513548783617
68	2018-06-15	"Explain why the neurotransmitters only travel in one direction?" #aqapsychology https://t.co/cgfgJGYkH2	EveH__	https://twitter.com/shaiwhyte/status/1005036038203564033
69	2018-06-15	When AQA put research methods in biopsychology even though there's 48 marks worth on the next page #aqapsychology https://...	EveH__	https://twitter.com/wackcalzone_/status/1005033204502487040
70	2018-06-15	Snake never made it to my paper anyways 🙄🙄🙄 ~_(\ツ)_/ #aqapsychology https://t.co/vXaiJA9MXr	lalagirl1509	https://twitter.com/lalagirl1509/status/1007528526369652738
71	2018-06-15	No localisation, no lateralisation, no split brain and no infradian, circadian or ultradian. I clearly revised for bants #aqapsychology	EveH__	https://twitter.com/mxndee/status/1005030082149339136

72	2018-06-15	Realising there's no 12 marker that wants you to design an experiment #aqapsychology https://t.co/Jrbr4LD5Mz	EveH__	https://twitter.com/KolsoomH/status/1005036147846807553
73	2018-06-15	honestly fucked myself over for #aqapsychology paper 3, only issues and debates i'm havin is whether to turn up at all x	EveH__	https://twitter.com/ruby_somers/status/1006975874686648323
74	2018-06-15	Took a sneaky pic of my answers to the questions on content analysis x #aqapsychology https://t.co/PRGAYBIZTA	EveH__	https://twitter.com/isabelfloraa/status/1005042214223908864
75	2018-06-15	AQA: complete the... Me: SENSORY RELAY MOTOR #aqapsychology https://t.co/MDSAqdaFft	EveH__	https://twitter.com/ayeshahaaaaanif/status/1005057109623541762
76	2018-06-15	Jed when he couldn't go to his football match #aqapsychology https://t.co/VlpuEhqejE	EveH__	https://twitter.com/millennialpink/status/1005041104264351744
77	2018-06-15	The jump from paper 1 psychology to paper 3 is similar to the jump from Reception to 6th form. #aqapsychology	EveH__	https://twitter.com/xoelliebarbieri/status/1006830838837841920
78	2018-06-15	AQA trying to relate to the kidz by using topics like driving tests!!   kicking lockers...	EveH__	https://twitter.com/cat229x/status/1005033191810457605

79	2018-06-15	When AQA hook you up with the first question being a 4 mark multiple choice, but the options are so similar #aqapsychology...	EveH__	https://twitter.com/samrofik18/status/1007209038982066176
80	2018-06-15	#aqapsychology me to myself making up all of my evaluations: https://t.co/fl83gupBOs	ellajai_	https://twitter.com/elsieeannee/status/1007228768728084481
81	2018-06-15	Can't believe I've had to go through learning about how boys fancy their mothers only for it not to come up on the exam	ellajai_	https://twitter.com/elsieeannee/status/1007228768728084481
82	2018-06-15	AQA after putting barely any issues and debates in the issues and debates section #aqapsychology https://t.co/j5r0UxEPnQ	ellajai_	https://twitter.com/Laurarose_c/status/1007225509162479616
83	2018-06-15	When you spend more time on a multiple choice question than on the 16 marker #aqapsychology https://t.co/eTCjVFnlCs	ellajai_	https://twitter.com/adnan_902/status/1007219281652801536
84	2018-06-15	this would've been some great evaluation #aqapsychology https://t.co/QagqerGuoA	ckldn2	https://twitter.com/ckldn2/status/1007524140251836417
85	2018-06-15	Me when I saw the stratified sampling question #aqapsychology https://t.co/l4Exu7JeLn	ellajai_	https://twitter.com/amaragaraasia/status/1007200461798158337
86	2018-06-15	revision: "nature vs nurture, free will vs determinism, hollism, gender bias, alpha bias....." paper 3: "discuss 2 ways you can measure excitement" #aqapsychology https://t.co/4Mv77eolhe	chlobedforth	https://twitter.com/chlobedforth/status/1007504419406204928
87	2018-06-15	#AQAPsychology: • Well done! All three A-Level papers are now complete. • Good luck in your other examinations and look forward to the summer holidays! • As + A*s all around! https://t.co/V0NKyyNSfB	ThePsycho_MEV	https://twitter.com/ThePsycho_MEV/status/1007499755277160448

88	2018-06-15	Thanks guys! I hope you all pulled through 😊 #AQAPsychology https://t.co/sfnFUhy8cK	Mrs_MorrisonX	https://twitter.com/Mrs_MorrisonX/status/1007431869800091648
89	2018-06-15	DID I REALLY JUST REVISE 5 years of psychology (BTEC GCSE AND A LEVEL) to be asked to pick out a multiple choice and say an interview as a measure of excitement. #aqapsychology	Rioknock1	https://twitter.com/Rioknock1/status/1007420937766100993
90	2018-06-15	So Zimbardo's dumb ass couldn't destroy the tapes showing his attempt to influence the study? #aqapsychology https://t.co/H93xmXRnn4	joespi12	https://twitter.com/joespi12/status/1007419570926292997
91	2018-06-15	I knew I didn't like or mention Zimbardo's prison study in any paper for a reason #aqapsychology https://t.co/KA3BwmW0MV	joespi12	https://twitter.com/joespi12/status/1007419007773958144
92	2018-06-15	Lol when u realise you wrote about systematic sampling instead of stratified sampling #aqapsychology	tami_joness	https://twitter.com/tami_joness/status/1007414679940026368
93	2018-06-14	Me after psychology exam today LOL 😊 TBH it's a relief no more Psychology for the rest of my life.. #aqapsychology https://t.co/YyCCMAkVYY	Anei98	https://twitter.com/Anei98/status/1007409042602459137
94	2018-06-14	The only ethical response is to cancel results day 😊 #aqapsychology https://t.co/XjaZIXbXOR	anisa_siena	https://twitter.com/anisa_siena/status/1007407863717879809
95	2018-06-14	#aqapsychology me after today's paper 3 ❤️ https://t.co/jE9gJpMcc9	chanticepeth	https://twitter.com/chanticepeth/status/1007405752728899594
96	2018-06-14	Non biological ways to measure excitement #aqapsychology https://t.co/NPXt5vGErL	simonwarbie123	https://twitter.com/simonwarbie123/status/1007402389027065857
97	2018-06-14	Finding out that what you've studied was an entire lie, I would like an A to make up for this please 😊 #aqapsychology https://t.co/rDB9noAHfm	__taylorwalker	https://twitter.com/__taylorwalker/status/1007396880622522368

98	2018-06-14	i did not do 2 years of psychology to find out on my last day that zimbardo is a fraud #aqapsychology	h0pevans	https://twitter.com/h0pevans/status/1007393140020477953
99	2018-06-14	zimbardo?? experiment is fake??? my whole life is a lie, that's it, psychology is even more dead to me than it already was #aqapsychology	Jessbrown32	https://twitter.com/Jessbrown32/status/1007389634819747841
100	2018-06-14	#aqapsychology pretty sure I messed up on the schizophrenia 16 marker yay	Freedom_Fairies	https://twitter.com/Freedom_Fairies/status/1007384287954554880
101	2018-06-14	Bye bye psychology, see ya never xx #AQAPsychology https://t.co/6OxcU6UwoY	Yasminh449	https://twitter.com/Yasminh449/status/1007382760619692032
102	2018-06-14	Best believe I need stress inoculation therapy after these exams, a bitch has too much cortisol in her system 😞 #AQABiology #aqapsychology #aqachemistry	Hardels29	https://twitter.com/Hardels29/status/1007382115602915328
103	2018-06-14	Ha just realised I referred to dopamine antagonists as dopamine agnostics fml what even #aqapsychology	beth_sansom	https://twitter.com/beth_sansom/status/1007378162911711233
104	2018-06-14	Me today after finishing the #aqapsychology paper 3 knowing I never have to do psychology again 🍷 https://t.co/pUDrcT9N9y	hollyhaguexox	https://twitter.com/hollyhaguexox/status/1007377945902665735
105	2018-06-14	#aqapsychology it was nice knowing you. Never again seeing that subject in my life 😊	MissDelight2	https://twitter.com/MissDelight2/status/1007377399074390017
106	2018-06-14	Goodbye #aqapsychology https://t.co/JKTCGOxpgS	poppybaron_	https://twitter.com/poppybaron_/status/1007377220149628928
107	2018-06-14	i have some delusions of grandeur if i think i'm passing #aqapsychology	_Fawnication_	https://twitter.com/_Fawnication_/status/1007372513050054656

108	2018-06-14	How yano you've finished all ur #aqapsychology exams https://t.co/pWf48jdMqt	JessicaBull	https://twitter.com/JessicaBull/status/1007372419869356034
109	2018-06-14	ive got so many fucking issues and i'm honestly debating ending it all #aqapsychology	_Fawnication_	https://twitter.com/_Fawnication_/status/1007371789159288833
110	2018-06-14	I'm happy psychology is over but am I happy that nothing I revised came up?? No 🙄 #aqapsychology https://t.co/7C9vSSzdPw	eloquenxe	https://twitter.com/eloquenxe/status/1007370629199400963
111	2018-06-14	So after my final psychology exam, where I write about Zimbardo deceiving his participants, I find out that Zimbardo deceived us and his findings were actually lies?!? He coached the guards into being brutal?!?!? https://t.co/7hmpKDTQ8O #aqapsychology	ellzieg99	https://twitter.com/ellzieg99/status/1007367443537375233
112	2018-06-14	lorde bless whoever wrote the #aqapsychology papers this year because they're on the topics i like and know and avoiding things like rusbult, split brain research and even though im miffed about no top down approach i want to kiss you for that "dealing with offending behaviour" q	KatjaEastwood	https://twitter.com/KatjaEastwood/status/1007366917600968705
113	2018-06-14	These exams were definitely an activating event for me #aqapsychology	_Joanasb	https://twitter.com/_Joanasb/status/1007364748290199555
114	2018-06-14	I love writing about deception for ethical implications ONLY TOBE DECIEVED BY ZIMBARDO #aqapsychology #zimbardo	NYippii	https://twitter.com/NYippii/status/1007364474070814722
115	2018-06-14	I'm sorry if I forget your name or brithday, but having to remember names and dates of so many psychological experiments, I need a break from et al #aqapsychology	Elliot2110	https://twitter.com/Elliot2110/status/1007364195032158209

116	2018-06-14	I think lower grade boundaries are in order seeing as we were unethically deceived for 2 years #aqapsychology https://t.co/dBJSVS4qHP	h_broadley00	https://twitter.com/h_broadley00/status/1007363865095614466
117	2018-06-14	Leaked photo of John before he got nicked by the police #aqapsychology https://t.co/x7AEqs09fK	joe__latham	https://twitter.com/joe__latham/status/1007362782269005824
118	2018-06-14	In my last #aqapsychology exam I somehow ended up writing about @prattprattpratt. Hopefully my examiner enjoys 🙄	KittyKatKatie_x	https://twitter.com/KittyKatKatie_x/status/1007361861485039618
119	2018-06-14	Snakes don't hiss, they create a study based on lies which students have studied for years for it to be completely shot to shit after the exam 🙄 #aqapsychology #zimbardowhy	Kellietheaker	https://twitter.com/Kellietheaker/status/1007356216690036738

Appendix B: OCR Psychology Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-14	Szasz ? #ocrpsychology https://t.co/xR5lzSzlJL	mattsmith3293	http://www.twitter.com/mattsmith3293/status/1007270008391651328
2	2018-06-14	that last #ocrpsychology was a gift of god and so glad I finished my exams on a high note	littlesoph1	http://www.twitter.com/littlesoph1/status/1007267868654923778
3	2018-06-14	Okay but I low-key loved the Rosenhan question.. #ocrpsychology	ChntelleParker	http://www.twitter.com/ChntelleParker/status/1007260938813263872
4	2018-06-14	OCR after that awful paper knowing they've stopped every single psychology student from getting into university #ocrpsychology https://t.co/QHy8nge9qH	XTHOMASBRYCEE	http://www.twitter.com/XTHOMASBRYCEE/status/1007258613092618242
5	2018-06-14	when you open the paper and realise you've never seen the word 'szasz' in your life x #ocrpsychology https://t.co/lwvdgKDLnR	amanijawamalik	http://www.twitter.com/amanijawamalik/status/1007257828459991040
6	2018-06-14	#ocrpsychology maybe alan shouldn't be such a shit court manager and he wouldn't have loads of wrongful convictions	doyoung_kr	http://www.twitter.com/doyoung_kr/status/1007255774849044485

7	2018-06-14	Buzzing for the World Cup to start so I won't be the only one bringing home disappointing results #ocrpsychology #ocrbiology	elleanorrrj	http://www.twitter.com/elleanorrrj/status/1007253152977096704
8	2018-06-14	Me waving goodbye to uni after that exam #ocrpsychology https://t.co/7IS4Ofupoa	_thayibahmed	http://www.twitter.com/_thayibahmed/status/1007248196052176896
9	2018-06-14	#ocrpsychology getting an A grade is going to be even more of a myth than szasz and mental health	s4turdayn1ght	http://www.twitter.com/s4turdayn1ght/status/1007248170617901058
10	2018-06-14	I acc loved that psych paper so wtf have I done wrong #ocrpsychology	c__knowles	http://www.twitter.com/c__knowles/status/1007246870601764864
11	2018-06-14	MY 2 FAV TOPICS CAME UP 🙌 #ocrpsychology	YaelMarel_	http://www.twitter.com/YaelMarel_/status/1007242183244697600
12	2018-06-14	Still can't believe I had to defend Szasz's view that "mental health is not a thing" what an absolute dick #ocrpsychology	JessamyBufton	http://www.twitter.com/JessamyBufton/status/1007242134297161728
13	2018-06-14	What the hell was that Rosenhan question 🤔 #ocrpsychology https://t.co/0u5zsiYbX7	_leaxxx_	http://www.twitter.com/_leaxxx_/status/1007241987840462848
14	2018-06-14	ocr played us dirty #ocrpsychology https://t.co/BT80YaKBul	jesskatiebrooks	http://www.twitter.com/jesskatiebrooks/status/1007240163444101120

15	2018-06-14	@orlacroniin Also just realised thanks to #ocrpsychology that I wrote all about how different explanations are reductionistic rather than deterministic 🙄	Kids_forever_	http://www.twitter.com/Kids_forever_/status/1007239424785240065
16	2018-06-14	as soon as i saw van leeuwen on that paper #ocrpsychology https://t.co/nlDaql4bBG	maisietay2000	http://www.twitter.com/maisietay2000/status/1007238035778490368
17	2018-06-14	Yeah I shouldn't have wished for Rosenhan, that question was dirty 😊 #ocrpsychology	Mollsjenkins	http://www.twitter.com/Mollsjenkins/status/1007236215626715136
18	2018-06-14	a 15 marker on reliability? really?? #ocrpsychology https://t.co/eJn2L9auxK	_georgiaemmett	http://www.twitter.com/_georgiaemmett/status/1007235200361877504
19	2018-06-14	Examiners going have a right laugh at my paper #ocrpsychology	caitlinjane01	http://www.twitter.com/caitlinjane01/status/1007234541428371457
20	2018-06-14	that ROSENHAN question 🙄🙄 #ocrpsychology https://t.co/KupxN32R7Y	kimrue26	http://www.twitter.com/kimrue26/status/1007233486472798208
21	2018-06-14	Actually really enjoyed the #ocrpsychology paper expect the ethics question	BloggingMartin	http://www.twitter.com/BloggingMartin/status/1007233166795575298
22	2018-06-14	#ocrpsychology ethics??? Of the COURTROOM??? https://t.co/jMzSc4pUtF	inf_amys	http://www.twitter.com/inf_amys/status/1007232849899147265

23	2018-06-14	noah fence but wtf was the mental health section of that paper?? #ocrpsychology https://t.co/jAneg7QvQL	maddieoharax	http://www.twitter.com/maddieoharax/status/1007232351313723394
24	2018-06-14	#ocrpsychology blessed me with Szasz, fucked me with Rosenhan, saved my life with Dixon and Ulrich. Summary: cursed me in paper 1, saved me with paper 2 and left me thanking God it's over after paper 3	EloScribbles	http://www.twitter.com/EloScribbles/status/1007231346077560832
25	2018-06-14	"How does Rosenhan's study help us understand individual, social and cultural diversity?" #ocrpsychology https://t.co/SLcGLrtkc6	BatshuayiFC	http://www.twitter.com/BatshuayiFC/status/1007231210731589632
26	2018-06-14	Just kissed goodbye to that A I wanted in psychology #ocrpsychology	saskkiaxo	http://www.twitter.com/saskkiaxo/status/1007230966115504130
27	2018-06-14	#ocrpsychology individual, social and cultural diversity in Rosenhan? Sorry what? I dont understand what you just said? Can I leave the exam now?	kirky_amy	http://www.twitter.com/kirky_amy/status/1007230289695924224

28	2018-06-14	People out here celebrating the end Psychology, while I deep how I've fucked myself over by picking a psych uni course 😞 #ocrpsychology https://t.co/LqiFJqTnL1	samiha_chy	http://www.twitter.com/samiha_chy/status/1007229208337281024
29	2018-06-14	Me during the whole exam 😞 #ocrpsychology https://t.co/3CmpepEzol	_S3DEM_	http://www.twitter.com/_S3DEM_/status/1007229040372183040
30	2018-06-14	#ocrpsychology Sooo happy to have finished psychology a level without committing 😊😊😊 3 decent papers too love u OCR x	ellabywater1	http://www.twitter.com/ellabywater1/status/1007228485578952704
31	2018-06-14	Paper 1: Men are trash. Paper 2: Americans are trash. Paper 3: Rosenhan is trash. Well, that concludes my #ocrpsychology #alevel https://t.co/GCL9O4fAkT	tochistephanie_	http://www.twitter.com/tochistephanie_/status/1007228479035924480
32	2018-06-14	learned research methods, 20 core studies, 3 topics for mental health, 6 topics for child psych and 6 topics for criminal psych only to fail all the papers anyway 😊 #ocrpsychology	maishaaaaaaaa	http://www.twitter.com/maishaaaaaaaa/status/1007228025371586561

33	2018-06-14	my reaction when I saw that there were no questions on gottesman #ocrpsychology https://t.co/1rsKApCovo	cerys_antonia	http://www.twitter.com/cerys_antonia/status/1007227858647994369
34	2018-06-14	I really didn't trust any of those #ocrpsychology exams.. Also can an A* be like 50/105?	GeorgieeA	http://www.twitter.com/GeorgieeA/status/1007227690678616065
35	2018-06-14	#ocrpsychology A2 Psychology students after that last paper: https://t.co/15BUJKnApS	samiha_chy	http://www.twitter.com/samiha_chy/status/1007227374440734720
36	2018-06-14	"Explain how the key research by Rosenhan contributes to an understanding of individual, social and cultural diversity" #ocrpsychology https://t.co/PzPR542Pgm	evie_eh_	http://www.twitter.com/evie_eh_/status/1007227327544287232
37	2018-06-14	#ocrpsychology Rosenhan + Diversity = https://t.co/zurhKdPas3	Georgiiee26	http://www.twitter.com/Georgiiee26/status/1007225108925165570
38	2018-06-14	#ocrpsychology https://t.co/l3k3RGkvVt	Mutende_S	http://www.twitter.com/Mutende_S/status/1007224921595023360
39	2018-06-14	Wish my college actually taught #ocrpsychology paper 3 right , just set us up to fail 🙄🙄🙄	Miaajade	http://www.twitter.com/Miaajade/status/1007222895905472517

40	2018-06-14	#ocrpsychology lured me into a trap with the kindness of those first two exams and then stabbed me in the bag am pure sick of all these snakes you'll be hearing from my lawyers and also the funeral director for the bill xxx	trav3sty__	http://www.twitter.com/trav3sty_/status/1007222790913712128
41	2018-06-14	#ocrpsychology has a party because Dixon comes up, reads 15 marker ETHICS! FUCKING ETHICS! YOU HAVE TO BE ETHICING JOKING RIGHT?!	Emily28479024	http://www.twitter.com/Emily28479024/status/1007222687029190656
42	2018-06-14	life achievements: surviving A level psychology #ocrpsychology	yourdxisy	http://www.twitter.com/yourdxisy/status/1007222496196792320
43	2018-06-14	praying for those low grade boundaries after the shambles that was the sport section #ocrpsychology https://t.co/F7fxZGli3h	CaitlinTweedy_x	http://www.twitter.com/CaitlinTweedy_x/status/1007222293028921344

44	2018-06-14	<p>Hey, OCR. Got a quick question for you. Just wondering if you could, you know, EXPLAIN WHAT THE FUCK YOU THINK YOU ARE DOING?!</p> <p>Miss me with those Szasz questions, that diversity bullshit and those ethical considerations! #ocrpsychology</p>	ruthhadley100	http://www.twitter.com/ruthhadley100/status/1007221421368659968
45	2018-06-14	#ocrpsychology going through a whole exam and not mentioning one (1) psychologist	speggsy	http://www.twitter.com/speggsy/status/1007221383531827200
46	2018-06-14	am absolutely fucked for uni if the #ocrpsychology grade boundaries don't drop. No amount of revision could have saved me for the applied psychology paper 🤔	__bethgp	http://www.twitter.com/__bethgp/status/1007220887337209856
47	2018-06-14	Goodbye psychology thank u for ruining 2 years of my life #ocrpsychology	gracepughh	http://www.twitter.com/gracepughh/status/1007220816092770304
48	2018-06-14	#ocrpsychology me talking about CBT after going through it for 2 years (credit to last night's breakdown and other issues) https://t.co/Mg5RvhSToL	speggsy	http://www.twitter.com/speggsy/status/1007220123235704832

49	2018-06-14	In the psychology exam, at the end of section c for sport, I put "... inshallah the rugby players motivation will increase" and only realised once I read over it at the end 🙄🙄 #ocrpsychology	sanna_qureshi	http://www.twitter.com/sanna_qureshi/status/1007219590978469889
50	2018-06-14	Me walking out of the paper 3 exam realising I never have to study Psychology ever again in my life. #alevel #alevelpsychology #ocrpsychology #ChildishGambino https://t.co/LbyG0gntx4	tochistephanie_	http://www.twitter.com/tochistephanie_/status/1007219478097289217
51	2018-06-14	Explain how the key research by Rosenhan (1973) contributes to an understanding of individual, social and cultural diversity #ocrpsychology https://t.co/YUwPnoQo9w	PrncssHeather	http://www.twitter.com/PrncssHeather/status/1007218940114882560
52	2018-06-14	me complaining to ocr and blaming their exams for the U I'll get like I didn't do this to myself #ocrpsychology https://t.co/YDD3ISE7fy	naweor	http://www.twitter.com/naweor/status/1007218839447359488
53	2018-06-14	#ocrpsychology looking at those questions like https://t.co/HY1KLcMTn7	cavkms	http://www.twitter.com/cavkms/status/1007218697742831616

54	2018-06-14	My face when they asked for the diversity of rosenhan #ocrpsychology https://t.co/JMsjcaICGf	pishxxx	http://www.twitter.com/pishxx/status/1007218683029180416
55	2018-06-14	Kinda happy cause all my exams are over by kinda (extremely depressed) sad cause all the exams I did were shit and I fucked up my #alevels2018 #ocrpsychology	thebangtanntv	http://www.twitter.com/thebangtanntv/status/1007218640201142272
56	2018-06-14	Psychology is finally over, yet I have all this useless information floating in my brain forever 👍 #ocrpsychology	alishamohammedx	http://www.twitter.com/alishamohammedx/status/1007218192392114177
57	2018-06-14	#ocrpsychology https://t.co/ABBT4IPjzO	JadieHawthorne	http://www.twitter.com/JadieHawthorne/status/1007218174243360769
58	2018-06-14	who's munroe-chandler?????? who do ocr think they are????? #ocrpsychology	_bekahmattinson	http://www.twitter.com/_bekahmattinson/status/1007217657995776000
59	2018-06-14	but it's alright they followed it up with a whole section on dixon and the courtroom #ocrpsychology https://t.co/ZETzFOjEuz	charliesrichie	http://www.twitter.com/charliesrichie/status/1007217609459273728
60	2018-06-14	a 10 marker on the cultural and social diversity of an ethnocentric study? ocr can you die? #ocrpsychology https://t.co/rB52Oh3gZL	charliesrichie	http://www.twitter.com/charliesrichie/status/1007217132852170753

61	2018-06-14	#ocrpsychology WHO THE FUCK IS VAN LEUWEIN	muji1221	http://www.twitter.com/muji1221/status/1007217126850093056
62	2018-06-14	When everybody is raving about never having to do psychology again but you've now got 4 more years of it in uni #ocrpsychology	WrXghtbrxXn	http://www.twitter.com/WrXghtbrxXn/status/1007216881655336960
63	2018-06-14	Topic 4 of criminal, Thank fuck!! #ocrpsychology	franxtait	http://www.twitter.com/franxtait/status/1007216699509264384
64	2018-06-14	When you write about smoking weed being a choice because you can't think of any other reasons mental illness is free will 👍 #ocrpsychology	Kay_cookson	http://www.twitter.com/Kay_cookson/status/1007216469594333184
65	2018-06-14	Me frantically writing about the psychodynamic explanation at 11:25 after writing about Gottesman when the question clearly asks about explanations #ocrpsychology https://t.co/LftniZO2Lp	WrXghtbrxXn	http://www.twitter.com/WrXghtbrxXn/status/1007216462426181632
66	2018-06-14	love how you have to learn 15 studies for about one of them to come up 😊 #ocrpsychology	lauragrace2303	http://www.twitter.com/lauragrace2303/status/1007215977434681344
67	2018-06-14	the only part of crime i know coming up was an absolute blessing thank you #ocrpsychology	jadeallisonn	http://www.twitter.com/jadeallisonn/status/1007215950276546560

68	2018-06-14	Completely fucked up on the methodological 15 marker kmt my mind went BLANK #ocrpsychology	aysha_bxgum99	http://www.twitter.com/aysha_bxgum99/status/1007215402794004481
69	2018-06-14	Me in exam: this exam is hard but I can bullshit my way through Me at end of exam: I mean it could of gone better... Me now: lol I am failure child plz kill me #ocrpsychology #Alevelpsychology	gh0st_prince	http://www.twitter.com/gh0st_prince/status/1007215363279421445
70	2018-06-14	Relying on Szasz's non-existent evidence to try and back me up after that exam #ocrpsychology	speegsy	http://www.twitter.com/speegsy/status/1007214703704190976
71	2018-06-14	"How does Rosenhan's study help our understanding of diversity?" #ocrpsychology https://t.co/z8TwqCxFZX	greens_boro_	http://www.twitter.com/greens_boro_/status/1007214670367920128
72	2018-06-14	#ocrpsychology https://t.co/3u13y6wMM6	SykesJacob	http://www.twitter.com/SykesJacob/status/1007214645265010689
73	2018-06-14	Those mental health questions weren't good for my mental health #ocrpsychology	holly_louiseb	http://www.twitter.com/holly_louiseb/status/1007214168464863232
74	2018-06-14	#ocrpsychology how did nasra become a manager if she needs help on hiring people https://t.co/uPLh4mCFEo	doyoung_kr	http://www.twitter.com/doyoung_kr/status/1007214125150277632

75	2018-06-14	#ocrpsychology av had a bit of a mental breakdown about this + just wanna see how dramatic I'm being - how many blank lines did you leave between each question on applied x	orlacroniin	http://www.twitter.com/orlacroniin/status/1007214075795968006
76	2018-06-14	all the topics i didn't revise ended up on the #ocrpsychology exam today. i had every chance to revise them, yet here i am https://t.co/EssGmvd3a7	Terrell_Meggoe	http://www.twitter.com/Terrell_Meggoe/status/1007213922867347456
77	2018-06-14	when psychology in the courtroom comes up but you completely forgot to mention mock trials 😬😬😬 #ocrpsychology	stephsmithhx	http://www.twitter.com/stephsmithhx/status/1007213892936847360
78	2018-06-14	Seeing that unexpected individual, social and cultural diversity question had me like #ocrpsychology https://t.co/VWIVVe7hK5	jxnnelou	http://www.twitter.com/jxnnelou/status/1007213695360012288
79	2018-06-14	Dixon and Ulrich? Thank you OCR #ocrpsychology https://t.co/hNRbnVm5ma	jxnnelou	http://www.twitter.com/jxnnelou/status/1007213423350992898
80	2018-06-14	visual representation of my C question, trying to get 10 marks #ocrpsychology https://t.co/JoKjBArh4S	naweor	http://www.twitter.com/naweor/status/1007213359446491136

81	2018-06-14	completely fucked up on the Szasz Questions 😞 😞 #ocrpsychology	mxltesers_	http://www.twitter.com/mxltesers_/status/1007213316228427781
82	2018-06-14	#OCRpsychology https://t.co/9vndTGGHz6	IndigoTeardrops	http://www.twitter.com/IndigoTeardrops/status/1007212909146050560
83	2018-06-14	#ocrpsychology tell nasra and Alan give themselves their own advice cos I certainly canny do it https://t.co/TJBYqEMIDn	lauren_ash13	http://www.twitter.com/lauren_ash13/status/1007212779093348353
84	2018-06-14	That was such a good exam wtf #ocrpsychology	ThatLoserOnline	http://www.twitter.com/ThatLoserOnline/status/1007212776899702784
85	2018-06-14	Seeing all the topics I knew would be on the paper but still didn't revise for #ocrpsychology https://t.co/pUwSQTvFhG	elyce_longhurst	http://www.twitter.com/elyce_longhurst/status/1007212689934995457
86	2018-06-14	#ocrpsychology van leeuwen is peng thx ocr	doyoung_kr	http://www.twitter.com/doyoung_kr/status/1007212658100236289
87	2018-06-14	Ocr: let's mix the papers up Inner ocr: let's put ethical considerations on all 3 #ocrpsychology https://t.co/GAXgA8jp8Q	broadbent2605	http://www.twitter.com/broadbent2605/status/1007212624281563137
88	2018-06-14	Also that was the longest two hours of my life #ocrpsychology	alicemariegrace	http://www.twitter.com/alicemariegrace/status/1007212537224531968
89	2018-06-14	Alan, more like Anal after that exam completely did me up the bum #ocrpsychology	speggsy	http://www.twitter.com/speggsy/status/1007212528236101633

90	2018-06-14	Imagine asking a question that is isn't taught with that paper 😊 cheers OCR for that one #ocrpsychology	Kathryn_Skull	http://www.twitter.com/Kathryn_Skull/status/1007212206403055616
91	2018-06-14	OCR i changed my mind i love u that applied psyc exam was BEAUTIFUL #ocrpsychology	laurenhigs	http://www.twitter.com/laurenhigs/status/1007212116066095104
92	2018-06-14	doesn't look like I'll be getting a job with Nasra if that exam turns out it's to be an intelligence test #ocrpsychology	alprohoe	http://www.twitter.com/alprohoe/status/1007212107371368449
93	2018-06-14	when they asked how Rosenhan's study links to individual, social and cultural diversity #ocrpsychology https://t.co/TqylgGRwZW	ellshooper	http://www.twitter.com/ellshooper/status/1007212049896820736
94	2018-06-14	me flying through that exam #ocrpsychology https://t.co/xrELsMhoPn	laurenhigs	http://www.twitter.com/laurenhigs/status/1007211999800057857
95	2018-06-14	When the 10 marker comes up asking you to examine individual, social and cultural diversity in Rosehan's study. #ocrpsychology https://t.co/zoFRckEggW	ShamimaAmin	http://www.twitter.com/ShamimaAmin/status/1007211754391302144
96	2018-06-14	#ocrpsychology miss haney? miss haney? oh my fuckin god she's not on the paper 😞	doyoung_kr	http://www.twitter.com/doyoung_kr/status/1007211738981429249
97	2018-06-14	Dixon and Ulrich you fucking peng tings #ocrpsychology	issobel99	http://www.twitter.com/issobel99/status/1007211619376562176

Appendix C: Edexcel Psychology Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-14	Mann Whitney U, no thank you xo #edexcelpsychology https://t.co/e8Y6jL1Fsu	liliwilkinson	http://www.twitter.com/liliwilkinson/status/1007273481497694209
2	2018-06-14	Imagine wasting a whole 2 years on trying to operationalise a hypothesis to get asked a question on fucking pickles #edexcelpsychology	madz93701709	http://www.twitter.com/madz93701709/status/1007273215859752960
3	2018-06-14	#AQAPolitics it's been good, I'll miss you #EDEXCELPsychology hahahahahaha bye bitch	niamh_delargy	http://www.twitter.com/niamh_delargy/status/1007272444619575297
4	2018-06-14	Sam needs to dump his friend, who explains group behaviour and think "ah yes, learning theories!" #edexcelpsychology https://t.co/7cLRsnkdoN	Zobrotca	http://www.twitter.com/Zobrotca/status/1007270473250562048
5	2018-06-14	After the exam I went to Tesco and got triggered 🤪 #EdexcelPsychology https://t.co/mkvBoyTSyY	terencebersamin	http://www.twitter.com/terencebersamin/status/1007267221679329282
6	2018-06-14	When u write "pickle" on a library book #edexcelpsychology https://t.co/sbXgR5JtsK	Cazjcks	http://www.twitter.com/Cazjcks/status/1007261885241221120
7	2018-06-14	#edexcelpsychology you have been quite the bitch but in the end you might have redeemed yourself so thank you 🙌	derulos_fan	http://www.twitter.com/derulos_fan/status/1007257503271407617

8	2018-06-14	guess who cant read and wrote train instead of bus the whole way through that 12 marker #edexcelpsychology https://t.co/q5YX0kmvuO	katieafx	http://www.twitter.com/katieafx/status/1007256998591819776
9	2018-06-14	That paper was nothing short of a blessing #edexcelpsychology	CarlaManuel1	http://www.twitter.com/CarlaManuel1/status/1007240256272437251
10	2018-06-14	After they wrote 'pickle' in the library books. #edexcelpsychology https://t.co/02x1OmJo9l	bestvector	http://www.twitter.com/bestvector/status/1007239461309243393
11	2018-06-14	Me trying to figure out the Mann Whitney U question in my head after being told I won't need a calculator #edexcelpsychology https://t.co/yJZ3imWw3z	grxceelizabetth	http://www.twitter.com/grxceelizabetth/status/1007238399277850624
12	2018-06-14	Think @KrisEvansMusic giving me good luck worked, that exam was decent #edexcelpsychology	Megan_Kingy	http://www.twitter.com/Megan_Kingy/status/1007237919105536001
13	2018-06-14	#edexcelpsychology this is literally ALL I could think of during the question about student confeds getting people to write pickle in a book. I HATE MYSELF https://t.co/2W0d7Scbni	caitlinhewitt14	http://www.twitter.com/caitlinhewitt14/status/1007237281625853952
14	2018-06-14	3 long answer questions based on issues and debates? Edexcel I hate you #edexcelpsychology	beckymorrisx	http://www.twitter.com/beckymorrisx/status/1007237068844609537

15	2018-06-14	Me finishing paper 3 today #EdexcelPsychology https://t.co/ak5HKAavdE	NinasMedicine	http://www.twitter.com/NinasMedicine/status/1007235954917199877
16	2018-06-14	that exam had me in a pickle #edexcelpsychology	avclvbtomy	http://www.twitter.com/avclvbtomy/status/1007234383986688000
17	2018-06-14	Me after seeing the Mann Whitney U calculation after being told I won't need a calculator #edexcelpsychology https://t.co/3Ve2HBU5no	bradbell__	http://www.twitter.com/bradbell__/status/1007234202595717120
18	2018-06-14	The incident that Sam and his fellow passengers witnessed on that bus was me opening my exam results and getting a big fat U in psychology 🤦 #edexcelpsychology	saxtonimogen	http://www.twitter.com/saxtonimogen/status/1007231615972626434
19	2018-06-14	there better be a type 1 error with the grade boundaries #edexcelpsychology	connorsoliver_	http://www.twitter.com/connorsoliver_/status/1007230455836528640
20	2018-06-14	don't get how everyone is saying that paper was good, i thought it was awful #edexcelpsychology	connorsoliver_	http://www.twitter.com/connorsoliver_/status/1007229818927230976
21	2018-06-14	All I could think about when #edexcelpsychology mentioned pickle @miz_cracker https://t.co/FbCpcGPe0J	morgxnmxe	http://www.twitter.com/morgxnmxe/status/1007229705676836864
22	2018-06-14	#edexcelpsychology that was the only good paper this year and the only one I finished !!!	harriet_minns	http://www.twitter.com/harriet_minns/status/1007229700362637312

23	2018-06-14	#Edexcelpsychology When the students wouldn't write "Pickle" in the library books in the Lecture Notes and Learning Confederate: https://t.co/Feqja5PBzd	OscarRMI	http://www.twitter.com/OscarRMI/status/1007228905575669760
24	2018-06-14	Absolutely happy I'm done with psychology but knowing I failed with type 1,2,3,4,5... errors in that paper is killing me #edexcelpsychology	terencebersamin	http://www.twitter.com/terencebersamin/status/1007228697668214784
25	2018-06-14	Sitting on the bus alone, making no eye contact with anyone and listening to my music- wonder what Sam and his friend will think of me #edexcelpsychology	jessknight99	http://www.twitter.com/jessknight99/status/1007227960770945024
26	2018-06-14	When you told yourself after paper 1s disappointment that you'd pull up your marks in paper 2 but then disappointed yourself in paper 2 so said you'd try pull up the marks in paper 3 but then you disappointed yourself AGAIN in pap... #edexcelpsychology https://t.co/hkrG8oxJ60	bryoneywardx	http://www.twitter.com/bryoneywardx/status/1007227710584901633
27	2018-06-14	That 20 marker #edexcelpsychology https://t.co/Dq7ipQklQy	JaydeAmeira	http://www.twitter.com/JaydeAmeira/status/1007227558075813890

28	2018-06-14	#edexcelpsychology me last night: peer review won't come up me this morning: https://t.co/8vWHepd67E	bethparryy	http://www.twitter.com/bethparryy/status/1007227525620293633
29	2018-06-14	#edexcelpsychology anyone else cRYING at reading the word "pickle" in an exam??	harriet_minns	http://www.twitter.com/harriet_minns/status/1007226965751975942
30	2018-06-14	i was fully willing to disqualify myself the second i read fucking pickle, fucking ethical violation putting that in the exam 🤔😓 #edexcelpsychology	httpslime	http://www.twitter.com/httpslime/status/1007225551097122822
31	2018-06-14	Me trying to calculate Mann Whitney u #edexcelpsychology https://t.co/LYNVLhQ18t	lucy_paton	http://www.twitter.com/lucy_paton/status/1007225149324779520
32	2018-06-14	glad psychology is over but WOW did i fuck up that exam hahahah #edexcelpsychology https://t.co/n36eIGvF5u	thjrlwall	http://www.twitter.com/thjrlwall/status/1007224074970509313
33	2018-06-14	20 marker on practical issues and ethics WITH REFERENCE TO ANIMALS #edexcelpsychology https://t.co/nF2G820Vg9	Aarees_ahmed786	http://www.twitter.com/Aarees_ahmed786/status/1007223728575533056
34	2018-06-14	Thank you for such a great paper 😊😊😊 #edexcelpsychology	lzyStrong	http://www.twitter.com/lzyStrong/status/1007222444631973889

35	2018-06-14	i wonder if anyone has ever managed to complete a psychology paper with time to spare hM #edexcelpsychology	damhiya	http://www.twitter.com/damhiya/status/1007221113544499200
36	2018-06-14	0 exaggeration; I burst out laughing in the exam when I read the students had to graffiti "pickle" on a library book. #edexcelpsychology	PreciousSaysHi	http://www.twitter.com/PreciousSaysHi/status/1007219565770747904
37	2018-06-14	You know that incident on Sam's bus? Yeah that was my mental breakdown after that exam ☺ #edexcelpsychology	tayax_	http://www.twitter.com/tayax_/status/1007219531260022784
38	2018-06-14	when you're happy that psychology is finally over but paper three has probably fucked up your grade x #edexcelpsychology https://t.co/MkXMRoLdN7	vxctorrxa	http://www.twitter.com/vxctorrxa/status/1007219394618036224
39	2018-06-14	"Evaluate the peer-review process..." #EdexcelPsychology https://t.co/o5O2OilUot	tan__kh	http://www.twitter.com/tan__kh/status/1007219245393104896
40	2018-06-14	The fact that on twitter a lot of people associated the #edexcelpsychology graffiti question with pickle rick makes my heart warm a little	elenadistani	http://www.twitter.com/elenadistani/status/1007219093349519361

41	2018-06-14	Me guessing every single question in that exam and trying to explain my pathetic excuse of an answer like #edexcelpsychology https://t.co/LGXYOdDu4w	zoesamantha14	http://www.twitter.com/zoesamantha14/status/1007218620211003392
42	2018-06-14	Me watching everyone talk about paper 3 and what answers they got, while I revel in the fact I never have to do psychology again #Edexcel #EdexcelPsychology https://t.co/ijbJt3n2PC	erynmurtha	http://www.twitter.com/erynmurtha/status/1007218541173583872
43	2018-06-14	Me tonight after realising that I've finished psychology for good #edexcelpsychology https://t.co/W9XV00HUnH	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1007217941325205505
44	2018-06-14	Thinking you never have to think about #edexcelpsychology again but there's still results day... https://t.co/a48Y3MkrHv	EHarvsss	http://www.twitter.com/EHarvsss/status/1007217904541163520
45	2018-06-14	Ethical and practical implications on animal studies #edexcelpsychology https://t.co/jRzUTFmBwD	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1007217760672321536
46	2018-06-14	My three years of #edexcelpsychology a level has come to an end. It's been an emotional journey, but I've done it https://t.co/GjxiqDI2t6	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1007217413291741184

47	2018-06-14	99% of that paper was an absolute godsend #edexcelpsychology	ChloeDavison3	http://www.twitter.com/ChloeDavison3/status/1007217236598194176
48	2018-06-14	I would like to thank Edexcel personally for three beautiful papers this year 🙏📚 #edexcelpsychology	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1007216894133329921
49	2018-06-14	I feel like a Type-2 diabetic after that exam #edexcelpsychology https://t.co/EBcdjTUJk6	Mxnsrr	http://www.twitter.com/Mxnsrr/status/1007216328963485697
50	2018-06-14	i can't fucking believe how unethical they dared to go, imagine writing pickle in a book 🤡🤡 god no #edexcelpsychology	leaahskiin	http://www.twitter.com/leaahskiin/status/1007216183584620547
51	2018-06-14	Me: *after paper 3 Psychology* Me: *realising I'm never gonna do Psychology again* #edexcelpsychology #psychology #edexcel https://t.co/yOVtHrSgiT	melanin_delight	http://www.twitter.com/melanin_delight/status/1007216121232097281
52	2018-06-14	When you thought you smashed the 20 marker but forgot to throw in studies #edexcelpsychology https://t.co/pN7rD7O4ND	chloeeebo	http://www.twitter.com/chloeeebo/status/1007215992106373120

53	2018-06-14	Not sure how I feel about that paper the only question I liked was the ethics one and you can answer that with common sense 🤖 #edexcelpsychology https://t.co/4EUKjmUKNJ	Missgrotz	http://www.twitter.com/Missgrotz/status/100721588558349824
54	2018-06-14	#edexcelpsychology anyone else read that pickle question and had to stop themselves from fuckin pissing with laughter	futurefdtn	http://www.twitter.com/futurefdtn/status/1007215191841492992
55	2018-06-14	Glad to say I've lost my virginity because that Paper 3 completely fucked me #edexcelpsychology https://t.co/nBAP2LYsd7	lunaawdiR	http://www.twitter.com/lunaawdiR/status/1007215053119066113
56	2018-06-14	This was literally my brain for the entire exam after that question fml #edexcelpsychology https://t.co/tNpGNFKTOQ	MorgBow8	http://www.twitter.com/MorgBow8/status/1007214657982095360
57	2018-06-14	#edexcelpsychology Anyone else notice the he/she debacle on the Sam questions?	FairbanksLucy	http://www.twitter.com/FairbanksLucy/status/1007214582061043713
58	2018-06-14	those issues and debates questions 🤔🙄🤩🤩🤩 thank you @Edexcel bby ily x xx x x #edexcelpsychology	jessj1106	http://www.twitter.com/jessj1106/status/1007214457473388544
59	2018-06-14	Goodbye forever psychology #edexcelpsychology	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007214148596453376

60	2018-06-14	Thankyou @Edexcel I owe you boys a pint #edexcelpsychology	HSewell_	http://www.twitter.com/HSewell_/status/1007213924914225153
61	2018-06-14	In a pickle after that #edexcelpsychology https://t.co/kVjofV5JGa	epiclewis25	http://www.twitter.com/epiclewis25/status/1007213650447339520
62	2018-06-14	the exam got me feeling happy until they threw in animal ethics and practical implications #edexcelpsychology https://t.co/CGLQF5nZFL	sumayaimaan	http://www.twitter.com/sumayaimaan/status/1007213582617063424
63	2018-06-14	Student experimenter: Hey, Dave, come here. Student: What now Steve SE: I BET you wouldn't graffiti that textbook... Student: Watch me. What shall I write SE: Pickle. You should write pickle. Student: Steve wtf #EdexcelPsychology	Tash__Bradley	http://www.twitter.com/Tash__Bradley/status/1007213486005477378
64	2018-06-14	teenagers across the uk: *sees the word pickle in the exam* #edexcelpsychology https://t.co/jsoepe4WFW	orlaellensmith	http://www.twitter.com/orlaellensmith/status/1007213150268280833
65	2018-06-14	"Define type one error" #edexcelpsychology https://t.co/95vzPelpY0	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007212964083007488

66	2018-06-14	When the psychology exam spoke about people vandalising books with the word "pickle"..... #pickle #edexcel #psychology #edexcelpsychology https://t.co/bwXYMNp6AS	ethanotamendi	http://www.twitter.com/ethanotamendi/status/1007212926971842560
67	2018-06-14	That was beautiful #edexcelpsychology	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007212857895899142
68	2018-06-14	I'm in a pickle after that exam #edexcelpsychology	laurenschuckx	http://www.twitter.com/laurenschuckx/status/1007212790275346434
69	2018-06-14	when #edexcelpsychology thinks writing 'pickle' is a form of vandalism ?!?! https://t.co/tbQdKIDaox	georgiarambles	http://www.twitter.com/georgiarambles/status/1007212200593887232
70	2018-06-14	Amazing wooo #edexcelpsychology	ylgu_	http://www.twitter.com/ylgu_/status/1007211718194466816
71	2018-06-14	When you realise you're done with psychology forever but then it hits you that you've still failed 😞 #edexcelpsychology https://t.co/j31aV2Xu9w	jasmine9x	http://www.twitter.com/jasmine9x/status/1007211298386579456
72	2018-06-14	ethical and practical implications... FOR ANIMALS !!! #edexcelpsychology https://t.co/1OapjWs5vL	xposeddx	http://www.twitter.com/xposeddx/status/1007211088956526592

73	2018-06-14	#edexcelpsychology somebody already got there before me https://t.co/DmZ94DzaLy	EdLloyd3	http://www.twitter.com/EdLloyd3/status/1007211057327280129
74	2018-06-14	Actually don't know how people finish on time I'm still writing when I'm asked to put my pen down like #edexcelpsychology https://t.co/iVuN77iicO	hansmcbrearty_x	http://www.twitter.com/hansmcbrearty_x/status/1007210656746139654
75	2018-06-14	Realising I have NO association to psychology anymore 😞😞😞😞😞😞😞 #edexcelpsychology https://t.co/wuklsR30QL	kavitaamin1403	http://www.twitter.com/kavitaamin1403/status/1007210227278721024
76	2018-06-14	When another long answer question about animal studies comes up in #EdexcelPsychology https://t.co/D3lcrNI0xi	Joshiki99	http://www.twitter.com/Joshiki99/status/1007210139919769600
77	2018-06-14	Absolutely died when they asked other students to write pickle in a book as a form of vandalism 🤢🤢🤢😂 #edexcelpsychology	hansmcbrearty_x	http://www.twitter.com/hansmcbrearty_x/status/1007209702659383297
78	2018-06-14	NO MORE PSYCHOLOGY 🍷🍷🍷 #edexcelpsychology https://t.co/k1tHntFARs	francescarrrrr	http://www.twitter.com/francescarrrrr/status/1007209564381597697
79	2018-06-14	Well, that exam had me in a right pickle #edexcelpsychology	erinnn_west	http://www.twitter.com/erinnn_west/status/1007209399608373248

80	2018-06-14	20 marker on the use of animals in psychology? thankU edexcel!!!!!! What an absolute dream #edexcelpsychology	lauren_offord	http://www.twitter.com/lauren_offord/status/1007209225251180544
81	2018-06-14	Me reading about those students writing "pickle" in the library books in the lecture notes and learning study #edexcelpsychology https://t.co/4HuD7IOgyw	sean_croston	http://www.twitter.com/sean_croston/status/1007209081004875776
82	2018-06-14	My brain when I read that the "unethical act" was writing 'pickle' in pen on a page of a university library book #edexcelpsychology https://t.co/0NsuxvNXBD	magical_trevyn	http://www.twitter.com/magical_trevyn/status/1007209072083570689
83	2018-06-14	one thing i never expected to write an exam on was people vandalising books with the word 'pickle' #edexcelpsychology	indiealex	http://www.twitter.com/indiealex/status/1007208891858522112
84	2018-06-14	How I treated that 20 marker in Paper 3 #edexcelpsychology https://t.co/s18lcxylmN	cov99	http://www.twitter.com/cov99/status/1007208862582296576
85	2018-06-14	unethical acts #edexcelpsychology https://t.co/W5CouBbgEd	nationalisedgf	http://www.twitter.com/nationalisedgf/status/1007208642855268352
86	2018-06-14	How did you find that Paper 3? I thought it was pickles out of 10. #edexcelpsychology	DanTheStripe	http://www.twitter.com/DanTheStripe/status/1007208612303982593

87	2018-06-14	WE NEVER HAVE TO TOUCH PSYCHOLOGY AGAIN #edexcelpsychology https://t.co/Ga9g6WHpsz	ItsBusayo_xo	http://www.twitter.com/ItsBusayo_xo/status/1007208461032214528
88	2018-06-14	Examiners going to think I'm a strict vegan by the way I was rambling on about animal rights 🙄 #edexcelpsychology	nazmin1802	http://www.twitter.com/nazmin1802/status/1007207902501883904
89	2018-06-14	I hope Sam doesn't look at me and make eye contact or communicate with me when my psychology grade comes coz I don't want to get it published at the fucking British journal of education psychology ffs 🙄🙄 #EDEXCELpsychology #psycholgicalskills	kamzzz313	http://www.twitter.com/kamzzz313/status/1007207873980616704
90	2018-06-14	Felt like a right dick writing that writing pickles on a library book was unethical 😊😊 #edexcelpsychology	eleanorc0_	http://www.twitter.com/eleanorc0_/status/1007207518618042368
91	2018-06-14	Actually decent 12, 16, 20 markers! #edexcelpsychology https://t.co/M3vjjRtmx0	Itzjustlucy	http://www.twitter.com/Itzjustlucy/status/1007207517389238272
92	2018-06-14	#edexcelpsychology can't think of anything more immoral than writing 'pickle' in a textbook! Crazy stuff	ZoellaSugglet	http://www.twitter.com/ZoellaSugglet/status/1007207504005091329
93	2018-06-14	Dunno what I've done ... but I did a lot of it #edexcelpsychology	charley_pickxx	http://www.twitter.com/charley_pickxx/status/1007207296844345344

94	2018-06-14	'Go on, write pickle in the book' #edexcelpsychology https://t.co/WtkJbQkhOT	Itzjustlucy	http://www.twitter.com/Itzjustlucy/status/1007207181136158721
95	2018-06-14	when the 20 marker was on practical and ethical implications of animal research #edexcelpsychology https://t.co/ngox9w1ZeS	erskine_daisy	http://www.twitter.com/erskine_daisy/status/1007207142686851072
96	2018-06-14	My brain for the rest of the exam after question 3 #edexcelpsychology https://t.co/NrAOtKYxqJ	SanjnaVekaria	http://www.twitter.com/SanjnaVekaria/status/1007207131462930432
97	2018-06-14	I think it's time to vandalise the edexcel textbook and write "pickle" on it now #edexcelpsychology https://t.co/D2PCc0oXia	sumayimaan	http://www.twitter.com/sumayimaan/status/1007206734006489093
98	2018-06-14	all i could think about was pickle rick in that pickle scenario question 😊 #edexcelpsychology	altheagalan	http://www.twitter.com/altheagalan/status/1007206550765821952
99	2018-06-14	Actual image of the researchers trying to pressure the students to commit the antisocial act of writing 'pickle' in a library book. Honestly what the fuck is #edexcelpsychology https://t.co/JKRWvOI0WN	ThatHumanLauren	http://www.twitter.com/ThatHumanLauren/status/1007206193704599552
100	2018-06-14	Grade boundaries are probably going to be sky high after that paper #edexcelpsychology	ConvertedWinger	http://www.twitter.com/ConvertedWinger/status/1007206154349539328

101	2018-06-14	WHEN THEY FUCKING RANK THE MANN WHITNEY U TABLE FOR YOU #edexcelpsychology https://t.co/fLCUYaWmdj	EmilieIRL	http://www.twitter.com/EmilieIRL/status/1007205770872705024
102	2018-06-14	Me turning over to the animal ethics 20 marker #EdexcelPsychology https://t.co/GfqXRNhKSI	NinasMedicine	http://www.twitter.com/NinasMedicine/status/1007205353946312704
103	2018-06-14	When Mann Whitney U Test came up #edexcelpsychology https://t.co/bHL6EmiJ6i	sumayaimaan	http://www.twitter.com/sumayaimaan/status/1007205091571634176
104	2018-06-14	#alevelpsychology #edexcelpsychology not only writing pickle in library book but using PEN too, bloody hell, you bunch of crazy mad fellows	georgia_purdy	http://www.twitter.com/georgia_purdy/status/1007205068624547840
105	2018-06-14	#edexcelpsychology someone tell me why I talked about donald trump in the social control question, RIP my psychology grade	Lovemoidolans	http://www.twitter.com/Lovemoidolans/status/1007204812839182337
106	2018-06-14	The amount of times I wrote 'it's useful research' as a counter is ridiculous #edexcelpsychology	Lucy_parkins_x	http://www.twitter.com/Lucy_parkins_x/status/1007204253310603267
107	2018-06-14	never have to do psychology again! thank god #edexcelpsychology	zoemarie99	http://www.twitter.com/zoemarie99/status/1007204166425509888
108	2018-06-14	'Communication as a learned theory'. Really ? #edexcelpsychology	labz_k	http://www.twitter.com/labz_k/status/1007204007725686785

109	2018-06-14	*grins from ear to ear knowing she'll never have to look at a psychology textbook ever again* #alevelpsychology #edexcelpsychology	tadisarah	http://www.twitter.com/tadisarah/status/1007203964734136320
110	2018-06-14	Me when I turned the page and saw a Mann Whitney U #edexcelpsychology https://t.co/t3DYdQ68eJ	emilywaltxn	http://www.twitter.com/emilywaltxn/status/1007203788619485184
111	2018-06-14	Me and the only studies I referenced during the 20 marker #edexcelpsychology https://t.co/w0cLtETOSG	MoyoAwolesi	http://www.twitter.com/MoyoAwolesi/status/1007203320598089728
112	2018-06-14	Didn't know my psychology A level would involve discussing students writing 'pickle' in the back of library books WTF WAS THAT PAPER #edexcelpsychology	xhollyanderson	http://www.twitter.com/xhollyanderson/status/1007202879298564096
113	2018-06-14	Actually really liked that paper but I've definitely still failed #edexcelpsychology https://t.co/IOFtlvBRkW	_lucymaexo	http://www.twitter.com/_lucymaexo/status/1007202320118140928
114	2018-06-14	#edexcelpsychology love u💕	xgeorgiarileyx	http://www.twitter.com/xgeorgiarileyx/status/1007202319887462400
115	2018-06-14	Once again Edexcel really don't know what they want for us to answer #edexcelpsychology	labz_k	http://www.twitter.com/labz_k/status/1007202182591107072

116	2018-06-14	#edexcelpsychology SO 🙌 CIAL 🙌 CON 🙌 TROL 🙌	futurefdtn	http://www.twitter.com/futurefdtn/status/1007173125837123584
117	2018-06-14	Psychology is gonna be dead to me after today #edexcelpsychology	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007167187092738048
118	2018-06-14	#edexcelpsychology please be a nice Paper with 20 marks on ethics 🙏	lauryn_wilson99	http://www.twitter.com/lauryn_wilson99/status/1007166957723013125
119	2018-06-14	I stg if #edexcelpsychology decide to give us socially sensitive research imma be a bit sensitive	isabellavclark	http://www.twitter.com/isabellavclark/status/1007157161473036288
120	2018-06-14	Hoping for another bar chart today #edexcelpsychology	Bryony_Kate15	http://www.twitter.com/Bryony_Kate15/status/1007153114506563585
121	2018-06-14	Got my #ocrgeography geography & #edexcelpsychology A-levels today. These exams are gonnna kill me 🤔🤔🤔	daviesss_jack	http://www.twitter.com/daviesss_jack/status/1007146499518713857
122	2018-06-14	Knowing I'm going to have to write a 16 and 20 mark essay purely on issues and debates today makes me want to curl up and go back to bed #edexcelpsychology	beckymorrisx	http://www.twitter.com/beckymorrisx/status/1007145254393434112
123	2018-06-14	Well and truly fucked #edexcelpsychology paper 3 and I hadn't even sat it yet 😞	emilywaltxn	http://www.twitter.com/emilywaltxn/status/1007143812907585537

124	2018-06-14	Please do not give me how has psychology developed over time... #edexcelpsychology https://t.co/3WvuukAUa3	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1007130807423635457
125	2018-06-13	Honestly man what is there in paper 3 😞 #edexcelpsychology	ylgu_	http://www.twitter.com/ylgu_/status/1007030248024788992
126	2018-06-13	#edexcelpsychology Changes in Psychology over time, don't you dare. Please don't do me dirty like that.	jadecwx	http://www.twitter.com/jadecwx/status/1007015612919533570
127	2018-06-13	I came here hoping there would be threads on issues and debates but nothing 🙄 #edexcelpsychology	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007010402650263554
128	2018-06-13	hoping issues and debates that come up tomorrow are psych as a science, nature vs nurture and gender + culture cos they're the only ones I know 🙄 #edexcelpsychology	e_ve__1	http://www.twitter.com/e_ve__1/status/1006996337466970113
129	2018-06-13	This is such a lie...i only started now xo #edexcelpsychology https://t.co/hlokQuSWs4	ylgu_	http://www.twitter.com/ylgu_/status/1006994277594030080
130	2018-06-13	I'm so skewed for #edexcelpsychology	albonsftw	http://www.twitter.com/albonsftw/status/1006994096127381504
131	2018-06-13	Praying the 20 mark and 16 mark tomorrow are easy peasy xxx although I know nothing so even if they are easy I won't answer them #edexcelpsychology	charley_pickxx	http://www.twitter.com/charley_pickxx/status/1006980481471131649

132	2018-06-13	Can't believe I'll officially have finished psychology a level tomorrow 🙏 #edexcelpsychology	hansmcbrearty_x	http://www.twitter.com/hansmcbrearty_x/status/1006973861253050368
133	2018-06-13	With all this procrastination I'm doing rn, you wouldn't believe that I have an exam at 9am tomorrow #edexcelpsychology	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1006969233274744833
134	2018-06-13	Don't want to revise but also don't want to fail, send help xx #edexcelpsychology	victoriaamu1999	http://www.twitter.com/victoriaamu1999/status/1006964423087611905
135	2018-06-13	I feel so unprepared for #edexcelpsychology tomorrow and #ocrbiology on Monday... but at the end of the day, the paper is synoptic including everything I learnt for the last two papers combined... So I have technically revised it all.	amyydutton	http://www.twitter.com/amyydutton/status/1006958975508729857
136	2018-06-13	#edexcelpsychology in a nutshell https://t.co/gk9VToSkW9 it's actual so fucking sad and demoralising to have revised hard for your exams but to not be able to show what you can do because the questions are shit and then knowing your grade won't reflect the work you've put in	PanicatEirinn	http://www.twitter.com/PanicatEirinn/status/1006956853572657158
137	2018-06-13	Got an exam in less than 15 hours and i just started studying lol x #edexcelpsychology	ylgu_	http://www.twitter.com/ylgu_/status/1006955438372544512

138	2018-06-13	With how bad I'm procrastinating at the moment you wouldn't think I have an exam at 9am tomorrow #alevels2018 #edexcelpsychology	plasticflxwer	http://www.twitter.com/plasticflxwer/status/1006940487545249792
139	2018-06-13	me trying to find out my options instead of uni because i'm certainly not going to salvage my grades with paper fucking 3 #edexcelpsychology https://t.co/sFix7uiJyd	jessj1106	http://www.twitter.com/jessj1106/status/1006936635437670400
140	2018-06-13	Knowing I'll never ever have to do psychology again after tomorrow is the BEST feeling ever 😊 #edexcelpsychology	xhollyanderson	http://www.twitter.com/xhollyanderson/status/1006927676567900160
141	2018-06-13	AQA and Edexcel, the devil said he can't wait to see you xoxo #aqasociology #edexcelpsychology	melanin_delight	http://www.twitter.com/melanin_delight/status/1006908011498164225
142	2018-06-12	after finding out there are only classic studies on paper 3 so I never have to look at Carlsson again #edexcelpsychology https://t.co/mB1VpzG3Ht	aithnelaurax	http://www.twitter.com/aithnelaurax/status/1006630276917755906

Appendix D: AQA Sociology Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-15	Dare there to be a question on state crime, just about know the definition of it #AQAsociology	jasminebedford1	http://www.twitter.com/jasminebedford1/status/1007548081104211968
2	2018-06-15	Me before the paper was leaked and had some confidence that I would pass the exam VS. Me for the past 24 hours #aqasociology https://t.co/kXoLxQ647f	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007548021331185664
3	2018-06-15	#aqasociology SOCIAL ACTION: There are 3 social action theories; -Weber's views -symbolic interactionism -phenomenology/ethnomethodology	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007547841894592513
4	2018-06-15	considering i'm on topic 2 of my crime and deviance revision I think it is safe to say I am absolutely fucked #aqasociology	cupofte4rs	http://www.twitter.com/cupofte4rs/status/1007547771057033216
5	2018-06-15	This exam is going to cause me to turn to crime cos I'm fuckin failing it #AQASociology	georgegrantham_	http://www.twitter.com/georgegrantham_/status/1007547265328779264
6	2018-06-15	This is literally going to be me after the exam today #aqasociology https://t.co/30gExNZIII	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007547167152713728
7	2018-06-15	#aqasociology bit of a long shot but please functionalism or Marxism please please please	sophculver_x	http://www.twitter.com/sophculver_x/status/1007547111506923520

8	2018-06-15	I already know that any chances of passing #aqasociology are out of the window.. I'm kissing goodbye my chances of going to uni	GeorgieeA	http://www.twitter.com/GeorgieeA/status/1007546951464833024
9	2018-06-15	When in doubt - PAUL WILLIS AND THE LADS #aqasociology	KatyWinterburn	http://www.twitter.com/KatyWinterburn/status/1007546891373109248
10	2018-06-15	Globalisation as the thirty marker. #WhatIDontNeedIn5Words #aqasociology	Suraj_Sudev	http://www.twitter.com/Suraj_Sudev/status/1007545759733112832
11	2018-06-15	#aqasociology PoMoFem Eval; -ignores core issues that all women are victims or patriarchy. -weakens fem movement by picking apart the essence of what the movement seeks to achieve -change is exaggerated	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007545568384765952
12	2018-06-15	#aqasociology never been so unprepared for an exam in my life	SmoothCrim1nal	http://www.twitter.com/SmoothCrim1nal/status/1007545297617281024
13	2018-06-15	loool actual imagine the disgust on everyone's face in the exam hall if postmodern comes up in this paper 😬 #aqasociology	_tashafarrell	http://www.twitter.com/_tashafarrell/status/1007545168428523522

14	2018-06-15	#aqasociology PoMoFem; Butler says fems are represented by white western m/c gals who see the world through their own discourse. There is no one woman as experiences are different. Fems should attempt to look much deeper beneath the initial surface of female oppression.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007545137734537216
15	2018-06-15	if I see sociology and science in the same sentence today I'm out #aqasociology https://t.co/qqBoxZ1T99	lizzyhannam	http://www.twitter.com/lizzyhannam/status/1007544748268244992
16	2018-06-15	Free GCSE Religious Studies & GCSE Sociology Lessons! https://t.co/wWsCMHgHRI #reteachers #reteacher #rethinkre #tes #sltchat #rechatuk #rechatie #aqa #aqasociology #gcsesociology #gcse #gcsers #rs #re #ks4 #free #freebies #freestuff #edutech #UKEdResChat #ukedchat #ukedu #edu https://t.co/EILlchPj0y	RS_RE_P4C_UK	http://www.twitter.com/RS_RE_P4C_UK/status/1007544714881654784
17	2018-06-15	If media and crime or globalisation and crime aren't the 30 marker on today's paper then is there really any point of me attempting the question...? #aqasociology	Kiera_Mae_99	http://www.twitter.com/Kiera_Mae_99/status/1007544251431911426
18	2018-06-15	me if anything remotely related to globalisation or state crime comes up !!!!! #aqasociology https://t.co/wTg09rgOHw	irwxnluke	http://www.twitter.com/irwxnluke/status/1007543427809062912
19	2018-06-15	this thread saved my life #aqasociology https://t.co/ibUDISSAvA	lucy321walker	http://www.twitter.com/lucy321walker/status/1007543235324112896

20	2018-06-15	Me: showing the examiner marking my paper, my other talents to get my grade up #aqasociology https://t.co/YfMFgMH3n6	Niiiccoolllee	http://www.twitter.com/Niiiccoolllee/status/1007543130089017345
21	2018-06-15	As per usual, if AQA have the audacity to put a social policy question on this paper, I will cry my way through this exam #aqasociology	namii_l	http://www.twitter.com/namii_l/status/100754269666427392
22	2018-06-15	#aqasociology MarxFem Eval; - gals are oppressed in non-capitalist society too -accused of class obsession -is poverty the only thing that drives prostitution? -change has taken place in Society which sees through capitalist and patriarchal ideology	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007542534950748160
23	2018-06-15	I haven't even revised theory and methods since I looked at it for education #aqasociology	http_nerisse	http://www.twitter.com/http_nerisse/status/1007542255362732037
24	2018-06-15	Can't wait to never study sociology again after today 😞😞 never felt so ill in my life #aqasociology	AmyDover_	http://www.twitter.com/AmyDover_/status/1007542124198457344
25	2018-06-15	#aqasociology Barrett says an ideology that family life is desirable encourages fear of being alone. It benefits capitalism, and this ideology should be challenges to be free of oppression.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007541966983385088
26	2018-06-15	Swear to god if globalisation is the 30 marker I'm walking out #aqasociology https://t.co/2pbi4HLaof	Torixx11	http://www.twitter.com/Torixx11/status/1007541832341970944

27	2018-06-15	#aqasociology https://t.co/rFeEw1Deq8	meenbeenmac heen	http://www.twitter.com/meenbeenmac/heen/status/1007541749449940992
28	2018-06-15	#aqasociology MarxFem; gals are a reserve army of labour (seen in WW2). We are seen as babymaking machines. Poverty can drive w/c gals to prostitution where men take advantage of them.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007541492091686912
29	2018-06-15	if state crime / green crime / postmodernism comes up today im out :) #aqasociology https://t.co/Qh1EMBpmL9	laurenxmoult	http://www.twitter.com/laurenxmoult/status/1007540923771838464
30	2018-06-15	Whoever leaked that beaut paper 3 is a dickhead #aqasociology	namii_l	http://www.twitter.com/namii_l/status/1007540682238627840
31	2018-06-15	#aqasociology RadFem Eval; -Marxists say they overlook the real inequality -assumptions of subordination are amde -the way forward is bs (political lesbianism? rily?) -overlook progress -female oppressors are ignored	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007540471030218753
32	2018-06-15	Never been so screwed for an exam #aqasociology	lauren_holland x	http://www.twitter.com/lauren_holland/status/1007540454861234176
33	2018-06-15	Whoever leaked that #aqasociology paper today, YOUR MOMS A HOE.	KazzyHart	http://www.twitter.com/KazzyHart/status/1007540188841762816
34	2018-06-15	I am Jon snow for this exam #aqasociology	aoibhinmaria	http://www.twitter.com/aoibhinmaria/status/1007539908536422405
35	2018-06-15	Alevel sociology students are the true takers of sh*t #aqasociology	_laylaelhija	http://www.twitter.com/_laylaelhija/status/1007539544957255680

36	2018-06-15	I've just come to accept the fact that I've already failed #aqasociology paper 3 before even sitting it	ZoeJanex	http://www.twitter.com/ZoeJanex/status/1007539436467441664
37	2018-06-15	Lost my theory and methods booklet for crime and deviance so I have nothing to revise from :))) #aqasociology	jennicreamerx	http://www.twitter.com/jennicreamerx/status/1007539234960478208
38	2018-06-15	This #aqasociology breach has made my anxiety about 3000 times worse as I've been sick this morning	llhtchnsn	http://www.twitter.com/llhtchnsn/status/1007538940482551809
39	2018-06-15	If punishments, state crimes, green crimes or anything of that sort comes up as the 30 marker I am dead 🤖 🤖 #aqasociology	louismysvnshine	http://www.twitter.com/louismysvnshine/status/1007538934665052160
40	2018-06-15	#aqasociology Greasy Greer is the main (only?) RadFem. She says the solution is; -for gals to separate from guys (by forming matrifocal households) -raising awareness of oppression (holding 'feminars') -encouraging political lesbianism.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007538891497369600
41	2018-06-15	Less than 4 hours till the exam and I haven't started theory and methods... why do i keep doing this to myself ffs 😓 #aqasociology https://t.co/x8xZF2Tkb7	KatInventor	http://www.twitter.com/KatInventor/status/1007538834177974272

42	2018-06-15	Sociology paper 2 was a god send #aqasociology hope paper 3 is just as good	mahioutofficial	http://www.twitter.com/mahioutofficial/status/1007538705115025408
43	2018-06-15	#aqasociology ok RadFem; gals are victims of the way sexuality is socially constructed, as presented as sex objects. Porn is the theory, rape is the practice. Society encourages compulsory sexuality!! Rad transformation is needed, a matriarchal alternative.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007538204986216448
44	2018-06-15	I really dont think exams are for me 🙄 how have i revised but remember nothing, really hope paper 3 doesn't turn out like paper 2 🙄 #aqasociology #hatealevels #shouldofdonebtcc	ikxxa1	http://www.twitter.com/ikxxa1/status/1007538083804467200
45	2018-06-15	#aqasociology Predictions for the 30 marker? I recon realist theories of crime	carly_braddon	http://www.twitter.com/carly_braddon/status/1007537897103339520
46	2018-06-15	#aqasociology LibFem Eval; -overly optimistic? Other fems reject the march of progress claims. -undermines whole fem movement? they ignore how deeprooted gender inequalities are!!	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007537576209715200
47	2018-06-15	Hoping that the 30 marker is on gender today so I can release my inner feminism 🙄🙄 #aqasociology	GraceElliott6	http://www.twitter.com/GraceElliott6/status/1007537478851530752
48	2018-06-15	Why did someone have to go and leak the sociology paper 🙄, the ONLY topic I know is gender and crime 🙄🙄 #aqasociology	Katiebelshaw	http://www.twitter.com/Katiebelshaw/status/1007536817657339904

49	2018-06-15	#aqasociology - in fam, children should have more positive role models with an equal share of housework&childcare - in education, more adult role models such as male teachers and female head teachers - in religion, religious leaders should be increasingly female.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007536533384192000
50	2018-06-15	Why did I spend so much time stressing about the leaked paper when I was gonna revise everything anyways #aqasociology https://t.co/VMhkp12IBR	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007535626852462592
51	2018-06-15	Someone explain the labelling theory I'm so confused #AQASociology	basicallyashia	http://www.twitter.com/basicallyashia/status/1007535326787784709
52	2018-06-15	#aqasociology https://t.co/Y0G0ezpGy0	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007532440091578368

53	2018-06-15	<p>#aqasociology Feminism; Ok we'll start with LibFems (like LibDems) who think slow, gradual reforms can be made- socialisation itself needs to be reformed.</p> <p>Our main LibFem is Oakley who says sex is fixed, gender is socially constructed. Socialisation should change by;</p>	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007533104276393984
54	2018-06-15	<p>Am I going to attempt to learn the whole of crime and deviance in 4 hours? You betcha #aqasociology @KameronMichaels #TeamKameron https://t.co/l81SCH3e2W</p>	JonnyH177	http://www.twitter.com/JonnyH177/status/1007532464145883137
55	2018-06-15	#aqasociology is going to kill me	jessyman17	http://www.twitter.com/jessyman17/status/1007532435993657345
56	2018-06-15	#aqasociology come at meee https://t.co/oyhlpKYfle	abbiescho_	http://www.twitter.com/abbiescho/status/1007532083131174912
57	2018-06-15	<p>Imagine if AQA decide to do us a flip around and give us the original leaked paper after all of us having to revise over notes again for the reserved one? That would be fun #aqasociology</p>	HeyltsCharlieC	http://www.twitter.com/HeyltsCharlieC/status/1007531996451627008
58	2018-06-15	If green crime, state crime or globalisation comes up today: #aqasociology https://t.co/KyY8jD1Uou	http_nerisse	http://www.twitter.com/http_nerisse/status/1007531872128299008
59	2018-06-15	Does anyone know who talked about news values ? #aqasociology	CharlxtteM	http://www.twitter.com/CharlxtteM/status/1007531685339172864

60	2018-06-15	why am i watching @DavidDobrik vlogs when i should be revising for #aqasociology exam 🤖 https://t.co/1QB50TLBgE	YasmineWalters2	http://www.twitter.com/YasmineWalters2/status/1007531130688557058
61	2018-06-15	Paper 3 today final EVER A Level sociology exam 🤖 you've got this! #aqasociology #alevel #sociologyrocks	funkmasterm	http://www.twitter.com/funkmasterm/status/1007530612868222977
62	2018-06-15	Okay but in less than 7 hours I'll be a crackin old lady who doesn't have to go to school anymore !! #aqasociology #leavers18	aliciA201513	http://www.twitter.com/aliciA201513/status/1007529551885455360
63	2018-06-15	Free GCSE Religious Studies & GCSE Sociology Lessons! https://t.co/wWsCMHgHRI #reteachers #reteacher #rethinkre #tes #sltchat #rechatuk #rechatie #aqa #aqasociology #gcsesociology #gcse #gcsers #rs #re #ks4 #free #freebies #freestuff #edutech #UKEdResChat #ukedchat #ukedu #edu https://t.co/Zmlo5LKX71	RS_RE_P4C_UK	http://www.twitter.com/RS_RE_P4C_UK/status/1007529442858684416
64	2018-06-15	"You may have heard the rumours on twitter" welllllllll 🤖 #aqasociology	justtbeth	http://www.twitter.com/justtbeth/status/1007529186410598400
65	2018-06-15	To the absolute CRETIN who leaked the #AQAsociology paper for today I really hope u take a long hard think about what u have did . That paper was a dream and now I'm probably going to have to write about green crime or some shit . Thanks again	lorenjacksonha	http://www.twitter.com/lorenjacksonha/status/1007528655944286208

66	2018-06-15	The paper is in a few hours and I still haven't finished crime And let's not even talk about theory and methods #aqasociology	yslandvanstras h	http://www.twitter.com/yslandvanstras/status/1007528355661537280
67	2018-06-15	thinking about today's paper... #aqasociology https://t.co/3ExagxpeRz	irwxnluke	http://www.twitter.com/irwxnluke/status/1007528030405890048
68	2018-06-15	When u choose a party over revision last night- I'm ready to fail sociology today #aqasociology	Makeupbyalici a1	http://www.twitter.com/Makeupbyalicia1/status/1007527979952541696
69	2018-06-15	don't think I've ever dreaded an exam more #aqasociology	jazbeesonmusic	http://www.twitter.com/jazbeesonmusic/status/1007527955101306880
70	2018-06-15	Please be kind AQA, am absolutely knackered n shitting it for today ty thank u xo #aqacore4 #aqasociology	NicoleeJane12 3	http://www.twitter.com/NicoleeJane123/status/1007527593837563904
71	2018-06-15	me @ aqa after they put us through all of this stress, right that's it I'm off to form a cheeky anti- school subculture #aqasociology https://t.co/9yyBFcsl16	irwxnluke	http://www.twitter.com/irwxnluke/status/1007527228345810944
72	2018-06-15	#aqasociology	haya_11hh	http://www.twitter.com/haya_11hh/status/1007526921918468097
73	2018-06-15	If crime and punishment comes up I will actually throw my water bottle at the individualator #aqasociology	millie__wx	http://www.twitter.com/millie__wx/status/1007525749849559040
74	2018-06-15	#alevels2018 #aqasociology #sociology #alevelsociology screaming 🤔 🤔 🤔 https://t.co/QO7XDS07ht	jordoloughlin9 8	http://www.twitter.com/jordoloughlin98/status/1007524162938777600
75	2018-06-15	I can't confidently answer a question on anything so that's reassuring 🤔 #aqasociology	Grx_ce_	http://www.twitter.com/Grx_ce_/status/1007523664634482688

76	2018-06-15	#aqasociology - morning all, try and de-stress for a minute or two and have a vote in this, at the moment, Emile is going well, any Althusser fans out there need to get voting https://t.co/D6whv86a6C	CHSOCIOLOGY	http://www.twitter.com/CHSOCIOLOGY/status/1007523329606127616
77	2018-06-15	Friends: what's your Eid plans ? Me: stuck doing paper 3 sociology that I know I'm going to fail 🤔 #aqasociology	love_sabby55	http://www.twitter.com/love_sabby55/status/1007523054417833984
78	2018-06-15	#aqasociology Structuralist; Althusser (Ouch!WhosThere) says state uses repressive&ideological state apparatus to keep w/c in line. Ppl are sucked in be ideology&Are victims of false class consciousness. Change will occur when capitalism collapses in on itself.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007522553722744832
79	2018-06-15	#aqasociology Humanist Eval; -too idealistic. Ideas won't change society alone!! -overestimates human potential	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007521938334502912
80	2018-06-15	Can someone explain to me left realist theories and their social policies lmao #aqasociology #alevelsociology	jordoloughlin98	http://www.twitter.com/jordoloughlin98/status/1007521832046612481
81	2018-06-15	#aqasociology Humanist; Gramsci! Ideological compromises (eg min wage) keeps w/c in position of control- hegemony! Believes that w/c CAN recognise their oppression, dual consciousness. Spontaneous change WONT work. Intellectual	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007521427195662336

		revolution with counterhegemony to change ideas.		
82	2018-06-15	#aqasociology Tradish Eval; -there IS modern applicability (JezzaCorbyn) -Fems argue wrong form of inequality -growing m/c complicates 2class model -communism hasn't worked!! (Soviet Union, North Korea) -economic determinism (economy always influences institutions, isn't true!!)	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007520316007084032
83	2018-06-15	I should really be going through essay plans, but instead I'm sat here thinking how I should go through the plans #AQASociology	LovatoArmyUK	http://www.twitter.com/LovatoArmyUK/status/1007520175963418624
84	2018-06-15	#aqasociology snakes don't hisss anymore they tell you they failed aswell and come out with a B+	pxvie	http://www.twitter.com/pxvie/status/1007520032660819968
85	2018-06-15	Anyone else feeling physically sick about this Crime and Deviance paper 🤢🤮 #aqasociology and can't believe I'm spending Eid revising and doing an Exam!!	_ShahrinNahar	http://www.twitter.com/_ShahrinNahar/status/1007520019436142593
86	2018-06-15	please be nice when marking our sociology papers pls @AQA #aqasociology	RossPullin	http://www.twitter.com/RossPullin/status/1007519845859160064


87	2018-06-15	Any predictions for the theory and methods questions? 😞 #aqasociology	realbillybibbit	http://www.twitter.com/realbillybibbit/status/1007519819153989633
88	2018-06-15	whoever leaked paper 3 ya mums a hoe #aqasociology	charlie_lee	http://www.twitter.com/charlie_lee/status/1007519770785341440
89	2018-06-15	#aqasociology knows how to bring your anxiety up. This exam is gonna fuck me over 😞	shw12345678	http://www.twitter.com/shw12345678/status/1007519733531455488
90	2018-06-15	#aqasociology Traditional; Marx! Few ppl question capitalist society cos their victims of ideology, false class consciousness. Once ppl become class conscious, capitalism will sow the seed of its own destruction& be replaced with communist utopia.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007519562135429120
91	2018-06-15	gonna be a functional rebel and deliberately do shit for y'all to lower the grade boundaries (well say deliberately) #aqasociology	justtbeth	http://www.twitter.com/justtbeth/status/1007519507429122049
92	2018-06-15	certain topics i could bang out an A* essay and then theres other topics I've not even looked at loool FUCK #aqasociology	ellarosepresto	http://www.twitter.com/ellarosepresto/status/1007518932188745728

93	2018-06-15	#aqasociology Marxism; - stability based on power of rich to oppress the poor -there is potential for revolution&change. There is traditional, humanist & structuralist Marxism.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007518770536042496
94	2018-06-15	#aqasociology Functionalism Eval; -misunderstands stability (product of upperclass control) -ppl don't share value consensus = order&unity -conservative ideology resisting change -deterministic, ppl are puppets!! -fail to spot change. there is now chaos, flexibility&change.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007518247204392960
95	2018-06-15	@JennyBeech I don't remember what was all on it, but type in #aqasociology leaked and everyone is talking about it!! xx	jessosheawhite	http://www.twitter.com/jessosheawhite/status/1007517006537678848
96	2018-06-15	If victimology comes up at least I can use myself in this exam as a case study #aqasociology	girlofgaia	http://www.twitter.com/girlofgaia/status/1007516882537209857
97	2018-06-15	Please can paper 3 be good, I can't take all this stress anymore! #aqasociology	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007516831224156161

98	2018-06-15	feel physically sick about this exam #aqasociology	abbyisobelx	http://www.twitter.com/abbyisobelx/status/1007516136999739392
99	2018-06-15	#aqasociology now Durkheim says; ppl are slaves to social fact. morality is a social fact, is shaped by collective conscience and forces a social contract to be made with others. He also reckons change should be snail pace 🐌 🐌	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007514037368877056
100	2018-06-15	#aqasociology Problems; -Parsons assumes indispensable institutions, no alternatives. -ignores how they can be functionally autonomous, independent&can clash -too positive	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007513143835324416
101	2018-06-15	Just please be a nice paper I actually can't take anymore stress :(#aqasociology	emilysmeeton	http://www.twitter.com/emilysmeeton/status/1007511860441157634
102	2018-06-15	#aqasociology Parsons says societies change in a slow, evolutionary way, sudden change = anomie.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007511794309615616
103	2018-06-15	#aqasociology genuinely fucked for this	egyptngold	http://www.twitter.com/egyptngold/status/1007511707248480256

104	2018-06-15	<p>#aqasociology A healthy society needs;</p> <ul style="list-style-type: none"> -ability to adapt to change. (North Korea doesn't&faces challenges!) -clear goals, giving ppl a purpose. -effective integration (fam, religion, education help here) -effective socialisation (maintaining society!!) 	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007511432357916674
105	2018-06-15	If media, globalisation or crime control come up as the 30 marker, I promise to take one for the team and die #aqasociology	LaurenRushburyR	http://www.twitter.com/LaurenRushburyR/status/1007510565382754304
106	2018-06-15	<p>#aqasociology Parsons says;</p> <p>Good socialisation&social control is needed for norms&values to be passed through the gens.</p> <p>Socialisation helps ensure individuals acquire norms&values. Fam, education system&religion help here.</p> <p>Social Control ensures we don't harm others. CJS helps!</p>	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007510503273500673
107	2018-06-15	<p>#aqasociology STRUCTURAL THEORIES:</p> <p>Functionalism;</p> <p>They believe it's possible to get a true, factual knowledge of society to create a healthy, functioning society.</p> <p>Parsons&Durkheim are key!!!</p>	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007509729550196736

108	2018-06-15	#aqasociology Ok so sociology became a thing in the enlightenment period where there were 2new ways of thinking; -science could give knowledge to help us understand the world - this knowledge could be used to help the world progress for the better.	epiphaniamh	http://www.twitter.com/epiphaniamh/status/1007509328025223168
109	2018-06-15	Actual representation of me when I sit paper 3 today #aqasociology https://t.co/kq9IUvfoGQ	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007509188354945024
110	2018-06-15	Trust me, simply accepting doom then falling asleep before 11 is much more fun than revising late, I've simply accepted failure. #aqasociology	busybeereads	http://www.twitter.com/busybeereads/status/1007507586885799937
111	2018-06-15	I acc don't wanna sit this paper even though I've revised 🤦 fuck a level #aqasociology https://t.co/Z1SCouXrUP	Torixx11	http://www.twitter.com/Torixx11/status/1007506935200079872
112	2018-06-15	Three exams in one day - bring it on! #edexcelenglishlit #aqasociology #ocrdrama #alevels2018 🙏	_nspiers	http://www.twitter.com/_nspiers/status/1007506588419141633
113	2018-06-15	ACTUAL CBA exam I'm sitting later got leaked earlier on with BEAUT questions and a BEAUT 30 marker and now we are doing a fucking reserve paper, FAB 🤦 🤦 #aqasociology	jessosheawhit e	http://www.twitter.com/jessosheawhit/status/1007506548707520513

114	2018-06-15	Please - all i need is C overall in sociology - im not asking for much - let me go to uni please #aqasociology	MyGirl_0_0	http://www.twitter.com/MyGirl_0_0/status/1007506467224784896
115	2018-06-15	got a gut feeling globalisation is going to be on the paper today #aqasociology https://t.co/pHM3JFiuJA	eutonycerys	http://www.twitter.com/eutonycerys/status/1007506141834895360
116	2018-06-15	After today there will be no more #aqasociology 	EllieWilliamso9	http://www.twitter.com/EllieWilliamso9/status/1007502134210891776
117	2018-06-15	Dear AQA, Really disappointed with your security breach, maybe you should learn from your textbook that you should have more gatekeepers to potentially stop people getting in and getting out. Truth. ☹️ #aqasociology #ethicalissues https://t.co/lZhSR57g16	Martin_Cullen_	http://www.twitter.com/Martin_Cullen_/status/1007499603808317442
118	2018-06-15	Me trying to recall any sociologists for Crime in the exam today #aqasociology https://t.co/TepX4aQ1FX	Sharon21x	http://www.twitter.com/Sharon21x/status/1007498207331483648
119	2018-06-15	Whoever decided it was a good idea to put sociology and English on the same day ur a ryt prek #edexcelenglish #aqasociology	MiaFrances	http://www.twitter.com/MiaFrances/status/1007496306191929344

120	2018-06-15	What's the point in me even going to this exam when I'll probably get the same grade if I sit the paper than if I didn't turn up #aqasociology	izzynorden	http://www.twitter.com/izzynorden/status/1007496050939170816
121	2018-06-15	As in, this exam really causes me to almost collapse 😞 a whole collapse!! #aqasociology	JanelleAmaki	http://www.twitter.com/JanelleAmaki/status/1007489451403116544
122	2018-06-15	To the person who leaked paper 3, here's something for you x #aqasociology https://t.co/acYzMAKq3z	Y99Asad	http://www.twitter.com/Y99Asad/status/1007488847603732480
123	2018-06-15	'Evaluate sociological theories to our understanding of crime today' would be the best and the only 30 marker I could answer but ofc it will never be that #aqasociology	louismysvshine	http://www.twitter.com/louismysvshine/status/1007480843298885632
124	2018-06-15	kinda wanna cry tbh #aqasociology	louismysvshine	http://www.twitter.com/louismysvshine/status/1007476185729785856
125	2018-06-15	LAST EXAM TODAY AFTER SO LONG FINALLY #aqasociology	louismysvshine	http://www.twitter.com/louismysvshine/status/1007474565738582017
126	2018-06-15	any predictions for the 30 marker?? #aqasociology	louismysvshine	http://www.twitter.com/louismysvshine/status/1007473498502127616
127	2018-06-15	sLeEp? #AQAsociology	sanya_urfan	http://www.twitter.com/sanya_urfan/status/1007471518975225856

128	2018-06-15	haven't slept in around 3 days #aqasociology	louismysvnshine	http://www.twitter.com/louismysvnshine/status/1007468863146156034
129	2018-06-15	when I said I wanted to do something different on eid this year I didn't mean a sociology exam 🤔🤔 #aqasociology	louismysvnshine	http://www.twitter.com/louismysvnshine/status/1007463878777851904
130	2018-06-15	Bedtime for me... wow, actually getting 8 hours sleep tonight! First time in weeks! #AQASociology	Mrs_Morrison X	http://www.twitter.com/Mrs_MorrisonX/status/1007462926620549125
131	2018-06-15	instead of revising all i've done is catch up on love island and i ain't even mad. hayley is such a snake omg #lovelsland but for real i'm screwed for this exam lmao oh well honestly don't care 🤔 #aqasociology	stargirlxima	http://www.twitter.com/stargirlxima/status/1007462730050269184
132	2018-06-15	could someone briefly explain the suicide bit in crime and deviance i don't understand it #aqasociology	stargirlxima	http://www.twitter.com/stargirlxima/status/1007462091626819584
133	2018-06-15	Not yet slept and need to get up in three hours GREAT #aqasociology	lqbal63560033	http://www.twitter.com/lqbal63560033/status/1007460929217482752
134	2018-06-15	It's 4Am and I'm having a mental breakdown due to my exam #aqasociology	kingsunill	http://www.twitter.com/kingsunill/status/1007460005363232768
135	2018-06-15	wait can someone tell me if anything less than 30 markers need a conclusion #aqasociology	Ananya29991999	http://www.twitter.com/Ananya29991999/status/1007451989301714944

136	2018-06-15	I cant do exams anymore, the pressure is real& the exam is hours away but i am mentally not ready. Just glad this is going to be the last sociology paper but not my last exam 🙏 #aqasociology #iamdone #ineedbed #sleepdeprived	ikxxa1	http://www.twitter.com/ikxxa1/status/1007450777990909953
137	2018-06-15	Fingers crossed that white collar/corporate crime and ethnicity don't come up #AQASociology	scarjo_x2	http://www.twitter.com/scarjo_x2/status/1007449469951053826
138	2018-06-15	On a scale of 1 to fucked I'm anal #AQASociology	05022k18	http://www.twitter.com/05022k18/status/1007448796165476358
139	2018-06-15	I hope I'm not alone when I say that unless the theory question is positivist vs interpretivists, I'm fucked. 😞 #AQASociology	Mrs_Morrison X	http://www.twitter.com/Mrs_MorrisonX/status/1007444329068220418
140	2018-06-15	This honestly shows how damaging it is, the fact that a hashtag of loads of students across the country who literally haven't slept in days due to academic pressures and back to back exams is honestly so damaging... #aqasociology https://t.co/IYnR4MJzbp	waadyxox	http://www.twitter.com/waadyxox/status/1007440861867765760
141	2018-06-15	These exams are messing up my mental health #aqasociology	colorfulgrey_	http://www.twitter.com/colorfulgrey_/status/1007440794695929856

142	2018-06-15	'when exam boards embark on a crusade of educational incompetence as a means of expanding the degree of mental illness across the student populace' #aqasociology	JoelMacdonald dd	http://www.twitter.com/JoelMacdonald/status/1007435648503046144
143	2018-06-15	#aqasociology Me right now as i try to teach myself "Social Action Theory" https://t.co/KRNDuOM9kM	CameliaMar31 03	http://www.twitter.com/CameliaMar3103/status/1007431249219280896
144	2018-06-15	This actually made me panic 🤪 I was sitting here thinking when the fuck did we learn leak theory #aqasociology https://t.co/oUj4k1D5bR	yslandvanstras h	http://www.twitter.com/yslandvanstrash/status/1007431098673098752
145	2018-06-15	Imagine I'm getting nightmares about this paper after the last sociology paper #AQAsociology https://t.co/MfhWCa7wxl	sanya_urfan	http://www.twitter.com/sanya_urfan/status/1007430840073244676
146	2018-06-15	#aqasociology please be kind to us today..... https://t.co/KTy6h3gmyg	EmilySydes	http://www.twitter.com/EmilySydes/status/1007430592189947904
147	2018-06-15	is 'leak theory' under victimology? it should be #aqasociology	JoelMacdonald dd	http://www.twitter.com/JoelMacdonald/status/1007430019788963840
148	2018-06-15	I fucking hate crime control and victimisation #aqasociology	yslandvanstras h	http://www.twitter.com/yslandvanstrash/status/1007429349212131328
149	2018-06-15	Hahahahaha whoever leaked the paper for #aqasociology can burn in hell	saharii_99	http://www.twitter.com/saharii_99/status/1007428613170434048

150	2018-06-15	#aqasociology 2 years of sociology and the sociologist name I know is Durkheim 😊	UmmeeAuj	http://www.twitter.com/UmmeeAuj/status/1007426756314312704
151	2018-06-15	#aqasociology absolutely mad that I have to come to school and do my exam on EID smh AQA do you have a reserve paper for the reserve paper? You must have a back up for your back up 😊??	Like_Rea	http://www.twitter.com/Like_Rea/status/1007426559689592832
152	2018-06-15	What revising at this time looks like 🤪 #aqasociology https://t.co/FW0dYkFQ8P	Shanialowex	http://www.twitter.com/Shanialowex/status/1007425886755414016
153	2018-06-15	Can someone tell me what the structure of #AQASociology paper 3 is like? How many theories and methods questions are there? What markers are they? How many crime & deviance questions are there? What order is it in? https://t.co/TA95heegtr	whoisdisgurl	http://www.twitter.com/whoisdisgurl/status/1007423264745054208
154	2018-06-15	If AQA has any compassion, they should have done the 10 marks Theories question on feminism tomorrow 🙏🙏 #aqasociology	_SophieLouise —	http://www.twitter.com/_SophieLouise_/status/1007422101790298113

155	2018-06-15	I haven't even had the time to revise for crime and deviance along with theory and methods. I'm genuinely screwed for today's exam! Looks like it's an all nighter yet again... #aqasociology but hey, atleast it's the last exam I'll be sitting!!!!	MaariyahLaher	http://www.twitter.com/MaariyahLaher/status/1007422053673308166
156	2018-06-15	Me trying to stay up cramming all of paper 3 the night before... #aqasociology https://t.co/WNRQt2nZRP	Y99Asad	http://www.twitter.com/Y99Asad/status/1007421825285009409
157	2018-06-15	Why the fuck would anyone leak an exam please? The questions were actually decent and now aqa have changed the paper 🤔 I'm fuming 🤔 #aqasociology	Arfaaak	http://www.twitter.com/Arfaaak/status/1007420759822798849
158	2018-06-15	Haven't even been taught half the stuff for paper 3 so that should be fun #aqasociology	toldyousostyles	http://www.twitter.com/toldyousostyles/status/1007420075366862848
159	2018-06-15	Whoever leaked the crime and deviance paper is honestly up there with the sex offenders and nonces 🤔 #aqasociology	danny_sorby	http://www.twitter.com/danny_sorby/status/1007418873929297920
160	2018-06-15	#aqasociology before the leak vs after the leak https://t.co/ieoGNLQetg	jademcioffi	http://www.twitter.com/jademcioffi/status/1007418593309536256
161	2018-06-15	Praying for a 30 Marker on New Right it New Left theories of crime #aqasociology	toldyousostyles	http://www.twitter.com/toldyousostyles/status/1007418373276340224

162	2018-06-15	They felt guilty for f-ing us over with postmodernism earlier so they didn't give us any theories in paper 3, apologies AQA for all that hate before #aqasociology https://t.co/uqEpBAWwvY	chatwhiskers	http://www.twitter.com/chatwhiskers/status/1007639444621537280
163	2018-06-15	Omg why did everyone love the #aqasociology paper I hated every question rip	annabelallenn	http://www.twitter.com/annabelallenn/status/1007639429790527488
164	2018-06-15	all the papers were pretty good but like....where was Marxism, functionalism and feminism apart from that one ten marker :(#aqasociology	honorcavetoye	http://www.twitter.com/honorcavetoye/status/1007639410794430466
165	2018-06-15	AQA putting 2 research methods questions on the paper and no theory #aqasociology https://t.co/fwueoEKHJs	elliegeexx	http://www.twitter.com/elliegeexx/status/1007639405530664960
166	2018-06-15	I just realised 🙄 I'm officially done with sociology #aqasociology https://t.co/YNtXfCLqpX	Arfaaak	http://www.twitter.com/Arfaaak/status/1007639248554602496
167	2018-06-15	Suffering from strain after that paper, best innovate through depression and alcoholism 🙄 #aqasociology	xOlivia_Faithx	http://www.twitter.com/xOlivia_Faithx/status/1007639245362737153
168	2018-06-15	Where have all the theories been these past few exams? D.. Durkheim? M...Marx?? Where are you?? #aqasociology	harry_murdoch00	http://www.twitter.com/harry_murdoch00/status/1007639227104989184

169	2018-06-15	My answers could have been utter shite but knowing I've finished my A levels I dont even care #aqasociology https://t.co/gx86AepLUJ	mxganfishxr	http://www.twitter.com/mxganfishxr/status/1007639223560802305
170	2018-06-15	When you know you've failed but it doesn't matter cause you won't ever have to do sociology again #aqasociology https://t.co/hZX0oHJQwP	laura_eme99	http://www.twitter.com/laura_eme99/status/1007639119592329221
171	2018-06-15	Umm sorry was that a crime paper or research methods and media ... 😞 #aqasociology https://t.co/XAliNv1CEO	izzie_wright7	http://www.twitter.com/izzie_wright7/status/1007639102550921219
172	2018-06-15	guess who's finished her a-levels?? #aqapsychology #aqasociology https://t.co/sAsDUVEtmM	deadpoet_x	http://www.twitter.com/deadpoet_x/status/1007639058523262978
173	2018-06-15	Let's just hope the grade boundaries are as low as the validity in structured interviews #aqasociology https://t.co/4LVNnon1yH	JadenGF4ever	http://www.twitter.com/JadenGF4ever/status/1007639046301081603
174	2018-06-15	Massive thanks to whoever leaked the #aqasociology paper as the reserve one was a BLESSING💕 theories who? 🙏	Michaelmccusker	http://www.twitter.com/Michaelmccusker/status/1007639040705908736
175	2018-06-15	Whoever leaked the old paper thanks love cos the new one was lush #aqasociology	Makeupbyalicia1	http://www.twitter.com/Makeupbyalicia1/status/1007639022850772993

176	2018-06-15	I'm literally risking my life not revising for certain topics and it's paying off 😏 #aqasociology #aqapsychology #aqalaw https://t.co/SFIJbPfN1J	lols786	http://www.twitter.com/lols786/status/1007638943972675590
177	2018-06-15	Blessed by the person who leaked the first paper. That reserve paper was the best thing to happen to me #aqasociology	alishaxjones_	http://www.twitter.com/alishaxjones_/status/1007638935521067009
178	2018-06-15	@AQA thank you for that beautiful paper 3, you truly blessed us 🙏 #aqasociology	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007638869112705024
179	2018-06-15	I spent half a year learning theory and methods for research methods to come up #aqasociology	helloitssamme h	http://www.twitter.com/helloitssamme/status/1007638868022185985
180	2018-06-15	dunno whether i should be ecstatic or fuming that i put myself through learning phenomenology and ethnomethodology for it to not be on the exam🙄 #aqasociology	SamB0lland	http://www.twitter.com/SamB0lland/status/1007638849173016578
181	2018-06-15	#aqasociology a paper with no globalisation, state crime, green crime OR theories????? aqa you legends https://t.co/OrzcftjwYA	hcseokjimin	http://www.twitter.com/hcseokjimin/status/1007638841824509952

182	2018-06-15	01- why are women weak 02- why is becker full of shit 03- why do rich people get away with shit 04- why do rich people get away with shit (in the media) 05- why are positivists full of shit 06- why are positivists not full of shit #aqasociology	natashajbell	http://www.twitter.com/natashajbell/status/1007638836581724161
183	2018-06-15	the examiner seeing that all I've talked about in media is class and gender in my 30 marker in media #aqasociology https://t.co/Ci1A4LirxD	harriet_baxter_	http://www.twitter.com/harriet_baxter/status/1007638814859366400
184	2018-06-15	What a gem paper. Never been so relieved to not see sociology as a science. 🙏💎 #AQAsociology	Beth_Farrant	http://www.twitter.com/Beth_Farrant/status/1007638809616543747
185	2018-06-15	literally wrote about Hawthorne effects in CelebrityBigBrother in my #aqasociology exam cuz I couldn't think of a negative of lab experiments 😞	will_murrin	http://www.twitter.com/will_murrin/status/1007638759448424448
186	2018-06-15	A level sociology? Completed it mate. #aqasociology https://t.co/VBgFORSQQL	AlishoXO	http://www.twitter.com/AlishoXO/status/1007638754457260032
187	2018-06-15	#aqasociology goodbye. https://t.co/jLPVQb8GzA	hannah_sebares	http://www.twitter.com/hannah_sebares/status/1007638721703940100

188	2018-06-15	me when I saw lab experiments #aqasociology https://t.co/mTbBpB9TnM	QueenChels_ –	http://www.twitter.com/QueenChels_/status/1007638714418454528
189	2018-06-15	#aqasociology is over for life and now its time to sleep	_makkiis	http://www.twitter.com/_makkiis/status/1007638646500052996
190	2018-06-15	Me after being blessed with such a beauty of a paper #aqasociology https://t.co/kttc8imnED	lanahoneybae	http://www.twitter.com/lanahoneybae/status/1007638643576623104
191	2018-06-15	SO happy globalisation didn't come up love ya AQA #aqasociology	laurenwalsh11	http://www.twitter.com/laurenwalsh11/status/1007638641106149376
192	2018-06-15	Me in the exam knowing that there was no sociology as a science question! #aqasociology https://t.co/geC0rWxB4h	callum2709	http://www.twitter.com/callum2709/status/1007638597271515136
193	2018-06-15	All that time spent revising THEORIES for a 20 marker on RESEARCH METHODS TO COME UP - wasted my whole morning ngl #AQASociology https://t.co/D7w4nL9CzG	nikitashah999	http://www.twitter.com/nikitashah999/status/1007638571673640960
194	2018-06-15	Thank you @AQA for that blessing of a #AQASociology Crime and Deviance paper. Thank god the original got leaked! https://t.co/XjOdDIU1tQ	James_Barber 10	http://www.twitter.com/James_Barber10/status/1007638552870576128
195	2018-06-15	when you think aqa will cancel the exam because the paper was leaked but they have a backup #aqasociology #alevelsociology https://t.co/Wp5OH1BHNo	CaitlinMaiH	http://www.twitter.com/CaitlinMaiH/status/1007638502996107264

196	2018-06-15	Can't believe I taught myself media and crime this morning wtf hahahaha saved my life #aqasociology	jasminewills4	http://www.twitter.com/jasminewills4/status/1007638479520530433
197	2018-06-15	"Three criticism of the labelling theory" was a bit of a reach because i swear the textbook doesn't even give 3 criticism #aqasociology	Hayleyyc_	http://www.twitter.com/Hayleyyc_/status/1007638423690203137
198	2018-06-15	Only one who is still very angry the original paper got leaked n was not a fan of the replacement? ☹️ #aqasociology	JazzZRiderrR	http://www.twitter.com/JazzZRiderrR/status/1007638415179952128
199	2018-06-15	Imagine spending HOURS revising theories & methods for the questions to be on interviews & lab experiments #aqasociology https://t.co/EiJKYMr2jn	blytheguest	http://www.twitter.com/blytheguest/status/1007638363661271042
200	2018-06-15	Wow I am so blessed. Didn't look at the theory side of the course & it didn't even come up in the paper 😊 #aqasociology	jessielunnn	http://www.twitter.com/jessielunnn/status/1007638316722814977
201	2018-06-15	This was literally my brain after I read all the questions 😓 #aqasociology https://t.co/zqGKAwFnN7	Arfaaak	http://www.twitter.com/Arfaaak/status/1007638293322911744
202	2018-06-15	That 6 marker spun me #aqasociology https://t.co/PibLlo2XSj	AlishoXO	http://www.twitter.com/AlishoXO/status/1007638292345573376

203	2018-06-15	I've seen so many tweets about what's gonna be on the aqa sociology exam I'm stressed out about so pls can someone tell me what the questions were n now it went thanks #AQAsociology	sxphielouise	http://www.twitter.com/sxphielouise/status/1007638127412998145
204	2018-06-15	That was actually GOOOOD WTF (I think) #aqasociology	aoibhinmaria	http://www.twitter.com/aoibhinmaria/status/1007638110195372033
205	2018-06-15	Ngl I'm in a bit of a moral panic after that 30 Mark media question #aqasociology	JonnyH177	http://www.twitter.com/JonnyH177/status/1007638098161885184
206	2018-06-15	okay I rank them Paper 2 Paper 1 Paper 3 #aqasociology	honorcavetoye	http://www.twitter.com/honorcavetoye/status/1007637989193863169
207	2018-06-15	I think studying sociology for two years has made me a Marxist. All I do is preach Marxism when social class comes up #AQASociology	millsy_molly	http://www.twitter.com/millsy_molly/status/1007637945707384836
208	2018-06-15	Seeing everyone tweeting about how nice that paper was is making me feel so much worse fml #AQAsociology did anyone fuck it up as bad as I did?? I don't think so x	izzyliell	http://www.twitter.com/izzyliell/status/1007637893538557952
209	2018-06-15	I can't believe I actually put the Sun headline "I shagged a Gregs" in my exam oops #AQASociology	ceryssdean	http://www.twitter.com/ceryssdean/status/1007637884319485953

210	2018-06-15	My final exam was the biggest blessing I've ever had #aqasociology	freyastobbs	http://www.twitter.com/freyastobbs/status/1007637876413292544
211	2018-06-15	when you don't revise labelling theory cause it was on the leaked paper and then aqa come out with 'outline 3 criticisms of the labelling theory in crime and deviance' #aqasociology https://t.co/UNz1RvcSYM	asmaahaladh	http://www.twitter.com/asmaahaladh/status/1007637846398767104
212	2018-06-15	Going into a full rant on how crime is glamourised in 'Power' for the 30 marker was a highlight of the exam #aqasociology	India_wx	http://www.twitter.com/India_wx/status/1007637802304049153
213	2018-06-15	#aqasociology https://t.co/ureBTFLm4E	LCCSociology	http://www.twitter.com/LCCSociology/status/1007637749594316804
214	2018-06-15	6 marker on labelling theory? no thanks. Two research methods q's in theory and methods? yes fucking please. #aqasociology	whiplashlucas	http://www.twitter.com/whiplashlucas/status/1007637733773373441
215	2018-06-15	ALL MY EXAMS ARE DONE 🍷🍷 whoever leaked that sociology paper you are the real MVP because that paper was lit 😭🙏 #aqasociology	Monaaa_08	http://www.twitter.com/Monaaa_08/status/1007637732443770880
216	2018-06-15	#aqasociology what a lovely paper	sophculver_x	http://www.twitter.com/sophculver_x/status/1007637703473721349

217	2018-06-15	Putting a theory question in the research methods paper and a research methods question in the theory paper?¿?¿? #aqasociology	_laurenmorey	http://www.twitter.com/_laurenmorey/status/1007637694984450048
218	2018-06-15	the worst question was the first one i had no clue how to word my answer #aqasociology	moldaprettylie	http://www.twitter.com/moldaprettylie/status/1007637680648327168
219	2018-06-15	One of the invigilators had a juice box and that was the highlight of my exam #AQASociology	millsy_molly	http://www.twitter.com/millsy_molly/status/1007637663590047749
220	2018-06-15	When you realised you learnt all the theories and globalisation for nothing. #aqasociology https://t.co/UYvd3tPkcQ	TheTorresLFC09	http://www.twitter.com/TheTorresLFC09/status/1007637650566729728
221	2018-06-15	THANK FUCKING GOD FOR THAT EXAM! #aqasociology	quasno23	http://www.twitter.com/quasno23/status/1007637648041828352
222	2018-06-15	When you stressed over theory since you first learned it, only to be tested on the criticisms of functionalism which you could've known with out the theory 😞😞😞😞😞😞 #aqasociology	lqbal63560033	http://www.twitter.com/lqbal63560033/status/1007637646888394752
223	2018-06-15	A-Levels? Failed em' mate! #aqapsychology #aqasociology #AQAHHistory	harlo_23	http://www.twitter.com/harlo_23/status/1007637645231624194

224	2018-06-15	#aqasociology I don't think I've ever been happier, people need to cheat more if the reserves are going to be that incredible 😁😁	PinnellBen	http://www.twitter.com/PinnellBen/status/1007637611404505088
225	2018-06-15	Can't believe I spent literally THREE days teaching myself ALL of theory and methods because our teacher didn't teach it us, for someone to then leak the original paper and us have to sit the reserve paper where IT DIDNT EVEN COME UP 😞 #aqasociology	JazzZRiderrR	http://www.twitter.com/JazzZRiderrR/status/1007637609781264384
226	2018-06-15	Thank you to the person who stole the first crime and deviance paper 🙏🙏 the back up paper was a blessing #aqasociology #Crimeanddeviance	Plaaayful_OVO	http://www.twitter.com/Plaaayful_OVO/status/1007637568043864064
227	2018-06-15	Your girl honestly applied 1011 and drill music youtube channels to the 30m crime and media question. I cannot believe I just did that #aqasociology	plaviishy	http://www.twitter.com/plaviishy/status/1007637552310968320
228	2018-06-15	Fr though, no theory?? There was no point in even learning it 😞 #aqasociology	CBircumshaw	http://www.twitter.com/CBircumshaw/status/1007637549505024001
229	2018-06-15	bloody hell u can tell that was a reserve paper did you FEEL the quality of the paper?????? disgraceful #aqasociology	EmilyBaulf	http://www.twitter.com/EmilyBaulf/status/1007637502394556417

230	2018-06-15	whoever leaked the first paper & got us the reserve thank u cus that paper was a dream xxxxx #aqasociology	meghughes00	http://www.twitter.com/meghughes00/status/1007637480970031104
231	2018-06-15	Only question I didn't like was the one on the criticisms of labelling theory 🤔🤔🤔 I blanked #aqasociology	g0ldenems	http://www.twitter.com/g0ldenems/status/1007637468152254464
232	2018-06-15	The media 30 marker #aqasociology https://t.co/wCZlj3ByaP	khunies	http://www.twitter.com/khunies/status/1007637454738874368
233	2018-06-15	So happy that the reserve paper ended up being my dream exam #aqasociology	IzzyAllen02	http://www.twitter.com/IzzyAllen02/status/1007637420379123712
234	2018-06-15	#aqasociology me thinking about how I aced that paper then realising the grade boundaries are going to be higher than my blood alcohol content tonight https://t.co/Cil1jLCwB5	NadyaTheKitchen	http://www.twitter.com/NadyaTheKitchen/status/1007637415912239104
235	2018-06-15	Thank you to the person who leaked the #aqasociology paper 🙏🙏 Easier than the leaked paper!!!	JagkaramSid	http://www.twitter.com/JagkaramSid/status/1007637413215252485
236	2018-06-15	Somehow managed to remember obscure facts about the media but not any sociologists names??? Why is my brain like this? #aqasociology	chlocare	http://www.twitter.com/chlocare/status/1007637330499383296
237	2018-06-15	thank you for leaking that paper whoever it was i love you bc that one was way better #aqasociology	cabellorealm	http://www.twitter.com/cabellorealm/status/1007637330277163008

238	2018-06-15	Finally finished #aqapsychology #aqasociology #wjecfilmstudies https://t.co/Si6OQA71nY	zxltar_speaks	http://www.twitter.com/zxltar_speaks/status/1007637320701530114
239	2018-06-15	It was going great til I saw that 30 marker and died inside #AQASociology	millsy_molly	http://www.twitter.com/millsy_molly/status/1007637317056688128
240	2018-06-15	I love how that was my worst paper and everyone else seemed to love it 😊 #aqasociology	woozisdrums	http://www.twitter.com/woozisdrums/status/1007637310115078144
241	2018-06-15	What an absolute beauty of a paper!! #aqasociology	libbyframpton	http://www.twitter.com/libbyframpton/status/1007637282751483907
242	2018-06-15	Why am I the only person who found that paper shit ha ha ha guess who hasn't got into uni !!! #aqasociology	BaylissBecky	http://www.twitter.com/BaylissBecky/status/1007637253735280641
243	2018-06-15	that paper was a blessing so thank you aqa #aqasociology https://t.co/Hj2FXGgheq	deadpoet_x	http://www.twitter.com/deadpoet_x/status/1007637247708028928
244	2018-06-15	I am literally so happy I never have to sit through one more sociology exam again (let's hope I'm not resitting lmao) but that last paper was an actual blessing #aqasociology	sashacarter__	http://www.twitter.com/sashacarter_/status/1007637231106953216
245	2018-06-15	Big up the little genius who robbed the original paper 3. Blessed us with the best paper I've ever seen. Absolute ledge love u xxx #aqasociology	Justins10Baby	http://www.twitter.com/Justins10Baby/status/1007637205995737090

253	2018-06-15	a little bit salty that i spent all morning cramming sociological theory and none of it came up but whatever #aqasociology https://t.co/EygXgqiJUz	roisinxmaloney	http://www.twitter.com/roisinxmaloney/status/1007636975560556545
254	2018-06-15	Me in the last question #aqasociology https://t.co/gAHSZaymVc	chatwhiskers	http://www.twitter.com/chatwhiskers/status/1007636958821146624
255	2018-06-15	#aqasociology mixed feelings tbh, I wanted at least SOME theory, piss off methods	thisdiscourse_	http://www.twitter.com/thisdiscourse_/status/1007636941397987330
256	2018-06-15	just wanna say a massive thank you to whoever stole the paper X #aqasociology	zayneesa	http://www.twitter.com/zayneesa/status/1007636918845231104
257	2018-06-15	Also lab experiments? Yall couldn't have expected me to be THAT dumb #aqasociology	khunies	http://www.twitter.com/khunies/status/1007636914009202688
258	2018-06-15	#aqasociology that was almost enough of a blessing of a paper to make me forgot the beast of a bio paper I've got coming up on Monday	NadyaTheKitchen	http://www.twitter.com/NadyaTheKitchen/status/1007636907512213504
259	2018-06-15	What in the hell fuck was that 30 Mark question??? I want to puke #aqasociology	staceyjones40	http://www.twitter.com/staceyjones40/status/1007636805578117120
260	2018-06-15	that exam was actual dog shit 😬 #aqasociology	ellenelizabxth	http://www.twitter.com/ellenelizabxth/status/1007636796832911361
261	2018-06-15	that sociology paper was an absolute godsend tbh thank the lord whoever made that paper #aqasociology	RossPullin	http://www.twitter.com/RossPullin/status/1007636771696533504

262	2018-06-15	When you see there is no theory at the back of the paper #aqasociology https://t.co/fecHuEkSjt	ssophieurwinx	http://www.twitter.com/ssophieurwinx/status/1007636752943722497
263	2018-06-15	when aqa chuck in a 30 marker on the influence of media on crime #aqasociology #alevelsociology https://t.co/WJkDqSYRt0	CaitlinMaiH	http://www.twitter.com/CaitlinMaiH/status/1007636739131920385
264	2018-06-15	Guess who is going to pass sociology #aqasociology https://t.co/tyAn35zq6J	MargaridaSJL	http://www.twitter.com/MargaridaSJL/status/1007636723420090368
265	2018-06-15	When the 30 marker is on media #aqasociology https://t.co/pmdrl7glSq	lybanade	http://www.twitter.com/lybanade/status/1007636648295849984
266	2018-06-15	What a bloody beautiful paper 🤩🤩 #aqasociology	Mollygriffiths_	http://www.twitter.com/Mollygriffiths_/status/1007636610496819200
267	2018-06-15	I'm so lucky that I didn't bother revising theory 😊 #aqasociology https://t.co/CjUblcYHnQ	Suraj_Sudev	http://www.twitter.com/Suraj_Sudev/status/1007636598123585536
268	2018-06-15	Me on the inside when both the questions were on methods in context #AQAsociology https://t.co/Lv4BSnw0h5	ChloWignall	http://www.twitter.com/ChloWignall/status/1007636573893070848
269	2018-06-15	i want to kiss whoever designed that beautiful paper #aqasociology	qweronikaa	http://www.twitter.com/qweronikaa/status/1007636535351693312
270	2018-06-15	To everyone who finished all 3 exams you deserve a bottle of tequila (for each one) #aqasociology https://t.co/arlsz4wq4d	MargaridaSJL	http://www.twitter.com/MargaridaSJL/status/1007636525033644032

271	2018-06-15	when I saw research methods #aqasociology https://t.co/5UbsaPLFGh	ChimsLDN	http://www.twitter.com/ChimsLDN/status/1007636524245094400
272	2018-06-15	Ngl this paper was a blessing very nice of you AQA thank you #aqasociology	chatwhiskers	http://www.twitter.com/chatwhiskers/status/1007636509640593408
273	2018-06-15	That exam was an absolute blessing #aqasociology	bethpiesse	http://www.twitter.com/bethpiesse/status/1007636449452314626
274	2018-06-15	Who ever leaked the original paper, God bless you. 🙏❤️ i love u xxx #aqasociology	Imani_Gustave	http://www.twitter.com/Imani_Gustave/status/1007636378421690368
275	2018-06-15	Looked at the first question gender and crime then looked at second thought AQA tricked and gave us the leaked paper. #aqasociology	Iqbal63560033	http://www.twitter.com/Iqbal63560033/status/1007636358696001537
276	2018-06-15	#aqasociology bless up whoever nicked paper 3, didn't have a clue what I was doing on the original and still didn't have a fucking clue what I was doing on the replacement	aaronok47	http://www.twitter.com/aaronok47/status/1007636353729867776
277	2018-06-15	I canny believe I did so much revision for postmodernity only to get two questions on research methods #aqasociology	maxwelldaniel x	http://www.twitter.com/maxwelldaniel/status/1007636343814606848
278	2018-06-15	whoever leaked that paper, God bless you #aqasociology	valzanotti	http://www.twitter.com/valzanotti/status/1007636315322638336
279	2018-06-15	#aqasociology I think I love you for putting the 30 mark on media ❤️	jxckymalin	http://www.twitter.com/jxckymalin/status/1007636314739675136

280	2018-06-15	#aqasociology who decided I had to write disadvantages of labelling, I was not prepared for this	vs_got_no_jams	http://www.twitter.com/vs_got_no_jams/status/1007636298990084098
281	2018-06-15	YOU'RE TELLING ME. I LEARNED THE WHOLE OF THEORIES. TO BE ASKED A 20M ON PROS AND CONS OF INTERVIEWS. #aqasociology https://t.co/VN0AZk8CkR	racheldantonxo	http://www.twitter.com/racheldantonxo/status/1007636260519890945
282	2018-06-15	#aqasociology theory? I don't know her	ichloeanne	http://www.twitter.com/ichloeanne/status/1007636223945576449
283	2018-06-15	Finally finished Sociology so now I can say: Sociology, What's that ? I've officially resigned from my candidate position 😞 #aqasociology	itsyassinsp	http://www.twitter.com/itsyassinsp/status/1007636208787353601
284	2018-06-15	when i saw those two methods questions i feel like durkheim himself rose from the dead, patted me on the shoulder and told me everything was going to be okay #aqasociology	moldaprettylie	http://www.twitter.com/moldaprettylie/status/1007636158451453953
285	2018-06-15	30 marker on crime and the media best believe this was me #aqasociology https://t.co/cgfslZNIaF	Milliejoycex	http://www.twitter.com/Milliejoycex/status/1007636154395611146
286	2018-06-15	Only problem I had with that exam was that it was printed on such shit paper that my pen went through to the next page and everytime I turned i nearly dipped apart to booklet. #aqasociology	CharlxtteM	http://www.twitter.com/CharlxtteM/status/1007636097659269121

287	2018-06-15	thanks to the girl who leaked the original x you've saved my sociology grade and my future x ur a star #aqasociology	megxlivia	http://www.twitter.com/megxlivia/status/1007636054885707778
288	2018-06-15	Realising I've left pervert written down the side of my 20 marker #AQAsociology https://t.co/OzyW2jyWMy	clo_murray_	http://www.twitter.com/clo_murray_/status/1007636040859910145
289	2018-06-15	turning to the back and not seeing theory had me like #aqasociology https://t.co/BxcYi9Nxri	saniyahmedPD	http://www.twitter.com/saniyahmedPD/status/1007636001962037250
290	2018-06-15	You know what? Maybe we shouldn't have been so harsh on that girl that leaked the paper, amen sister gave us the easiest paper to date! No theories? BLESS YOU GIRL media 30 marker? BLESS YOU GIRL #aqasociology	khunies	http://www.twitter.com/khunies/status/1007635964842467334
291	2018-06-15	#aqasociology only aqa would make us learn so much theory and only ask us 10 marks about 2 criticisms of 1 theory (not that im complaining)	ellieameliaa	http://www.twitter.com/ellieameliaa/status/1007635930583363584
292	2018-06-15	That 30 marker has given me a fucking panic for my sociology A-level grade #aqasociology	amietownsend_	http://www.twitter.com/amietownsend_/status/1007635858781065216
293	2018-06-15	why is everyone saying that paper was a blessing i hated it #aqasociology	eutonycerys	http://www.twitter.com/eutonycerys/status/1007635835053838336

294	2018-06-15	All I'm saying it's THANK YOU to whoever caused the security breach because that reverse paper was luuurvleyyy #aqasociology 🌸🙏🙏	laurenwalsh11	http://www.twitter.com/laurenwalsh11/status/1007635784634118144
295	2018-06-15	theory n methods was a god send wow #aqasociology	charliecaunt_	http://www.twitter.com/charliecaunt_/status/1007635763855548421
296	2018-06-15	Can I just thank god, the Holy Ghost and WHOEVER LEAKED THE SOCIOLOGY PAPER for that beautiful blessing this afternoon. Bless you, bless you all #aqasociology #Sociology	louisexmary	http://www.twitter.com/louisexmary/status/1007635750572183554
297	2018-06-15	Omg thank you #aqasociology for the most BEAUTIFUL crime and deviance paper I've ever seen ❤️🙏🙏🌸🙏🙏	katelanisgayy	http://www.twitter.com/katelanisgayy/status/1007635729701392384
298	2018-06-15	#aqasociology sociology paper went well👍	Manav_Original	http://www.twitter.com/Manav_Original/status/1007635717302964224
299	2018-06-15	me when i saw the last two questions and realised there was no actual theory questions #aqasociology https://t.co/2l6ECJ73ZS	jjksblueside	http://www.twitter.com/jjksblueside/status/1007635669051756545
300	2018-06-15	sooo glad q5 and 6 were both on methods rather than theory #aqasociology	holybeystan	http://www.twitter.com/holybeystan/status/1007635667017502721
301	2018-06-15	When there's no theories on theories and methods #aqasociology https://t.co/akT9ofsh2g	k_mayW	http://www.twitter.com/k_mayW/status/1007635658125529088

302	2018-06-15	#aqasociology Outline and explain two advantages of me finally finishing these exams and never doing sociology again	vs_got_no_jams	http://www.twitter.com/vs_got_no_jams/status/1007635655135031296
303	2018-06-15	cheers to whoever breached the first #aqasociology paper because this one was absolutely beautiful https://t.co/jpsVm74kLX	Terrell_Meggoe	http://www.twitter.com/Terrell_Meggoe/status/1007635601137586176
304	2018-06-15	That replacement paper was a gift from heaven whoever leaked the original i love u never forget that x #aqasociology	abbeyhayess	http://www.twitter.com/abbeyhayess/status/1007635517180203011
305	2018-06-15	3 criticisms of labelling theory? 1. Deterministic 2. Sometimes deterministic 3. Can be deterministic #aqasociology https://t.co/fDkZD8NQ5o	scarlett3012	http://www.twitter.com/scarlett3012/status/1007635511505293313
306	2018-06-15	Whoever leaked the initial paper.. ratings init loooooo 🤔🤔 #aqasociology	T_Zambellis	http://www.twitter.com/T_Zambellis/status/1007635495935979521
307	2018-06-15	that 30 marker was a gift sent from god #aqasociology https://t.co/bnqd0j7jT0	nvdiv_s	http://www.twitter.com/nvdiv_s/status/1007635447529558016
308	2018-06-15	When the 20 marker was on structured interviews #aqasociology https://t.co/zLdXRYAdW8	beckyynj	http://www.twitter.com/beckyynj/status/1007635436901163008
309	2018-06-15	Whoever leaked that paper is an angel and deserves a special place in heaven #aqasociology	yslandvanstrash	http://www.twitter.com/yslandvanstrash/status/1007635431608016896

310	2018-06-15	#aqasociology https://t.co/ocUvbNJtvC	SykesJacob	http://www.twitter.com/SykesJacob/status/1007635360153776129
311	2018-06-15	'Evaluate the advantages of structured interviews' ☹️ #aqasociology https://t.co/kluZNMzur9	lols786	http://www.twitter.com/lols786/status/1007635306097598464
312	2018-06-15	WHAT AN ABSOLUTE BEAUTY OF A PAPER, A BEAUTIFUL WAY TO FINISH A LEVELS #aqasociology	KaiThomasPrase	http://www.twitter.com/KaiThomasPrase/status/1007635258009948160
313	2018-06-15	#aqasociology can't relate to all these tweets about how amazing it was but I'm done so it's ok xx	Charlxtteairey	http://www.twitter.com/Charlxtteairey/status/1007635247821938688
314	2018-06-15	Goodbye sociology. It's been a bitter sweet relationship.... mostly bitter but now it's over #aqasociology https://t.co/o9hCbeS92o	joeyrees13	http://www.twitter.com/joeyrees13/status/1007635161721253888
315	2018-06-15	seeing the 30 marker on media and not green or state crime #aqasociology https://t.co/nSSMVVfF3h	abbyisobelx	http://www.twitter.com/abbyisobelx/status/1007635141185933312
316	2018-06-15	#aqasociology completed it mate https://t.co/agaX1LvHUZ	hourigan_matt	http://www.twitter.com/hourigan_matt/status/1007635116296998912
317	2018-06-15	That sociology exam was sexy, whoever leaked that exam you're amazing #aqasociology	julietc_x	http://www.twitter.com/julietc_x/status/1007635104955551746
318	2018-06-15	That paper was 100x better than the leaked one #aqasociology	solk__	http://www.twitter.com/solk__/_/status/1007635085728931842
319	2018-06-15	When u open the paper n see it's all research methods x #aqasociology https://t.co/GOjX11W86k	sarmichelangel i	http://www.twitter.com/sarmichelangel/status/1007635082788646914

320	2018-06-15	THE THEORY AND METHODS QUESTIONS WERE SO NICE #Sociology #aqasociology #alevelsociology #sociologypaper3	Chloehumphry sx	http://www.twitter.com/Chloehumphry/sx/status/1007635020440395777
321	2018-06-15	#aqasociology paper 3 thanks for compensating for that shit show of paper 2 xx	cassie10yson	http://www.twitter.com/cassie10yson/status/1007634999657590784
322	2018-06-15	That sociology paper was fucking amazing!! It may have just just saved my life 🙏 #aqasociology	JodieBates15	http://www.twitter.com/JodieBates15/status/1007634985233371136
323	2018-06-15	Me knowing I'm never going to have to mention the item again #aqasociology https://t.co/gjUXjNeZsD	BettacheRami	http://www.twitter.com/BettacheRami/status/1007634952568082432
324	2018-06-15	That paper was fucking beaut 😍😍 #aqasociology	BaldyVoldy	http://www.twitter.com/BaldyVoldy/status/1007634951670464513
325	2018-06-15	me when I turned to the last question and realised there was no theory in the whole paper #aqasociology https://t.co/8Xz4lz0eek	LILGRVCIE	http://www.twitter.com/LILGRVCIE/status/1007634950278057986
326	2018-06-15	god bless the girl who leaked the paper and gave us that delicious reserve paper at the expense of her mums job #aqasociology	ummmzak	http://www.twitter.com/ummmzak/status/1007634948059271168
327	2018-06-15	Whoever leaked the paper and made us sit the reserved one, I love you #aqasociology	DreweryHattie	http://www.twitter.com/DreweryHattie/status/1007634934075445250
328	2018-06-15	Me trying to look for theory in paper 3 #aqasociology https://t.co/o7siuUT0p6	NutellaCooke	http://www.twitter.com/NutellaCooke/status/1007634927834337281

329	2018-06-15	aqa did not disappoint 🙌🙌🙌 #aqasociology	wolfmayling	http://www.twitter.com/wolfmayling/status/1007634820049063936
330	2018-06-15	When the 20m was on structured interviews #aqasociology https://t.co/8hIADB4x89	sophie_leannee	http://www.twitter.com/sophie_leannee/status/1007634790483415042
331	2018-06-15	Someone definitely sold their first born child to have such a nice paper #aqasociology	_lucymaexo	http://www.twitter.com/_lucymaexo/status/1007634786394034177
332	2018-06-15	i let out the biggest sigh when i saw question 3. #aqasociology	outrotearjh	http://www.twitter.com/outrotearjh/status/1007634771378393088
333	2018-06-15	I've never been so happy to sit an exam #aqasociology	AnnieLittle18	http://www.twitter.com/AnnieLittle18/status/1007634717800361984
334	2018-06-15	High grade boundary now tho guys 🙄 #aqasociology	CloughCaitlin	http://www.twitter.com/CloughCaitlin/status/1007634716629950465
335	2018-06-15	Never have to do #aqasociology again 😏😏	EllisWharmsby	http://www.twitter.com/EllisWharmsby/status/1007634710493892609
336	2018-06-15	Just wanna congrats everyone for getting through those 3 exams well done guys we made it #aqasociology https://t.co/A8Z4Ngmsw6	tula_claxton	http://www.twitter.com/tula_claxton/status/1007634635239710720
337	2018-06-15	#aqasociology I've never been so happy with an exam in all my life 🙌🙌	ryanjones890	http://www.twitter.com/ryanjones890/status/1007634629703229440

338	2018-06-15	WHOEVER LEAKED THAT FIRST PAPER I LOVE YOU !!! Because that paper was amazing ahh what a waste of a year worrying about bloody theories though 🤔🤔🤔🤔 #aqasociology	xx_eleysha	http://www.twitter.com/xx_eleysha/status/1007634601928544261
339	2018-06-15	Am I fucking buzzing? Yes I am. What a godsend #aqasociology	Grx_ce_	http://www.twitter.com/Grx_ce_/status/1007634590377435136
340	2018-06-15	i just want to say a personal thank you to whoever leaked the original paper cos that reserve paper was BLESSED #aqasociology https://t.co/Yo4XfFbTlc	roisinxmaloney	http://www.twitter.com/roisinxmaloney/status/1007634549101223936
341	2018-06-15	When I saw the 30 marker on media and 20 marker on structured interviews #AQASociology https://t.co/d5CINTU4uX	thatguyj34	http://www.twitter.com/thatguyj34/status/1007634518554152960
342	2018-06-15	Shoutout to the Mandem: Durkheim, Parsons, Anne Oakley, Giddens and Weber. It's been real but 🙌 #aqasociology https://t.co/gcWvAlcKHu	Ceballer	http://www.twitter.com/Ceballer/status/1007634497746202625
343	2018-06-15	MY LAST EXAM IS OVER OH MY GOSH #aqasociology that was a good exam idc what anyone says	confidentcyrus	http://www.twitter.com/confidentcyrus/status/1007634496810881024
344	2018-06-15	Well, i dont know how i feel about the exam 😊 #aqasociology	ikxxa1	http://www.twitter.com/ikxxa1/status/1007634381119377408
345	2018-06-15	AQA YOU HAVE REDEEMED YOURSELF!! #aqasociology	GlennBee4	http://www.twitter.com/GlennBee4/status/1007634258452779009
346	2018-06-15	anyone else have bare time at the end ??? a first 🤔 #aqasociology	becca_albon	http://www.twitter.com/becca_albon/status/1007634253457317889

347	2018-06-15	"3 criticisms of labelling" #aqasociology https://t.co/4HVhuun0A3	StansburyJames	http://www.twitter.com/StansburyJames/status/1007634236373913600
348	2018-06-15	when I see nothing on globalisation or control and punishment or sociology as a science #aqasociology https://t.co/gK20AsBQ43	marleyahmed1	http://www.twitter.com/marleyahmed1/status/1007634224864776192
349	2018-06-15	Honestly every question in that paper #aqasociology https://t.co/ndL8wei6uM	lisahaggett	http://www.twitter.com/lisahaggett/status/1007634206418198528
350	2018-06-15	When you get to the theory and methods section of #aqasociology and it's all research methods https://t.co/VR6cPPPUMC	_megansteven	http://www.twitter.com/_megansteven/status/1007634196226039809
351	2018-06-15	Okay so, the reserve paper wasn't too bad. #aqasociology https://t.co/QKAhV5Bm2i	becky_penson	http://www.twitter.com/becky_penson/status/1007634190790250496
352	2018-06-15	'Crime and the media' #aqasociology https://t.co/GvGp005CxK	hannahjreeves14	http://www.twitter.com/hannahjreeves14/status/1007634146146115585
353	2018-06-15	theory who? I just know methods #aqasociology	_nishakaur	http://www.twitter.com/_nishakaur/status/1007634137627447297
354	2018-06-15	Was that AQA's idea of a moral panic? Telling us there was a new paper even though it had the same stuff as the leaked paper 😏 #aqasociology	cmpreston619	http://www.twitter.com/cmpreston619/status/1007634132388798466
355	2018-06-15	anybody else check to see if they had the right exam after that method in context question at the end???	here4theteeaa	http://www.twitter.com/here4theteeaa/status/1007634125661114369

356	2018-06-15	#aqasociology gonna stop reading these tweets because the more I see the more I'm convinced I failed	alltimelea	http://www.twitter.com/alltimelea/status/1007634055083577344
357	2018-06-15	Thank u @aqa and whoever did the security breach for #aqasociology paper 3 because that was an absolute treat. peace out sociology	amy_row	http://www.twitter.com/amy_row/status/1007634054638919681
358	2018-06-15	i rarely apologise but that paper mightttt just have been better than the leaked one 🙄 #aqasociology blessed it https://t.co/DQ2hzyEbpc	becca_albon	http://www.twitter.com/becca_albon/status/1007634015766175745
359	2018-06-15	20 marker on structured interviews yes pLEASE #aqasociology	a1xandra	http://www.twitter.com/a1xandra/status/1007633955682734084
360	2018-06-15	Yes, that exam might've been utter shite but a positive is we don't have to talk about why Radical feminists are just victims anymore #aqasociology	bfcChris_	http://www.twitter.com/bfcChris_/status/1007633948552454144

Appendix E: OCR Sociology Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-15	#ocrsociology forget crime, my health is gonna be a global concern after that one	BoxerMaz	http://www.twitter.com/BoxerMaz/status/1007642045429813248
2	2018-06-15	#ocrsociology okay but what the hell was paper 3 just in general SUBCULTURAL SAY WHAT? https://t.co/Gb94zIRJ1D	campervan_girl	http://www.twitter.com/campervan_girl/status/1007641721780436993
3	2018-06-15	Wrote a 40 mark essay with no reference to any sociologists #OCRSociology https://t.co/LX89JVRyK8	sumayyabegum —	http://www.twitter.com/sumayyabegum_/status/1007641407451025408
4	2018-06-15	Seeing subcultural theory as the 40 markers #OCRSociology https://t.co/TBxPGaJIUP	leonieftownsend	http://www.twitter.com/leonieftownsend/status/1007641396193394688
5	2018-06-15	Anyone else feel personally attacked by subcultural explanations of crime and deviance or just me #OCRSociology	SarahMHilton	http://www.twitter.com/SarahMHilton/status/1007640342059978753
6	2018-06-15	Knowing that I can now BIN all of sociology GET THE FUCK IN #ocrsociology hehe https://t.co/p7gjlT2xFR	Amber_Brightman	http://www.twitter.com/AmberBrightman/status/1007640263844605952
7	2018-06-15	me knowing I never have to do sociology again #OCRSociology https://t.co/qRlYlpVdDs	_jessmartin_	http://www.twitter.com/_jessmartin_/status/1007640060123078656
8	2018-06-15	My exact reaction to seeing the globalisation 16 marker was on gender #ocrsociology https://t.co/fkJ5xIM8QL	BrewTeaFulCait	http://www.twitter.com/BrewTeaFulCait/status/1007639548766162944

9	2018-06-15	predicted an A, now I'll be lucky to come out with an E :) #OCRSociology	hannahizobelxo	http://www.twitter.com/hannahizobelxo/status/1007639517799608320
10	2018-06-15	shoutout to ocr for blessing us with that 40 marker on subcultural theories, threw in a load of functionalists x #ocrsociology	laurafxrdsham	http://www.twitter.com/laurafxrdsham/status/1007639393635577856
11	2018-06-15	16 mark question on gender inequality #OCRSociology https://t.co/2ObFC54j1J	caitlyn98217338	http://www.twitter.com/caitlyn98217338/status/1007639152203051008
12	2018-06-15	when i saw the 40 marker was on subcultural theories #ocrsociology https://t.co/XW0bE0LdWg	sophie357	http://www.twitter.com/sophie357/status/1007638716230373376
13	2018-06-15	we never have to do #ocrsociology again 😊 https://t.co/3bZcWqmoGx	sophie357	http://www.twitter.com/sophie357/status/1007638326491467777
14	2018-06-15	Really hope that 40 marker on policies doesn't bring my grade down #OCRSociology	emily17_1999	http://www.twitter.com/emily17_1999/status/1007638067501559808
15	2018-06-15	what the fuck was that????!!!! #OCRSociology done us dirty	elgadsbyx_	http://www.twitter.com/elgadsbyx_/status/1007637494458875904
16	2018-06-15	me handing in my unfinished 40 marker #ocrsociology https://t.co/o0LCnjIFHU	sophie357	http://www.twitter.com/sophie357/status/1007637368160112640
17	2018-06-15	the amount of times I wrote food instead of forward in that exams sums up what was on my mind through that exam 😊 #ocrsociology	_micalee	http://www.twitter.com/_micalee/status/1007636610517790721

18	2018-06-15	bye bye uni, not a chance after that paper :) #OCRSociology	HannahMuffett	http://www.twitter.com/HannahMuffett/status/1007635073011679232
19	2018-06-15	There's goes any chance of a decent sociology grade. Cheers OCR 😞😞 #OCRSociology	Kathryn_Skull	http://www.twitter.com/Kathryn_Skull/status/1007634078059950080
20	2018-06-15	Starting to doubt my confidence surrounding #ocrm1 and #ocrsociology after seeing the amount of people crying about them on twitter	shayjordan_	http://www.twitter.com/shayjordan_/status/1007633061473869824
21	2018-06-15	ocr did me better than i thought they would 🙌 #OCRSociology	nicole_wittx	http://www.twitter.com/nicole_wittx/status/1007632885451509762
22	2018-06-15	A 40 marker on policies, diversity and choice?? yes please #OCRSociology	nicole_wittx	http://www.twitter.com/nicole_wittx/status/1007632645017268226
23	2018-06-15	okay so that exam was no where near as bad as i thought it would be #OCRSociology	nicole_wittx	http://www.twitter.com/nicole_wittx/status/1007632359477403648
24	2018-06-15	seriosuly subcultural theories??? are you fucking joking??? #OCRSociology	HannahMuffett	http://www.twitter.com/HannahMuffett/status/1007631667966685185
25	2018-06-15	When you revise everything but subcultural theories and that's the 40 marker #ocrsociology https://t.co/VWiX8ucaIN	claraxannie	http://www.twitter.com/claraxannie/status/1007631056479178752

26	2018-06-15	Ocr did us dirty with that paper, my education is fucked just like the education questions lol 😏 #OCRSociology https://t.co/le36zQixql	daisyloughlinn	http://www.twitter.com/daisyloughlinn/status/1007630320844369921
27	2018-06-15	What's a subcultural theory then? #OCRSociology	ajg09_andrew	http://www.twitter.com/ajg09_andrew/status/1007629137480159233
28	2018-06-15	Just wanna say a massive fuck you to #OCRSociology for ruining any chance of me either getting a D in the subject.. what kind of questions were they?!?!?	ellennwarrenn	http://www.twitter.com/ellennwarrenn/status/1007626728687185920
29	2018-06-15	Big thanks to OCR for fucking me over big time in paper 3 #OCRSociology	cait_h0we	http://www.twitter.com/cait_h0we/status/1007625250828423168
30	2018-06-15	Going into this exam with 0 knowledge of unto 3 🙏 Defo getting A** #OCRSociology	Vassixx	http://www.twitter.com/Vassixx/status/1007588824879378433
31	2018-06-15	Not sure whether I'm more sick of hearing 'Et Al' or 'Eyal' in the last week 😏 #OCRSociology #LovelIsland	TanisRubringer	http://www.twitter.com/TanisRubringer/status/1007568876501176320
32	2018-06-15	does anyone know of any predictions for paper 3 because i'm kind of desperate #ocrsociology	sophie357	http://www.twitter.com/sophie357/status/1007557019639959553
33	2018-06-15	for my next magic trick I will learn the entire paper 3 content in 2 hours #ocrsociology	sophie357	http://www.twitter.com/sophie357/status/1007546345048158208
34	2018-06-15	feel like I don't know shit for globalisation whoops #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1007541311283527680

35	2018-06-15	since age, ethnicity and class have all already come up in 1st and 2nd WHAT ARE THE CHANCES OF GENDER #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1007540707794530304
36	2018-06-15	Imagine missing eid prayers and the world cup games cos of this exam 😞 straight up violation #OCRSociology	cr7_zahraa	http://www.twitter.com/cr7_zahraa/status/1007526142214049792
37	2018-06-15	Have I done enough revision for Globalisation? Hell no. #OCRSociology https://t.co/GNbcKGM6gL	BrewTeaFulCait	http://www.twitter.com/BrewTeaFulCait/status/1007524650484723712
38	2018-06-15	Am I just gonna wing the globalisation topic yes or yes #OCRSociology	nolancece	http://www.twitter.com/nolancece/status/1007522867309875201
39	2018-06-15	#ocrsociology what even is globalisation 😞 I'm grateful there's sources bc I'm gonna have to bull shit that section. Nice to know after today I never have to look at a sociological study or theory again 😊	Jacob62138356	http://www.twitter.com/Jacob62138356/status/1007515438715154436
40	2018-06-15	Having #OCRSociology and #edexcelenglish ON EID 😞😞😞	hawofarah_	http://www.twitter.com/hawofarah_/status/1007508008849608705
41	2018-06-15	Revising the usefulness of official statistics in measuring crime on Eid wow this just feels so wrong. #OCRSociology	Mujjy99	http://www.twitter.com/Mujjy99/status/1007490274157789185
42	2018-06-14	Finishing #OCRSociology tomorrow 😊😊😊😊 https://t.co/nrOOctmE7kP	NZ_natasha	http://www.twitter.com/NZ_natasha/status/1007394404557082629

43	2018-06-14	Having two exams tomorrow is legit going to drain every ounce of energy I have left in me 😞 #ocrpe #ocrsociology	sarahnevee	http://www.twitter.com/sarahnevee/status/1007382952802770947
44	2018-06-14	@normy102 @melissap18_ Read the tweet #OCRSociology you dickhead	pretypxnk	http://www.twitter.com/pretypxnk/status/1007378062411993090
45	2018-06-14	Is it too late to do a betec? #alevels2018 #OCRSociology	brionyroisin	http://www.twitter.com/brionyroisin/status/1007371429938171905
46	2018-06-14	im least prepared for the sociology exam ive had longest to prepare for 😞 #OCRSociology	ssophiehill	http://www.twitter.com/ssophiehill/status/1007367618339237888
47	2018-06-14	Right what even is unit 3 sociology theory , polices, Debates idek anymore fuck et al #ocrsociology	katieskywalker_	http://www.twitter.com/katieskywalker_/status/1007363049760739330
48	2018-06-14	#ocrsociology what topic are you revising	venusperiwinkle	http://www.twitter.com/venusperiwinkle/status/1007355266252398593
49	2018-06-14	#ocrsociology please can the 40 marker be on theory and religion 🙏	Jacob62138356	http://www.twitter.com/Jacob62138356/status/1007352814501326848
50	2018-06-14	I've been revising for #ocrsociology since 2 o'clock. Ask me what I remember https://t.co/AZja8qEyar	mariam_fsx	http://www.twitter.com/mariam_fsx/status/1007351900616962053
51	2018-06-14	smashed in the first two papers but know absolutely nothing for tomorrow so my other marks aren't going to mean shit #ocrsociology	nicole_wittx	http://www.twitter.com/nicole_wittx/status/1007351565760520193

52	2018-06-14	40 marker on how to reduce crime pls #ocrsociology	melissap18_	http://www.twitter.com/melissap18_/status/1007348949261438976
53	2018-06-14	Which sociological theory supports the idea of crime and deviance being motivated by OCR? #ocrsociology	shayjordan_	http://www.twitter.com/shayjordan_/status/1007342338895745024
54	2018-06-14	Do I know any studies for exam 3? I certainly do no but I am going to sit and attempt to learn them until 1pm tomorrow. Wish me luck #OCRSociology	Kathryn_Skull	http://www.twitter.com/Kathryn_Skull/status/1007312874547630080
55	2018-06-14	Trying to decide if I should revise for paper 3 or watch Love Island 🤔 #LoveIsland #OCRSociology https://t.co/rVSE9V2wmv	brionyroisin	http://www.twitter.com/brionyroisin/status/1007310449598189568
56	2018-06-14	@OCR_Sociology would be nice if you made a formal announcement stating that paper 3 will be on the 18/06/18 due to Eid 🙏 #OCRSociology	Hannan_km	http://www.twitter.com/Hannan_km/status/1007309590772449281
57	2018-06-14	Imagine if I actually knew ANYTHING about globalisation for my exam tomorrow 😊😊 #OCRSociology	lilywalkerxxx	http://www.twitter.com/lilywalkerxxx/status/1007298519345049601
58	2018-06-14	#OCRSociology pls be good to be tomorrow xx	hawofarah_	http://www.twitter.com/hawofarah_/status/1007253691857035264

59	2018-06-14	When you're so excited that you've finished psychology but remember you have a day to revise Globalisation and Crime & Deviance 😞 #aqapsychology #OCRSociology https://t.co/fZT6YAECS	JellyBaby	http://www.twitter.com/JellyBaby/status/1007239168253218817
60	2018-06-14	how i feel about never looking at a sociological study after tomorrow's exam #ocrsociology https://t.co/hNTNeKohoM	taibarani_	http://www.twitter.com/taibarani_/status/1007213610500837377
61	2018-06-14	#socialconstruction #youthculture #sociology #ocrsociology #relative cross cultural example of youth and adulthood being socially constructed https://t.co/UqNCF1SArv	MissSociology	http://www.twitter.com/MissSociology/status/1007169449823277057
62	2018-06-14	#ocrsociology #veryrelevant #soccd #socusi #inequality #britishsociety #poverty #sociology https://t.co/fO7dVvcO3d	MissSociology	http://www.twitter.com/MissSociology/status/1007169091537391616
63	2018-06-14	If anyone needs revision maps for the education topic hmu #ocrsociology	spunky690	http://www.twitter.com/spunky690/status/1007139235869216769
64	2018-06-13	#ageinequality #h580/2 #learningneverstops #ocrsociology #understandingsocialinequality https://t.co/qW4LTpc5JF	MissSociology	http://www.twitter.com/MissSociology/status/1007016274944114688
65	2018-06-13	The person marking my #OCRSociology papers this year... https://t.co/f3TGDT0jCz	Chloe_bagelboy	http://www.twitter.com/Chloe_bagelboy/status/1007004570277629953

66	2018-06-13	After the crime exam on Friday I'm actually going to sleep for a week 😞 #OCRSociology	brionyroisin	http://www.twitter.com/brionyroisin/status/1007002576989147137
67	2018-06-13	#OCRSociology That paper answered all my prayers	BoxerMaz	http://www.twitter.com/BoxerMaz/status/1006987766515863553
68	2018-06-13	How my hand felt after sitting research methods #OCRSociology https://t.co/R8PUrAtlme	Lilyfessions	http://www.twitter.com/Lilyfessions/status/1006977596251344896
69	2018-06-13	Such a nightmare... had my #ocrsociology paper 2 today and now cramming all of #aqapsychology paper 3 into my head:(anyone else doing gender, schizophrenia and aggression?	Jacob62138356	http://www.twitter.com/Jacob62138356/status/1006975075915128832
70	2018-06-13	When Age didn't come up on #ocrsociology https://t.co/0kUAQ7ZMOT	King97Tom	http://www.twitter.com/King97Tom/status/1006942005514162176
71	2018-06-13	Well that was 13 pages of bullshit on paper 🙄 #ocrsociology	darian_smith19	http://www.twitter.com/darian_smith19/status/1006936787028234241
72	2018-06-13	Lmaooooo, shoutout to #OCRSociology to ruining my chances of getting a good and secure job xxx	SkyeMG2000	http://www.twitter.com/SkyeMG2000/status/1006927418781831168
73	2018-06-13	Two exams in one day so automatically failed the second due to exhaustion #AQAHistory #OCRSociology	EmilyKatie3	http://www.twitter.com/EmilyKatie3/status/1006925304747700225
74	2018-06-13	#OCRSociology job centre don't seem too bad now I think about it	hawofarah_	http://www.twitter.com/hawofarah_/status/1006917080350953472

75	2018-06-13	40 and 25 markers waiting for me while I have the most amount of fun on the 20 marker #OCRSociology https://t.co/3PrQjlq6uw	RuqiyaDahir	http://www.twitter.com/RuqiyaDahir/status/1006915720825987073
76	2018-06-13	When I read the 40 marker #OCRSociology https://t.co/z2Ud5GbsWa	Hannan_km	http://www.twitter.com/Hannan_km/status/1006914125006561283
77	2018-06-13	The same sociologists appearing in both my 20 marker and 40 marker #OCRSociology https://t.co/U7rJQxnvB2	lily_amartin	http://www.twitter.com/lily_amartin/status/1006911462999314432
78	2018-06-13	#ocrsociology Did anyone find paper 2 on research methods and social inequalities okay?	4my_20	http://www.twitter.com/4my_20/status/1006902510110498817
79	2018-06-13	when i saw social class come up knowing full well i hadn't revised it #ocrsociology	abnormalchildx	http://www.twitter.com/abnormalchildx/status/1006901581957120000
80	2018-06-13	Out of 4 subtopic to choose from in social inequality #OCRSociology goes and put the worst on (ethnic inequality). Thanks really thank you!	alisha240400	http://www.twitter.com/alisha240400/status/1006897169486364672
81	2018-06-13	Outline the ways that paper 2 sociology may affect my chances of achieving a secure and well paid job #OCRSociology	alisha240400	http://www.twitter.com/alisha240400/status/1006895887459573760
82	2018-06-13	Sociology exam today... #OCRSociology https://t.co/PPWfFiR1TQ	kay_dle	http://www.twitter.com/kay_dle/status/1006890641719259136

83	2018-06-13	Sign this petition please BRING AS exams BACK for the next gen - https://t.co/yIC4Oqyqyr #aqasociology #aqachemistry #aqapsychology #OCRSociology #ocrhistory #ocrmaths #ocrbiology #ocrenghlishlit #edexcelmaths #EdexcelEconomics #gcse2018 #alevelmaths #examseason	gracelpolitics	http://www.twitter.com/gracelpolitics/status/1006884809958928385
84	2018-06-13	#OCRSociology That 40 marker got me talking about the slave trade because of Cox colonisation point 🤔🤔	MoonlightPrncess	http://www.twitter.com/MoonlightPrncess/status/1006883540120858625
85	2018-06-13	Me when I opened up that paper #OCRSociology https://t.co/BNLlgBzqaV	katieskywalker_	http://www.twitter.com/katieskywalker_/status/1006882921817534464
86	2018-06-13	Thought I had done really well on the research methods bit until I realised that I wrote structured interviews were favoured by interpretivism instead of positivism 😞😞😞 #OCRSociology	niamh_gracex	http://www.twitter.com/niamh_gracex/status/1006882132462129153
87	2018-06-13	who asks a question THAT specific ffs. rip 40 marker #OCRSociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006882092112908289
88	2018-06-13	when you knew age inequalities wouldn't come up bc that was the 20 marker in last years exam #ocrsociology https://t.co/Mq6bmUd5aE	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006881345031819264
89	2018-06-13	#OCRSociology paper 2 really niced me https://t.co/coiu9PD9Tb	jordmatthewss	http://www.twitter.com/jordmatthewss/status/1006881279047032833


90	2018-06-13	when i saw that age is not on the paper #OCRSociology https://t.co/Kc1f9l7KTl	nervouslymutual	http://www.twitter.com/nervouslymutual/status/1006881062310555649
91	2018-06-13	okay ethnicity question was nice but like WHY DID YOU WORD IT LIKE THAT! #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006880492879269889
92	2018-06-13	the research methods section was so lovely! #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006880126292971520
93	2018-06-13	I was hoping for gender to come up #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006880069271347200
94	2018-06-13	GUYS FOR THE 40 MARKER WHO SUPPORTED THAT STATEMENT #ocrsociology	naziaaaaax	http://www.twitter.com/naziaaaaax/status/1006879909204185088
95	2018-06-13	when you see ethnic inequalities as the 40 markers feeling gassed and then you finish reading and see how specific the question is #ocrsociology https://t.co/O8ai1V0zSA	kimkanodish	http://www.twitter.com/kimkanodish/status/1006877703348412417
96	2018-06-13	me right now thinking about everything I forgot to write knowing i handed in a paper that was completely waffle #ocrsociology https://t.co/qvvTIBHQio	sophie357	http://www.twitter.com/sophie357/status/1006873792801640448
97	2018-06-13	Paper 1 vs paper 2 #OCRSociology https://t.co/h5Rq80uQG2	Ktbr0wn22	http://www.twitter.com/Ktbr0wn22/status/1006871849869987840

98	2018-06-13	Me sitting the paper vs the end of the exam #OCRSociology https://t.co/vAGHHUrHeq	SoniaaDuggal	http://www.twitter.com/SoniaaDuggal/status/1006870740686254081
99	2018-06-13	I learnt around 40 studies only to get a 40 marker where I could only apply 1 and I got the names mixed up 😞 go me #ocrsociology	ssophiehill	http://www.twitter.com/ssophiehill/status/1006870635799334912
100	2018-06-13	wtf was that 40 marker 😞 rip my grade #ocrsociology https://t.co/DMT8LnGdXJ	ssophiehill	http://www.twitter.com/ssophiehill/status/1006869519837618176
101	2018-06-13	I'm pretty sure that 40 marker was a tad racist? #OCRSociology	ellenwarrenn	http://www.twitter.com/ellenwarrenn/status/1006869237879791621
102	2018-06-13	when ethnicity came up #OCRSociology https://t.co/6cg8vGhF0r	akadaphdaph	http://www.twitter.com/akadaphdaph/status/1006868556657590272
103	2018-06-13	Did I take a theorist approach to the 40 marker? I did not. In fact I took no approach and did my favourite technique 'throw everything you can remember down about ethnicity, hope that you're right and not being unintentionally racist' see you at retakes #OCRSociology	Kathryn_Skull	http://www.twitter.com/Kathryn_Skull/status/1006867281241149440
104	2018-06-13	sorry, but what even was that paper #OCRSociology https://t.co/bbBsFc9kn4	_jessmartin_	http://www.twitter.com/_jessmartin_/status/1006867253885898758
105	2018-06-13	After all of that gender revision 🙄 #ocrsociology	kiks123xxx	http://www.twitter.com/kiks123xxx/status/1006866210049396736

106	2018-06-13	I'm so scared for paper 3 bc papers 1&2 have been so blessed I'm scared OCR is gonna pull a mad one 🤔🤔#OCRSociology	Sophieexoo	http://www.twitter.com/Sophieexoo/status/1006864468725428224
107	2018-06-13	are we gonna pretend that 40 marker wasn't racist x #OCRSociology https://t.co/XLifshKHsP	kvsee1	http://www.twitter.com/kvsee1/status/1006864077925253120
108	2018-06-13	okay source B was pretty much a novel let's not lie #ocrsociology	Sophieexoo	http://www.twitter.com/Sophieexoo/status/1006862671164080130
109	2018-06-13	#ocrsociology after revising gender and age, and class and ethnicity come up https://t.co/DFIcMqHJwp	alice_hanman	http://www.twitter.com/alice_hanman/status/1006862613702152192
110	2018-06-13	OCR blessed us nicely but I still managed to screw it up ! Great ! #ocrsociology	_sarahbx	http://www.twitter.com/_sarahbx/status/1006861080554065920
111	2018-06-13	#OCRSociology trying to throw you off with fancy words like "assimilation" yet you make a well educated guess https://t.co/OwGwkDmq2T	NZ_natasha	http://www.twitter.com/NZ_natasha/status/1006860951407284227
112	2018-06-13	Expected to learn HUNDREDS of studies yet given a 40 marker so specific that only a few are relevant. #OCRSociology I quit. https://t.co/CAVKgYgQtR	TanisRubringer	http://www.twitter.com/TanisRubringer/status/1006858788127825920
113	2018-06-13	I don't have to do research methods ever again #OCRSociology https://t.co/KOr1Ocrkky	haliemjames	http://www.twitter.com/haliemjames/status/1006858759182876672

114	2018-06-13	My hands after #OCRSociology exam with 30 minutes extra time https://t.co/Srr4YQsywk	lewis_martin16	http://www.twitter.com/lewis_martin16/status/1006858249361154049
115	2018-06-13	imagine writing a sick marxist essay just to find out the question was actually functionalism #OCRSociology	bbewhat	http://www.twitter.com/bbewhat/status/1006857965821886465
116	2018-06-13	who knew ocr could make a good exam #ocrsociology https://t.co/HFI2So33OP	chideraaye	http://www.twitter.com/chideraaye/status/1006857837287477248
117	2018-06-13	#OCRSociology me looking at the 20 marker and didn't revise much of it https://t.co/ToujoV6LMY	lewis_martin16	http://www.twitter.com/lewis_martin16/status/1006857395396665346

Appendix F: AQA Economics Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-15	Lol. Should've taken this stance on the synoptic 25 marker #aqaeconomics https://t.co/ocP3nSBj4H	lukmanali_	http://www.twitter.com/lukmanali/status/1007642159183466497
2	2018-06-15	What did people write for the 25 marker ? #aqaeconomics	HZ40921322	http://www.twitter.com/HZ40921322/status/1007640841681342465
3	2018-06-15	rip uni #aqaeconomics #aqacore4	becky_sk_	http://www.twitter.com/becky_sk_/status/1007629024598913024
4	2018-06-15	#aqaeconomics This might be about as accurate as my #chainofreasoning in that 25 marker https://t.co/70IN3nztBo	mailbackwxrds	http://www.twitter.com/mailbackwxrds/status/1007624643912654848
5	2018-06-15	100% chance that I'm gonna have to redo because that paper was shyte. Do I have to retake all 3 economic exams or just the third paper ? #aqaeconomics	bxtchfrmhell	http://www.twitter.com/bxtchfrmhell/status/1007615022670012416
6	2018-06-15	Ffs I just realised I didn't mention collusion or how opec restricting oil supply will allow Nigeria n Venezuela to benefit economically smh  well there goes hopes of getting 20/25 in the 25 marker #aqaeconomics #aleveleconomics	RemotelyBlack	http://www.twitter.com/RemotelyBlack/status/1007603935564238849
7	2018-06-15	Time was a scarce economic resource for those multiple choice questions. ⌚ #aqaeconomics	itsmomainahmad	http://www.twitter.com/itsmomainahmad/status/1007602068796903425
8	2018-06-15	How did you find Paper 3 econ? #aqaeconomics	ABM62957474	http://www.twitter.com/ABM62957474/status/1007600465545179136

9	2018-06-15	Realising that the multiple choice questions were worse than Venezuela and Nigeria's economy after low oil prices #aqaeconomics https://t.co/NvKYvsuKaM	meggiefairman	http://www.twitter.com/meggiefairman/status/1007600176217907200
10	2018-06-15	Getting through 30 multiple choice questions on the #aqaeconomics paper then seeing a context on OPEC https://t.co/sZn32pvMMn	TomBedworth2	http://www.twitter.com/TomBedworth2/status/1007599832574414848
11	2018-06-15	EconPlusDal the saviour of A level Economics along with Geoff from @tutor2uGeoff 🙏🙏🙏 Wanna thank you guys for improving my chances of passing (whether I pass or not is a whole other story lol) Shout Out to you two ❤️🙏🙏#aqaeconomics #aleveleconomics #alevels2018 https://t.co/CtxigjZ6N	RemotelyBlack	http://www.twitter.com/RemotelyBlack/status/1007596528913936386
12	2018-06-15	Everyone's saying the MCQs were hard but lmao I thought they were the easiest I've seen bc barely any maths was in them and the maths that was there was only like PED or XED #aqaeconomics	laura_rolph	http://www.twitter.com/laura_rolph/status/1007596513621667840
13	2018-06-15	Thinking Brexit n financial markets was gunna come up but nah they were like here's some oil smh #aqaeconomics #aleveleconomics	RemotelyBlack	http://www.twitter.com/RemotelyBlack/status/1007595814036885506
14	2018-06-15	Multiple choice had me all levels of fukkked up guaranteed like a 9/30 ... but hey look on the bright side at least financial markets didn't come up #aqaeconomics #aleveleconomics	RemotelyBlack	http://www.twitter.com/RemotelyBlack/status/1007595811767799808
15	2018-06-15	"Brexit or globalisation will come up trust me"... #AQAEconomics https://t.co/zRNFxgOseE	RenzosRealWorld	http://www.twitter.com/RenzosRealWorld/status/1007595469944639488

16	2018-06-15	When I saw economic development... #aqaeconomics https://t.co/Yo1anlcEgu	rahimq1_	http://www.twitter.com/rahimq1_/status/1007594824227319808
17	2018-06-15	going to miss @econplussdal #aqaeconomics https://t.co/oYggC7A5oG	ll_llpm	http://www.twitter.com/ll_llpm/status/1007594451768893440
18	2018-06-15	Still trying to think what'll be worse on results day, me or the Venezuelan economy. #aqaeconomics	dhruv1h7	http://www.twitter.com/dhruv1h7/status/1007593347815534592
19	2018-06-15	finished economics on a high note, so so blessed with those questions 😊 #aqaeconomics	ll_llpm	http://www.twitter.com/ll_llpm/status/1007593187375017984
20	2018-06-15	V worrying when all smart arses come out of exam saying it was reyt hard n I thought it was a piece of piss #aqaeconomics	PaigeyPie__	http://www.twitter.com/PaigeyPie__/status/1007591255268786176
21	2018-06-15	Just saying Nigeria and Venezuela you're fucked lads . #aqaeconomics	EmeryTactico	http://www.twitter.com/EmeryTactico/status/1007589095957237760
22	2018-06-15	Couldn't have been given a worse set of multi choice! Never seen them so hard 😞 🙄 #aqaeconomics	_beccalouisex	http://www.twitter.com/_beccalouisex/status/1007588854344404993
23	2018-06-15	MCQs were hard tbh but other than that the paper was bliss 😊 thanks @AQA redeemed yourself after paper 1 #AQAEconomics	_melatinox	http://www.twitter.com/_melatinox/status/1007587905303392257
24	2018-06-15	My grade is gonna be worse than Venezuela's economy. Real talk though I feel sorry for them #aqaeconomics	txsir	http://www.twitter.com/txsir/status/1007586390857650176

25	2018-06-15	my paper 3 25 marker #aqaeconomics https://t.co/7kUYTA93mg	clarasablitzky	http://www.twitter.com/clarasablitzky/status/1007586185936556032
26	2018-06-15	No offence but you all lied again. Where was brexit, globalisation, protectionism, productivity tho #FakeNewsPt2 #aqaeconomics	luminous__x	http://www.twitter.com/luminous__x/status/1007584673143369728
27	2018-06-15	When I opened the paper and saw micro topics #AQAEconomics https://t.co/4iCyp2XRPd	joespi12	http://www.twitter.com/joespi12/status/1007584414333833217
28	2018-06-15	Nigerian/Venezuela @ me after i made my case in favor of OPEC limiting supply to raise the price of oil #aqaeconomics https://t.co/ZsILOaaZFI	educatedcult	http://www.twitter.com/educatedcult/status/1007584383518244864
29	2018-06-15	To whoever wrote that multiple choice #aqaeconomics https://t.co/3y30TGQcU5	max_ranson	http://www.twitter.com/max_ranson/status/1007584272360857601
30	2018-06-15	I only used figure 1 for all my 10 marker points because i'm shit at micro lmao. Took me a while. #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007584030575951873
31	2018-06-15	When Collusion features in the 25 marker #aqaeconomics https://t.co/IHQhOjSZcC	ThomasLidstone	http://www.twitter.com/ThomasLidstone/status/1007583111608225792
32	2018-06-15	just gonna go and eat my daily six biscuits, hope I choke :) #aqaeconomics	clolmcarter	http://www.twitter.com/clolmcarter/status/1007583015034347520
33	2018-06-15	@econplustal #aqaeconomics https://t.co/F0lwUaRZgn	pupu_rai	http://www.twitter.com/pupu_rai/status/1007582746829615104
34	2018-06-15	Looking for the brexit questions like #aqaeconomics https://t.co/WCEHygeNpi	TobyAnd75052742	http://www.twitter.com/TobyAnd75052742/status/1007582656069062656

35	2018-06-15	Me realising I talked about unemployment, cost push inflation and demerit goods in paper 3. #aqaeconomics #paper3 https://t.co/cZV8FjGBdc	katierbekah789	http://www.twitter.com/katierbekah789/status/1007582630395760640
36	2018-06-15	You would have thrived in #aqaeconomics this morning https://t.co/p7lzZA2w5P	fantashtic_	http://www.twitter.com/fantashtic/status/1007582043906232325
37	2018-06-15	Anyone else feel like they failed that paper 3? #aqaeconomics	katierbekah789	http://www.twitter.com/katierbekah789/status/1007581533694300160
38	2018-06-15	TRUMP WROTE THE ECONOMICS PAPER #aqaeconomics HYYYUGEE PRICE INCREASES https://t.co/Jnkp0bZpBy	zainalisabir	http://www.twitter.com/zainalisabir/status/1007581360188547072
39	2018-06-15	imagine starting a YouTube channel to help struggling economics students and then becoming a meme after every single fucking exam life dreams #aqaeconomics	kajelleb	http://www.twitter.com/kajelleb/status/1007581147931521024
40	2018-06-15	Anyone, say that I wasn't the only one to find MSQs much harder than last year #aqaeconomics #aqa #economics #alevel	AlrxanderJu	http://www.twitter.com/AlrxanderJu/status/1007580497898287104
41	2018-06-15	I was so prepared to use the phrase BREXIT MEANS BREXIT in paper 3 but it turns out that the paper was about fucking Nigeria and cartels #aqaeconomics	zainalisabir	http://www.twitter.com/zainalisabir/status/1007580157299904512
42	2018-06-15	When you see the 25 mark question on oil prices #aqaeconomics https://t.co/sQu6SHGhsZ	SlinusLane	http://www.twitter.com/SlinusLane/status/1007579707146153984

43	2018-06-15	#AQAEconomics https://t.co/oGsVvm11H1	bradsaunders_10	http://www.twitter.com/bradsaunders_10/status/1007579640498720773
44	2018-06-15	Everyone's saying it was a mainly micro paper, tell me please why everything I wrote was macro #aqaeconomics	soitssafa	http://www.twitter.com/soitssafa/status/1007578910597505024
45	2018-06-15	OPEC oil prices higher than my grades #aqaeconomics	soitssafa	http://www.twitter.com/soitssafa/status/1007578721157513216
46	2018-06-15	Absolutely ruined my chances of even getting a B. Worst paper ever #aqaeconomics	soitssafa	http://www.twitter.com/soitssafa/status/1007578638999605248
47	2018-06-15	#aqaeconomics so you're telling me I woke up at 5am and learned the whole of financial markets inside out for the question to be on oil prices	zcynub	http://www.twitter.com/zcynub/status/1007578378650771456
48	2018-06-15	Every multiple choice question #aqaeconomics https://t.co/a1WfrABpe8	_Sxchin	http://www.twitter.com/_Sxchin/status/1007578338054103040
49	2018-06-15	When OPEC comes up instead of Brexit #aqaeconomics https://t.co/QWIWhqhUD1	WilfredKing_	http://www.twitter.com/WilfredKing_/status/1007578317262917632
50	2018-06-15	The floor is Venezuela and Nigeria's economies #aqaeconomics https://t.co/12AJzkhIRZ	d_e_pearson	http://www.twitter.com/d_e_pearson/status/1007578233309712385
51	2018-06-15	How the examiners are gunna be reading my 25 marker after having 10 mins to finish it #aqaeconomics https://t.co/chEgSsHaRE	jackjos3ph	http://www.twitter.com/jackjos3ph/status/1007577625185914880

52	2018-06-15	#aqaeconomics can someone tell me what that 25 markers points were	Ananya29991999	http://www.twitter.com/Ananya29991999/status/1007577609599881217
53	2018-06-15	Think I referenced one extract in my 25 marker lmao:) #aqaeconomics	citizxnsofearth	http://www.twitter.com/citizxnsofearth/status/1007577485410697216
54	2018-06-15	When paper 3 is basically micro #aqaeconomics https://t.co/F26xxYi2xK	jamesrenals	http://www.twitter.com/jamesrenals/status/1007577449595621376
55	2018-06-15	Looking at that multi choice like... #aqaeconomics https://t.co/e1GyEYLAso	willworthngton	http://www.twitter.com/willworthngton/status/1007577001216102400
56	2018-06-15	The problem with those multiple choice questions is that I genuinely believe with a textbook in front of me I couldn't have answered some of them #aqaeconomics https://t.co/z6hUXxM3VK	Mollsjenkins	http://www.twitter.com/Mollsjenkins/status/1007576799537188865
57	2018-06-15	Weighing up which multiple choice answer seems more correct #aqaeconomics https://t.co/DzJ6dNXOHG	pupu_rai	http://www.twitter.com/pupu_rai/status/1007576775130566656
58	2018-06-15	I'd just like to thank econplUSDal for getting me through economics THANK THE LORD I AINT TOUCING THAT SUBJECT AGAIN #aqaeconomics	saarah_mangera	http://www.twitter.com/saarah_mangera/status/1007576584776232960
59	2018-06-15	The chance of me failing economics is the same as Venezuela's rate of inflation #aqaeconomics	theawillsmore	http://www.twitter.com/theawillsmore/status/1007576255762518016
60	2018-06-15	thought i had 40 mins left turns out i read clock wrong and had 15 left to start and finish my 25 marker i am absolutely dead and buried #GardeningApprenticeships #aqaeconomics	tom_____	http://www.twitter.com/tom_____/status/1007576139295059968

61	2018-06-15	When you start the 10 marker thinking there's only 1 table of data, then look at the whole of the next fuckin page #AQAEconomics https://t.co/F8fFrnvQGg	Joejy646	http://www.twitter.com/Joejy646/status/1007576054381281280
62	2018-06-15	Cheers for hinting this was coming up in AQA Economics #aqaeconomics #realmvp https://t.co/rKRDyeHjT3	hpam12	http://www.twitter.com/hpam12/status/1007575694317096960
63	2018-06-15	Peak when you think that you have like 40 mins left but realised you were looking at the wrong timings and in fact only have like 10 mins to start and finish the 25 marker #aqaeconomics https://t.co/ICDHAOf27c	loutifull	http://www.twitter.com/loutifull/status/1007575617771065344
64	2018-06-15	Me seeing financial markets aren't in the paper #aqaeconomics https://t.co/pOeiAuTMxL	Radojxj	http://www.twitter.com/Radojxj/status/1007575200718819328
65	2018-06-15	When brexit doesn't come up #aqaeconomics https://t.co/AOQjSEKnDz	CharlotteLucyN	http://www.twitter.com/CharlotteLucyN/status/1007575062080315392
66	2018-06-15	You would have loved the 25 marker on our #aqaeconomics mate! https://t.co/ALNDUySwuo	sonyagantseva	http://www.twitter.com/sonyagantseva/status/1007574868009848832
67	2018-06-15	When I want to do Economics at Uni goodbye 🙄 #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007574796337602560
68	2018-06-15	Me when I had like 15 minutes to do that 25 marker #aqaeconomics https://t.co/PY19RBMIQe	alexpen21	http://www.twitter.com/alexpen21/status/1007574580427476992
69	2018-06-15	Economics a level based off a trump tweet #aqaeconomics https://t.co/7uizz8w26x	_Sxchin	http://www.twitter.com/_Sxchin/status/1007574347509354496

70	2018-06-15	To think a few weeks ago, i was going to look at OPEC but thought it wouldn't come up so ignored it 😊 #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007574343205969920
71	2018-06-15	how i walked out of that exam knowing i'm done with economics forever while completely ignoring how fucking dreadful it went #aqaeconomics https://t.co/D1uDxfAfbX	ally_m	http://www.twitter.com/ally_m/status/1007574150221877248
72	2018-06-15	When everyone is worrying about how there was no Brexit in the paper but you're just glad to be done #aqaeconomics https://t.co/x2tYmg2Nb4	maxwy1d3r	http://www.twitter.com/maxwy1d3r/status/1007574136011591680
73	2018-06-15	Extract E titled 'Crisis? What Crisis?' the crisis i was having during the entirety of that exam aqax #aqaeconomics	vivianacx_	http://www.twitter.com/vivianacx_/status/1007573927827247104
74	2018-06-15	When financial markets didn't come up but u still struggled #aqaeconomics https://t.co/zsRP0j2AKj	beccaamcnulty	http://www.twitter.com/beccaamcnulty/status/1007573818599264258
75	2018-06-15	when there's more than one distractor answer #aqaeconomics https://t.co/cNmrRCKOzD	dangoldsmith7	http://www.twitter.com/dangoldsmith7/status/1007573524859510784
76	2018-06-15	opening the paper and seeing the questions weren't on brexit #aqaeconomics https://t.co/x0ox23x7CW	becsfoleyx	http://www.twitter.com/becsfoleyx/status/1007573515753656321
77	2018-06-15	Apparently 6 biscuits a day is the point of maximum utility, mum best keep that biscuit jar fully stocked xxx #aqaeconomics	diana_muravjova	http://www.twitter.com/diana_muravjova/status/1007573430072496129

78	2018-06-15	Looks like Donald came to the conclusion of my 25 marker, 2 days before myself #aqaeconomics https://t.co/anRtM3xw6F	lewisrogers81	http://www.twitter.com/lewisrogers81/status/1007573406966079488
79	2018-06-15	Answering those essays had me like #aqaeconomics https://t.co/JEh54vAWoQ	LukakuTheCamper	http://www.twitter.com/LukakuTheCamper/status/1007572813002301440
80	2018-06-15	#aqaeconomics Well that was: <input type="radio"/> Good <input type="radio"/> Bad <input checked="" type="radio"/> Fucking dreadful https://t.co/HAnaal4Y2g	bhafc_dylan	http://www.twitter.com/bhafc_dylan/status/1007572712435351552
81	2018-06-15	When you open the paper and see the word "OPEC" #aqaeconomics #paper3 #econplusal https://t.co/7QaFTxmPQV	Et_hxn_S	http://www.twitter.com/Et_hxn_S/status/1007572519598084096
82	2018-06-15	Me answering that 25 and 10 marker #aqaeconomics https://t.co/lupZTNE6Sr	drhoncho	http://www.twitter.com/drhoncho/status/1007572244577517568
83	2018-06-15	As if Donald Trump beat me to my Paper 3 25 Marker evaluation! @econplusal #aqaeconomics https://t.co/AbsZzCo7Co	Joshuaam84739718	http://www.twitter.com/Joshuaam84739718/status/1007572224470081536
84	2018-06-15	Me coming out of that exam after doing awful but still celebrating because I never have to do economics again #aqaeconomics https://t.co/YBg84vBf0Q	tylerbullard13	http://www.twitter.com/tylerbullard13/status/1007572217243340800

85	2018-06-15	Literally just sat there like wtf am I supposed to do now #aqaeconomics https://t.co/ZgA059huCt	agoodkiddo	http://www.twitter.com/agoodkiddo/status/1007572215477481472
86	2018-06-15	I'm pretty sure someone who doesn't even do eco would do better than me on that multiple choice #aqaeconomics	thania_zaman	http://www.twitter.com/thania_zaman/status/1007572091972079617
87	2018-06-15	Name a bigger hero than @econplussdal ? You can't #aqaeconomics https://t.co/HkRZGEYIzF	len_greg99	http://www.twitter.com/len_greg99/status/1007571975601090560
88	2018-06-15	I neglected micro for the exam to be more micro centered 🤔🤔🤔 #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007571817530384384
89	2018-06-15	The exam finished and I still had 4 multiple choice questions left so I quickly but B for all of them #aqaeconomics	theawillsmore	http://www.twitter.com/theawillsmore/status/1007571657509228545
90	2018-06-15	The extracts were way too long with way too many stats. #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007571636739039233
91	2018-06-15	'a person eats 6 biscuits a day to maximise utility' #aqaeconomics https://t.co/dXg0oGe7Ag	Clayton_BFC	http://www.twitter.com/Clayton_BFC/status/1007571416437481473
92	2018-06-15	Am I the only one that did shit on that exam I - #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007571191178190849
93	2018-06-15	Me after coming out of the economics exam #aleveconomics #aqaeconomics https://t.co/fej3o1uuUg	GotobedJ	http://www.twitter.com/GotobedJ/status/1007571138648707074

94	2018-06-15	I didn't even finish my essay and had to quickly fill in the multiple choice questions I missed out 🙄🙄 #AQAEconomics	joespi12	http://www.twitter.com/joespi12/status/1007571017064177665
95	2018-06-15	Me walking out of paper 3 knowing I've failed economics but glad that it's over #aqaeconomics https://t.co/rZU5EwOEvr	noahfrench90	http://www.twitter.com/noahfrench90/status/1007570879218356224
96	2018-06-15	Getting stuck and looking for the answer in the first multiple choice #aqaeconomics https://t.co/XOyc381kMg	Haowei_Shi	http://www.twitter.com/Haowei_Shi/status/1007570830979715072
97	2018-06-15	When you do last years multi choice and the specimen multi choice and get like 20-25/30 on them all, but then you do the real exam and get like 2 right 😊🙄 #aqaeconomics https://t.co/pXDW6Ws0dW	tylerbullard13	http://www.twitter.com/tylerbullard13/status/1007570535226765312
98	2018-06-15	Me after doing one multiple choice question #AQAEconomics https://t.co/sk19ZdRCLM	d_e_pearson	http://www.twitter.com/d_e_pearson/status/1007570493472497665
99	2018-06-15	when the invigilator took my paper #aqaeconomics https://t.co/6x6TkzHtfl	dumbling__	http://www.twitter.com/dumbling__/_/status/1007570432617263105
100	2018-06-15	Me trying to do the MCQ's for paper 3 #aqaeconomics https://t.co/knndqUEKpz	m1kes_	http://www.twitter.com/m1kes_/status/1007570368746475520
101	2018-06-15	me when I thought I finished reading all the contexts to then see another full side of A4 for Extracts D and E @econplUSDal #aqaeconomics https://t.co/Asrxzeyqki	KJiMusic	http://www.twitter.com/KJiMusic/status/1007570310902829056
102	2018-06-15	I didn't even finish the exam #AQAEconomics https://t.co/lbpEvVGWQS	joespi12	http://www.twitter.com/joespi12/status/1007569965443055617

Appendix G: OCR Economics Tweets

Tweet no.	Date	Tweet content	Nickname	Tweet Url
1	2018-06-15	How did people find the OCR economics themes paper? #ocreconomics #ocrthemes #ocrlevel #alevel	alldaypolls	http://www.twitter.com/alldaypolls/status/1007594410098425858
2	2018-06-15	What did you think of the economics paper 3? #OCReconomics	EMeqemeja	http://www.twitter.com/EMeqemeja/status/1007594163158880256
3	2018-06-15	what an absolute answer to prayer financial sector didn't come up this year #ocreconomics	charlottesweet	http://www.twitter.com/charlottesweet/status/1007587901134303232
4	2018-06-15	Finally done with economics. Two subjects down two to go #OCReconomics https://t.co/jGq9FIHwRs	AdeleLifestyle	http://www.twitter.com/AdeleLifestyle/status/1007578939856969728
5	2018-06-15	#ocreconomics that was the easiest multiple choice ive done compared to all the past papers	amit_sood1	http://www.twitter.com/amit_sood1/status/1007577219131215873
6	2018-06-15	#OCReconomics https://t.co/0WbZFd5aYG	josephnball	http://www.twitter.com/josephnball/status/1007574610085400576
7	2018-06-15	Just 1 EU multiple choice question as a middle finger to all us who revised brexit #OCReconomics	AdzMoulden	http://www.twitter.com/AdzMoulden/status/1007567219004452864
8	2018-06-15	But it has been a great pleasure suffering with the rest of Twitter. This is the last time we'll all be able to suffer the same exams at the same time 🙏 Good luck to everyone 🙏❤️ #OCReconomics	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1007566776086007808

9	2018-06-15	Still don't know how I feel about that paper. It would've been better if I didn't need to spend the last hour trying to hold in the shits 🤢 😞 🤔 But I'm sorry, those were the longest 2 mark questions in the world! Might as well make them a 4 marker! #OCREconomics #aleveleconomics	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1007566293946503168
10	2018-06-15	Hoping OCR give us all a #Eid gift with this paper 😊 🙏 😞 #OCREconomics	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1007517950008594433
11	2018-06-15	#ocreconomics https://t.co/FwRyn7Rzl8	SamadZeusAzad	http://www.twitter.com/SamadZeusAzad/status/1007517276885716992
12	2018-06-14	excited to do 100 guesswork for paper 3'a multiple choice questions tmo 😊 #ocreconomics	R_Seshat	http://www.twitter.com/R_Seshat/status/1007346854047244290
13	2018-06-14	The thought of debates this afternoon followed by themes tomorrow morning #ocrgeography #OCReconomics https://t.co/LUEeQ0vtFv	alexyoung1910	http://www.twitter.com/alexyoung1910/status/1007310950603554819
14	2018-06-14	My analysis for the 25 markers were half a page and my evaluation was two pages 🙄🙄 I don't think that's how it's meant to work #OCReconomics	myredtulips	http://www.twitter.com/myredtulips/status/1007160571110752256
15	2018-06-14	Everyone keeps saying something about Brexit gonna come up bit it's so obvious I highly doubted it. #OCReconomics	myredtulips	http://www.twitter.com/myredtulips/status/1007159960122347520

16	2018-06-13	A levels have cost me my emotional stability and personality #alevels #OCReconomics #edexcelspanish #edexcelmaths fm	r_iaaaaax	http://www.twitter.com/r_iaaaaax/status/1007021892556001282
17	2018-06-13	Am fully keeping all predictions for exams to myself now though because this is now the 3rd time they've defied all logical reasoning and I need to smash at least ONE of these papers #OCRHistory #OCReconomics	ValVettore	http://www.twitter.com/ValVettore/status/1007019198277718016
18	2018-06-13	@SJCREconomics this should quell the U or V debate #OCReconomics https://t.co/1XylcC7g5a	Rali2k	http://www.twitter.com/Rali2k/status/1006973599343923201
19	2018-06-13	OCR confirmed this yday loool #OCReconomics https://t.co/7yEV6o9Cpd	karran_lakhani	http://www.twitter.com/karran_lakhani/status/1006901737888743424
20	2018-06-13	What I need to do before my final #OCReconomics exam on Friday @econplusdal https://t.co/oSoAfzB391	MaxyHendo	http://www.twitter.com/MaxyHendo/status/1006892093439119360
21	2018-06-12	Opening the paper and seeing no financial sector questions #OCReconomics https://t.co/EPIGc8iE0p	Kojo73426397	http://www.twitter.com/Kojo73426397/status/1006627037367492608
22	2018-06-12	#OCReconomics How did the exam go??? Me: https://t.co/wDovW8kUQY	rebeccabull4	http://www.twitter.com/rebeccabull4/status/1006612124595089408
23	2018-06-12	A sarcastic thank you to OCR for totally covering other areas of the specification, especially in that FISCAL POLICY 25 mark essay. #ocreconomics	spengebebRBX	http://www.twitter.com/spengebebRBX/status/1006607755703193600

24	2018-06-12	Who else chose the 'U-shaped' recovery in the first question, based on it being the most gradual and stable form of recovery, which would encourage the most consumer and investor confidence and not lead to rapid resources depletion. Both V and W would do the opp. #ocreconomics	josh_smith971	http://www.twitter.com/josh_smith971/status/1006599034516267009
25	2018-06-12	Am I the only that did the accelerator 25 marker for #ocreconomics	_5aday	http://www.twitter.com/_5aday/status/1006578172719009793
26	2018-06-12	when the whole extract's about iceland but they ask you why australia's hdi is higher than usa's #OCReconomics https://t.co/8AYJEvHiFX	alishajk	http://www.twitter.com/alishajk/status/1006576525301436416
27	2018-06-12	How did you find macroeconomics #OCReconomics	aamusa626	http://www.twitter.com/aamusa626/status/1006568635895353345
28	2018-06-12	Which graph was correct and why for the first question? #OCReconomics	EMeqemeja	http://www.twitter.com/EMeqemeja/status/1006568061636415488
29	2018-06-12	A visual representation of my essays from that exam #OCReconomics https://t.co/LgYopQndy4	alexyoung1910	http://www.twitter.com/alexyoung1910/status/1006564659850301441
30	2018-06-12	@econplusal so ocr being pricks, they decided to bring up fiscal policy again but confusing as fuck, imagine i didnt finish and im not the only one #OCReconomics	spengebebRBX	http://www.twitter.com/spengebebRBX/status/1006564489557430272
31	2018-06-12	#OCReconomics me trying to find brexit or globalisation 😞 https://t.co/ER9MfDz2XR	alz920	http://www.twitter.com/alz920/status/1006561788689895424


32	2018-06-12	How do you think you did on that paper? #ocreconomics	JadenP1_	http://www.twitter.com/JadenP1_/status/1006559432086605824
33	2018-06-12	What do you think of @michaelgove's bright idea to make A-level exams harder? #OCReconomics	reyanchothia	http://www.twitter.com/reyanchothia/status/1006559223684136960
34	2018-06-12	When you make up the general and youth unemployment figure for Greece, and it happens to be correct 🙏🍀 #OCReconomics #aleveleconomics https://t.co/s7ZLnMf4PF	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1006559044432224256
35	2018-06-12	What did everyone get for comparing the difference between GDP per capita and GNI per capita #ocreconomics	_5aday	http://www.twitter.com/_5aday/status/1006558896243298304
36	2018-06-12	#OCReconomics seeing the Micro paper vs seeing the Macro paper... https://t.co/8BZDtbbYU1	MrAlimAlim	http://www.twitter.com/MrAlimAlim/status/1006558838814896129
37	2018-06-12	I thought my paper was broken when I saw one page of extract #OCReconomics	philsebz	http://www.twitter.com/philsebz/status/1006558580907048960
38	2018-06-12	How was Macro #OCReconomics	tTamz99	http://www.twitter.com/tTamz99/status/1006556624511733762
39	2018-06-12	Well #OCReconomics was 1000000000% the worst so far... why didn't anything link to anything?!? 🤔🤔	indigorosee	http://www.twitter.com/indigorosee/status/1006556391778279424
40	2018-06-12	All of the 25 marker options were dreadful 🤔 Where was anything to do with tariffs or the U.K. for that matter?! 🤔 #OCReconomics #aleveleconomics https://t.co/Gc6ilpNJKk	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1006553710498021376

41	2018-06-12	Well I fucked that one right up. Planning to fucking bang out the multiple choice on paper 3 and hope for the best. Fuck Ceteris paribus after Friday economics and suckieus my dickius. #OCReconomics	reyanchothia	http://www.twitter.com/reyanchothia/status/1006553563542192128
42	2018-06-12	The question is, what is your favourite letter of the 'recovery alphabet'? #OCReconomics	ChetHindocha	http://www.twitter.com/ChetHindocha/status/1006553397041008641
43	2018-06-12	When macroeconomics treats you well... #OCReconomics https://t.co/ZQOynOfYvF	bennyg491	http://www.twitter.com/bennyg491/status/1006553281966075904
44	2018-06-12	How did people find the ocr macroeconomics a level exam? #ocreconomics #macroeconomics #ocrmacroeconomics	alldaypolls	http://www.twitter.com/alldaypolls/status/1006552884627025921
45	2018-06-12	#OCReconomics Teachers: they can only ask you questions from the spec OCR when deciding question 1: https://t.co/DJLccB7inj	SharizOfficial	http://www.twitter.com/SharizOfficial/status/1006552249546563584
46	2018-06-12	25 marks on unemployment? Beautiful 🙌 #ocreconomics	CelManeroj	http://www.twitter.com/CelManeroj/status/1006547840968155136
47	2018-06-12	Iceland's economy can go suck themselves and increase their Aid coz i don't care 😂🙌 #OCReconomics #OCRmacroeconomics	kamzzz313	http://www.twitter.com/kamzzz313/status/1006545967812939777

48	2018-06-12	that u shaped recovery graphs looks like my grade on that economics paper #ocreconomics	_williamle	http://www.twitter.com/_williamle/status/1006541902009815040
49	2018-06-12	Me during that #Alevel economics paper... #Alevels2018 #ocrEconomics https://t.co/bgzm3PK1Pt	TapiwaTandi	http://www.twitter.com/TapiwaTandi/status/1006536798959521792
50	2018-06-12	When you think you're ready for #OCREconomics but then you look at financial markets 😊👉 https://t.co/cZhL3zsxjb	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1006483555764064256
51	2018-06-12	#ocreconomics Remember that today is another opportunity to show off all that you know. Reference the case study where necessary, explain diagrams using chains of reasoning, and select your essays carefully! Hope it goes well! https://t.co/dePcsBllwB	G_Conomics	http://www.twitter.com/G_Conomics/status/1006430827843084288
52	2018-06-12	Me plucking out UK economy stats out of thin air for tomorrow's exam #OCReconomics https://t.co/14xJ8ID87T	JoshTenor	http://www.twitter.com/JoshTenor/status/1006332517857849344
53	2018-06-06	oh i absolutely loved that exam. yes i can tell you about the importance of sustainable economic growth 🙏 #gcseeconomics #OCReconomics https://t.co/Zn12pitqJ1	hoodosm	http://www.twitter.com/hoodosm/status/1004381808849510400
54	2018-06-06	How did OCR put an 8 marker, two 10 markers and a 12 marker with the exact same amount of space to write the answer ??? #OCReconomics #gcseeconomics https://t.co/NhLDE2k5He	alarakortach	http://www.twitter.com/alarakortach/status/1004381256833028097
55	2018-06-06	So how did people find the 3rd paper? #OCReconomics	PemisHones	http://www.twitter.com/PemisHones/status/1004376550203166720

56	2018-06-06	When you're told to plan 8 markers and OCR throw in 10 markers as a present for the last year #OCReconomics https://t.co/flxInfTp6n	PemisHones	http://www.twitter.com/PemisHones/status/1004375040631230464
57	2018-06-06	Me seeing the 8, two 10 and 12 mark questions all in a row... #GCSEs2018 #GCSEEEconomics #OCReconomics https://t.co/SeRPQIH1ZK	Creative_Fiends	http://www.twitter.com/Creative_Fiends/status/1004366756008353792
58	2018-06-05	My exam really had 'Some A-level students do not meet the requirements for University' in the stimulus material. Yeahh.. ngl they mocked it 🤔 #ocreconomics	sunmi_xo	http://www.twitter.com/sunmi_xo/status/1004140517163225088
59	2018-06-05	#OCReconomics What did you guys write for the 12 marker from data response and any points on YED XED essay? #fml #economics #unofficialms	sharadpt1	http://www.twitter.com/sharadpt1/status/1004127429819068417
60	2018-06-05	if you want help on balance of payments here's a poster i made last year when i felt productive #OCReconomics https://t.co/MDVGzA79fi	roadmanjungkok	http://www.twitter.com/roadmanjungkok/status/1004082047311376387
61	2018-06-05	#ocreconomics lool Ocr mocking people who won't get into uni, guess they selected that very carefully for a A'level exam.	alz920	http://www.twitter.com/alz920/status/1004078933887868933
62	2018-06-05	That exam was a 🤔 one, cheers @ocrexams !! #ocreconomics	amzsino	http://www.twitter.com/amzsino/status/1004076139025977344
63	2018-06-05	#OCReconomics can we copystrike YED and XED?? https://t.co/LqjGPSBlwj	tomtom87483	http://www.twitter.com/tomtom87483/status/1004070403059445760
64	2018-06-05	#OCReconomics when it said 'Some student don't meet the grades required to attend university' i felt that	abbyaccra	http://www.twitter.com/abbyaccra/status/1004068078324518915

65	2018-06-05	me waiting for them to tell me which ones were fixed costs #ocreconomics https://t.co/eghqu4WfTZ	alishajk	http://www.twitter.com/alishajk/status/1004064086512959488
66	2018-06-05	Medical students when they find out their tuition fees have gone up #ocreconomics https://t.co/NKsvJ0Z8Y7	1yushh	http://www.twitter.com/1yushh/status/1004056418503229440
67	2018-06-05	When the invigilator says the exam is over and not a single person puts their pen down 😞 #ocreconomics	ReshmaSayed	http://www.twitter.com/ReshmaSayed/status/1004056322504044544
68	2018-06-05	Roses are red Trade can be free I only have one night To learn all of A593 #ocreconomics	kaif1808	http://www.twitter.com/kaif1808/status/1004055343695925250
69	2018-06-05	'Some student don't meet the grades required to attend university' #ocreconomics	ReshmaSayed	http://www.twitter.com/ReshmaSayed/status/1004054458433785856
70	2018-06-05	So everyone fucked economics, good to hear #prayforlowergradeboundaries #ocreconomics	JadenP1_	http://www.twitter.com/JadenP1_/status/1004052692640124928
71	2018-06-05	Going from 'economics students make the most money' to 'some students don't get the grades' #ocreconomics https://t.co/clQ5Fw091x	chrisjharty	http://www.twitter.com/chrisjharty/status/1004044538267217926
72	2018-06-05	What possessed me to choose the buffer stocks essay fml #OCReconomics	edd_jxn	http://www.twitter.com/edd_jxn/status/1004041073545695232
73	2018-06-05	#ocreconomics by saying some alevel students don't get into uni caused us emotional distress which made us perform badly. Therefore the grade boundaries need to compensate us	msavagel	http://www.twitter.com/msavagel/status/1004039512505364482

74	2018-06-05	In defence of my elasticity essay #OCReconomics https://t.co/DpToeCt1hF	S_ali28	http://www.twitter.com/S_ali28/status/1004038846978326528
75	2018-06-05	#OCReconomics I'm an English student, but I'm also an Economics student. https://t.co/Wjoqw7H6W9	MrAlimAlim	http://www.twitter.com/MrAlimAlim/status/1004037160230641665
76	2018-06-05	How can I have that same invigilator from my GCSEs here for my exam today #OCReconomics	_tzeze	http://www.twitter.com/_tzeze/status/1004036510394527750
77	2018-06-05	Thank you OCR for reminding me that 'not all students get the grades to go to uni' halfway through a very vague a level question xxx #OCReconomics	ChetHindocha	http://www.twitter.com/ChetHindocha/status/1004035621286006787
78	2018-06-05	I don't know what to think about #OCReconomics but all I know is #aqasociology was a complete blessing 	indigorosee	http://www.twitter.com/indigorosee/status/1004035157672808448
79	2018-06-05	Theresa May after writing that paper on tuition fees trying to get our opinions #OCReconomics https://t.co/OjpeoY0ls6	idkbenazir	http://www.twitter.com/idkbenazir/status/1004034689563160576
80	2018-06-05	With the grades im getting, I'm defo gonna be apart of the 2.2 million not going uni #ocreconomics	sufzinoo	http://www.twitter.com/sufzinoo/status/1004033939936305152
81	2018-06-05	loool ocr were really playing with us when they said 'Some students don't get the grades to go to University' #OCReconomics	akhilshah_	http://www.twitter.com/akhilshah_/status/1004032796535459841
82	2018-06-05	#OCReconomics English literature students realising that they are a waste of space and a drain in our country's automatic stabilisers https://t.co/RItn8IXgTt	reyanchothia	http://www.twitter.com/reyanchothia/status/1004032248788680705

83	2018-06-05	#OCReconomics monopoly efficiency and free market vs command economy essays https://t.co/bw622kd4gH	Jenkinator123	http://www.twitter.com/Jenkinator123/status/1004030684468563969
84	2018-06-05	#OCReconomics fuck the Med students, if we didn't have failed writers WHO WOULD PLAY COLIN FIRTH IN LOVE ACTUALLY. Negitive externalities and dat.	reyanchothia	http://www.twitter.com/reyanchothia/status/1004028882754981888
85	2018-06-05	"Need to get an A* in my other exam now" is a way of life 📖 #OCReconomics	_5aday	http://www.twitter.com/_5aday/status/1004028722268332032
86	2018-06-05	English Literature students 😓 #OCReconomics https://t.co/D3VYXMvUcQ	AndreasComposed	http://www.twitter.com/AndreasComposed/status/1004028405174632448
87	2018-06-05	That 25 marker on Monopolies gave me an erection #OCReconomics	QaisMoMo	http://www.twitter.com/QaisMoMo/status/1004027710547660800
88	2018-06-05	English students must've been burning whilst reading that extract 😓 #OCReconomics	philsebz	http://www.twitter.com/philsebz/status/1004027228588511234
89	2018-06-05	How did you find micro #ocreconomics	aamusa626	http://www.twitter.com/aamusa626/status/1004027045150625792
90	2018-06-05	#OCReconomics who the fuck gives a shit about Estonia! Not me, nor anyone else taking the paper, nor fucking Estonians!	reyanchothia	http://www.twitter.com/reyanchothia/status/1004025568709529600
91	2018-06-05	The two marker on why tertiary education is a private good 🙏🍷❤️ #OCReconomics #aleveleconomics https://t.co/Z2z0c35hDP	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1004025539122946049

92	2018-06-05	Seeing the monopoly question but realising that they only want to know about efficiencies 🤔 Also, OCR subtly dropping in the hints that most of us won't be going to university with that case study 😊 #OCREconomics #aleveleconomics https://t.co/NXOOi99wAv	Adz_Udz	http://www.twitter.com/Adz_Udz/status/1004025193101131776
93	2018-06-05	The amount of stuff that you have to write, and the amount of evaluation that you had to do.....yet they only give you two hours? Fucking ridiculous.... #ocreconomics	JoshTenor	http://www.twitter.com/JoshTenor/status/1004024034646994947
94	2018-06-05	I hope the medical students tuition fees gets increased ffs 😊 #OCReconomics	kamzzz313	http://www.twitter.com/kamzzz313/status/1004023884415488000
95	2018-06-05	What was the average fixed costs of a university student? #OCReconomics	alexyoung1910	http://www.twitter.com/alexyoung1910/status/1004023720443301888
96	2018-06-05	Honestly, the really difficult question I'm struggling to answer here is how did I manage to waste an hour on data response? #OCReconomics	ValVettore	http://www.twitter.com/ValVettore/status/1004021483264528385
97	2018-06-05	me trying to work out what's the best chance of getting some marks with the elasticity 25 mark question or market economy xx #OCReconomics https://t.co/BI9h2VvcV	alicerob99	http://www.twitter.com/alicerob99/status/1004020261514031104
98	2018-06-05	How did people find the ocr A level economics exam? #OCReconomics #alevel	alldaypolls	http://www.twitter.com/alldaypolls/status/1004020079913308160
99	2018-06-05	OCR really didn't need to remind me that 'some students don't get the grades required to take up a place at university' bc after that paper, I'm going to be one of them #ocreconomics	hafсахahmad_	http://www.twitter.com/hafсахahmad_/status/1004019775465558020

Appendix H: Example of coding

Coding spreadsheet screenshot for AQA Psychology hashtag (unfortunately the excel spreadsheet is too wide to paste into word; full coding raw data for each hashtag is available upon request)

	B	C	D	E	F	G	H	I	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	
	Date	Hour	User	Nickname	Tweet content	Comments about their exam technique / answer	Positive emotions/ feelings towards the exam	Negative emotions/ feelings towards the exam	Critical comments or reflections on particular exam questions	Critical comments about the entire exam	Comparative comments (comparing to other users)	Contains an image, gif or external link	Tweet requires image / meme to be fully understood	Insults/ profanity included	Comments about learning (revision) / school	Comments about exam board/ examination / grade	Comments about future/ post-exam activities	Tweet related to news / current affairs	Humour	Tweet from Teacher / School / Comp	My notes	Tweet Url	Is a RT		
1	2018-06-14	14:36	Beatrice	bea_elvenqueen	what did you guys write for the difference between the distribution in group a and b? i panicked and said group a was a negative distribution and group b was a positive distribution idek	1		1																http://www.twitter.com/bea_elvenqueen/status/1007270669732761602	FALS
2	2018-06-14	14:35	Steph	stephobson	exams lifts my mood a bit until i realise how wrong my answers are compared to everyone else's #aqapsychology	1		1																http://www.twitter.com/stephobson/status/1007270258279878656	FALS
3	2018-06-14	14:35	DaPope	PopeLawson2011	I said whoever put all the research methods in topic 2, your moms a hoe #aqapsychology https://t.co/fNfnuifIL			1		1				1		1								http://www.twitter.com/PopeLawson2011/status/1007270206513778689	FALS
4	2018-06-14	14:35	Fiona Ar	TheAnokye	#aqapsychology i was so lost in that exam i ended up doing the first gender 2 marker and I KNOW i got 2 marks for gender schema 😬	1		1	1															http://www.twitter.com/TheAnokye/status/1007270190218973188	FALS
5	2018-06-14	14:34	Steph	stephobson	If Jenn is a psychology teacher, why should I have to explain minority influence to her? #AQAPsychology				1													Content of the question criticised; item critique worth exploring		https://twitter.com/rahinkumar/status/1003656507999817728	FALS
6	2018-06-14	14:32	Sabah	svbvh_	Me after rereading the options for the issues and debates multiple choice question so many times with them all still sounding the same as each other #aqapsychology https://t.co/fKILotufGVn	1			1													Lack of distractors in the multiple choice question		http://www.twitter.com/svbvh_/status/1007269445121839105	FALS
7	2018-06-14	14:31	Mollie	MollieWillYT	but all my exams are done now. I'm feeling guilty even though I shouldn't be anymore 😬 #aqapsychology t #alevelenlish #alevels																			http://www.twitter.com/MollieWillYT/status/1007269212375517636	FALS

	B	C	D	E	F	G	H	I	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	
1	Date	Hour	User	Nickname	Tweet content	Comments about their exam technique / answer	Positive emotions/ feelings towards the exam	Negative emotions / feelings towards the exam	Critical comments or reflections on particular exam questions	Critical comments about the entire exam	Comparative comments (comparing to other users)	Contains an image, gif or external link	Tweet requires image / gif / meme to be fully understood	Insults/ profanity / school	Comments about learning (revision) / school	Comments about exam board/ examiner / grade	Comments about future/ post-exam activities	Tweet related to news / current affairs	Humor	Tweet from Teacher / School / Company	My notes	Tweet Url	Is a RT		
2	2018-06-14	14:36	Beatrice	bea_elvenqueen	#aqapsychology	1	1				1												http://www.twitter.com/bea_elvenqueen/status/1007270669732761602	FALS	
115	2018-06-14	20:49	Mc	NYippii	#aqapsychology #zimbardo	1		1										1					zimbardo expose - could students feel less confident about this exam	https://twitter.com/NYippii/status/107364474070814722	
116	2018-06-14	20:48	Elliot	Elliot2110	I'm sorry if I forget your name or birthday, but having to remember names and dates of so many psychological experiments, I need a break from et al #aqapsychology										1			1			1	Psychology based humour 'et al'	https://twitter.com/Elliot2110/status/1007364195032158209		
117	2018-06-14	20:47	Harry Eric	h_broadley00	I think lower grade boundaries are in order seeing as we were unethically deceived for 2 years #aqapsychology https://t.co/dEJSYS4qHP							1	1				1					zimbardo expose - could students feel less confident about this exam	https://twitter.com/h_broadley00/status/1007363885095614466		
118	2018-06-14	20:42	Joseph	joe_latham	Leaked photo of John before he got nicked by the police #aqapsychology https://t.co/t7AEqs09tK			1				1									1	Referring to forensic psychology exam question	https://twitter.com/joe_latham/status/1007362782269005824		
119	2018-06-14	20:39	Kitty	KittyKatKatie_x	In my last #aqapsychology exam I somehow ended up writing about @prattpratt. Hopefully my examiner enjoys it	1											1						https://twitter.com/KittyKatKatie_x/status/1007361861485039618		
120	2018-06-14	20:16	Kellie Th	Kellieheaker	create a study based on lies which students have studied for years for it to be completely shot to shit after the exam #aqapsychology #zimbardowhy										1			1	1				https://twitter.com/Kellieheaker/status/1007356216690036738		
121	TOTALS						25	27	29	26	22	9	65	45	10	13	21	22	16	16	2				

TWEETS ONLY

MS WORD APPENDIX 1

Coding Summary

Stream

Summary

Top Tweets (RTS)

Appendix I: Exam Timetable

Psychology A-level

Paper 1: Introductory topics in psychology, 2 hours, 04 June 2018 pm

Paper 2: Psychology in context, 2 hours, 08 June 2018 am

Paper 3: Issues and options in psychology, 2 hours, 14 June 2018 am

Sociology A-level

Paper 1: Education with theory and methods, 2 hours, 05 June 2018 pm

Paper 2: Topics in Sociology, 2 hours, 13 June 2018 am

Paper 3: Crime and deviance with theory and methods, 2 hours, 15 June 2018 pm

Economics A-level

Paper 1 Markets and market failure, 2 hours, 05 June 2018 pm

Paper 2 National and international economy, 2 hours, 12 June 2018 pm

Paper 3 Economic principles and issues, 2 hours, 15 June 2018 am

Appendix J: AQA Sociology statement

We had to replace tomorrow's A-level Sociology paper earlier this week because we'd heard about a security breach. This is something we occasionally have to do to make sure no-one has an unfair advantage.

Schools now have a new paper and the exam will be going ahead tomorrow as planned.

We'd like to reassure students that the paper they'll be sitting tomorrow is a new one that hasn't been leaked.

Good luck with your revision tonight and the exam tomorrow.



Figure 2 (AQA, 2018)