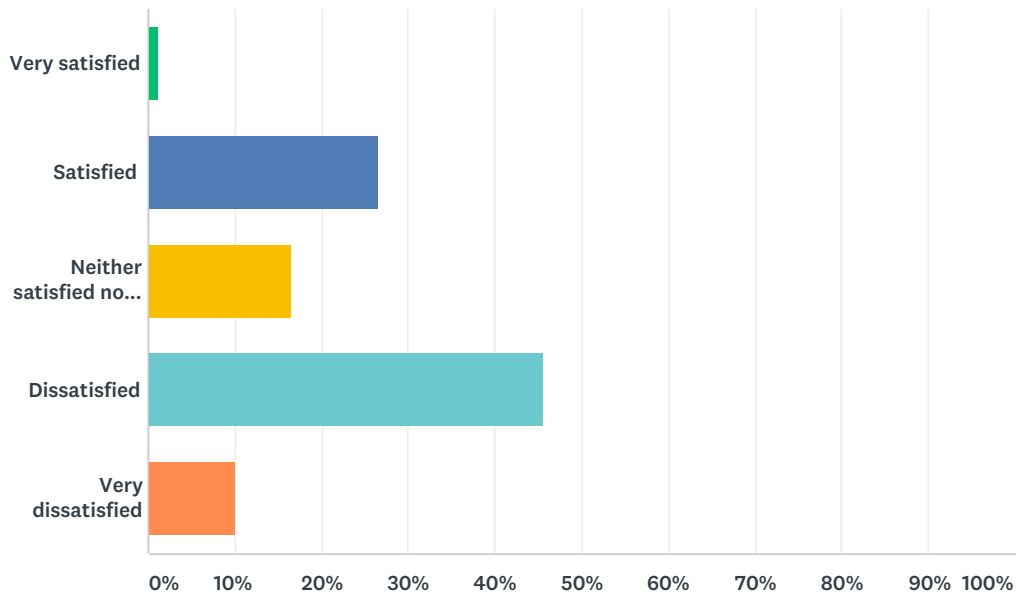


Q1 How satisfied are you with the amount of subject content at GCSE and A level?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	1.27%	1
Satisfied	26.58%	21
Neither satisfied nor dissatisfied	16.46%	13
Dissatisfied	45.57%	36
Very dissatisfied	10.13%	8
TOTAL		79

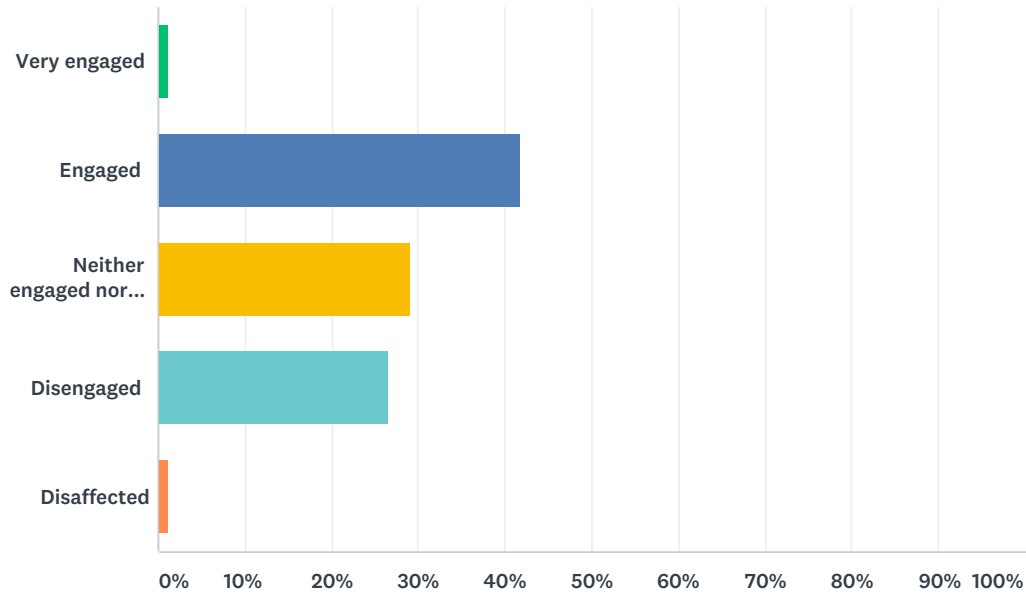
#	PLEASE ADD AN OPTIONAL COMMENT:	DATE
1	The Illuminate coursebook is not user friendly	6/20/2018 9:47 AM
2	There is too much content to cover in the time available.	6/20/2018 5:02 AM
3	Why don't the boards offer choices in the CSPs, like the Film Studies spec? Forcing kids in inner city Hackney and rural West Berkshire to study the same texts only serves to bore both cohorts.	6/19/2018 8:49 AM
4	Would like more weighting on coursework and strongly dislike AQA course demand that filmed coursework is entirely individual - filmmaking is always collaborative! Managing this will be very challenging.	6/19/2018 1:20 AM
5	I enjoy the content but it is too much to teach. Especially paper 1 where only two of the three set media topics will appear in the exam (magazine, music video, advertising). I feel I am spending too much time teaching for content that will not appear on the exam. This leads to less time spent on practical work and my students are not producing as high quality practical as previously.	6/18/2018 10:48 PM
6	So much plus listed theorists	6/18/2018 9:32 PM
7	TOO MUCH!	6/18/2018 9:31 PM
8	Could be adapted to suit boys more favourably considering 20% gender gap in GCSE attainment	6/18/2018 8:32 PM

9	Too prescriptive	6/18/2018 6:34 PM
10	There is just a lot to get through	6/14/2018 7:13 PM
11	It is very prescriptive and hence very restrictive	6/13/2018 11:35 AM
12	Too much - particularly at gcse	6/12/2018 6:30 PM
13	I think/hope it will be manageable. Difficult for weaker students but they're well trained at gcse to learn a lot of content so latch on to that early.	6/12/2018 2:09 PM
14	A Level - It is so bitty and extensive that it is quite difficult to get through the subject matter in the two years. As the range of topics is so diverse, it is the case that students are not already familiar with certain medias (e.g. video games, newspapers) so teaching of the background of the medias is necessary on top of the knowledge and understanding needed for the exam. It's a shame there isn't as much coursework as many of the students who chose this subject in the past were more creative than academic. I feel the previous spec prepared the students more for a career in media.	6/12/2018 10:40 AM
15	A lot to cover initially, but allows for a spiral curriculum well where you can come back to key theories/ skills	6/10/2018 8:37 AM
16	Too many set texts so lacking depth.	6/9/2018 9:23 PM
17	Way too much And uninspiring.	6/9/2018 8:20 PM
18	Like the breadth but too much content to cover	6/9/2018 5:43 PM
19	Far too much breadth to cover in time allowed and not time for depth of study	6/9/2018 2:11 PM
20	Far too much to cover. The students are very stressed.	6/9/2018 12:13 PM
21	While I appreciate much of this comes from Ofqual there is much too much content to do in the appropriate levels of detail. An example of this is in Eduqas' choice of Pride where students, judging by the guidance provided are expected to identify intersection feminism from the phrase "Failed by feminism" which is rather difficult for high level students, especially when young boys frequently have worryingly confused messages about feminism, unpacking that one sell line requires more lesson time than I was provided by my HOD and that's just one example!	6/9/2018 11:44 AM
22	No problem with the board, they have been great, but there is just way too much content both at A Level and GCSE. Also hate that there is so little choice in terms of texts.	6/9/2018 7:49 AM
23	Way too set-text heavy/ too much to cover	6/9/2018 7:29 AM
24	They lost complete interest in Late Night Women's Hour. The sheer amount of content resulted in many lecture style lessons rather than creative two way discussions.	6/9/2018 6:29 AM
25	Too much to cover, making our dept anxious about delivery and makes us get frustrated when students find it hard to understand concepts quickly.	6/9/2018 6:01 AM
26	Too many industries let alone texts	6/8/2018 10:25 PM
27	Far too much	6/8/2018 9:29 PM
28	More SAMS papers would be helpful	6/8/2018 8:12 PM
29	Only the amount! Content very interesting	6/8/2018 7:51 PM
30	I just seem to have been able to teach the whole A-level really quickly making me think there's isn't enough content.	6/8/2018 7:11 PM
31	Too much content especially for weaker ability student - its just learning facts that they will need to spit out for the exam (Component 1 - I have not started Component 2 yet)	6/8/2018 7:07 PM
32	Seems a lot a first but is quite manageable	6/8/2018 6:21 PM
33	Quite a lot to cover in the given time.	6/8/2018 4:29 PM
34	too many texts to get through in AS	6/8/2018 2:38 PM
35	I feel that the content is narrowly focused on a few topics and doesn't give the teacher scope to pick a range of topics. Also, many topics for A-level require political contextual knowledge not common for teenagers to have.	6/8/2018 2:10 PM
36	Too many CSPs to get through with AQA GCSE content	6/8/2018 2:05 PM
37	It's a whole lot of content to cover in ever increasingly less teaching time	6/8/2018 1:04 PM

38	We feel that there is just a little too much - 7 at a push (different topics at A Level) would be ok - 9 plus NEA is rather too much. Our students agree with this.	6/8/2018 12:30 PM
39	Too many texts to cover at both A-level & GCSE, particularly an issue for low able students at GCSE.	6/8/2018 11:00 AM
40	There really is far too much. Some areas (like film industry) are so wide that the time advised by the exam board in their proposed LTP does not allow for any depth. Students are in danger of being a jack of all trades and master of none.	6/8/2018 10:46 AM
41	The content is irrelevant for Media Studies, which is meant to be a contemporary study! The content is far too historical. Previously my exam board would not let centers use texts which were more than 5 years old. This is how it should be. What my students will do with adverts from the 1950s and TV shows from the early 2000's baffles me. The very essence and heart of the subject has been ripped out due to the Govian reforms.	6/8/2018 10:32 AM
42	Too content heavy	6/8/2018 10:04 AM
43	Too much to cover in the time frame which means less time to go into anything in any real depth... Discussions and debates are harder to engage with because of everything we need to cover...	6/8/2018 10:00 AM
44	I find the CTEC level 3 course gives students an abundance of knowledge but it is a lot of content for students who are low ability and work better on coursework.	6/8/2018 9:47 AM
45	Complete imbalance of academic analysis to practical skills. Sending my Y13 on old spec off with amazing filming & editing skills, ready to show off to the industry. This time next year will not be the same, no time to fail and learn practical skills.	6/7/2018 9:35 PM
46	I think that the close study products are clear. The course is helpful for focused teaching. I would like a couple of wider questions on the exam paper so students can bring their knowledge of current issues/ debates/ products in the Media to the table. I liked the 'unseen' product in the legacy spec which enabled this.	6/7/2018 2:29 PM

Q2 How engaged are your students with the named texts from the exam board?

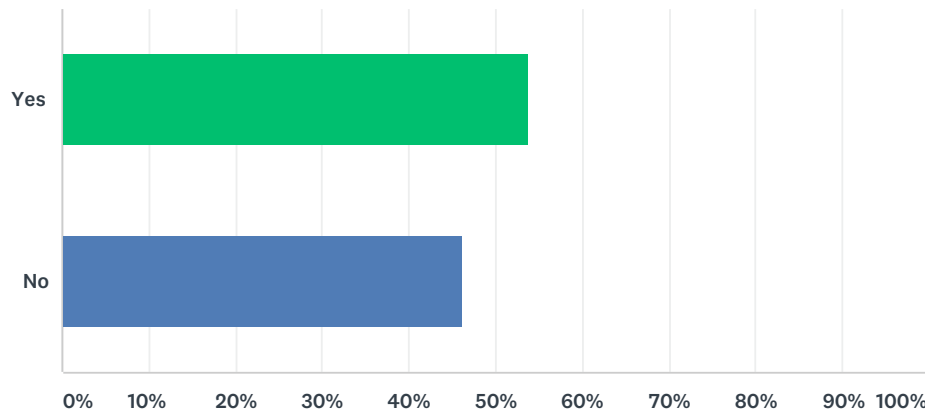
Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very engaged	1.27%	1
Engaged	41.77%	33
Neither engaged nor disengaged	29.11%	23
Disengaged	26.58%	21
Disaffected	1.27%	1
TOTAL		79

Q3 Do you feel that students have a broader or better understanding of the media or of film as a result of the new specifications?

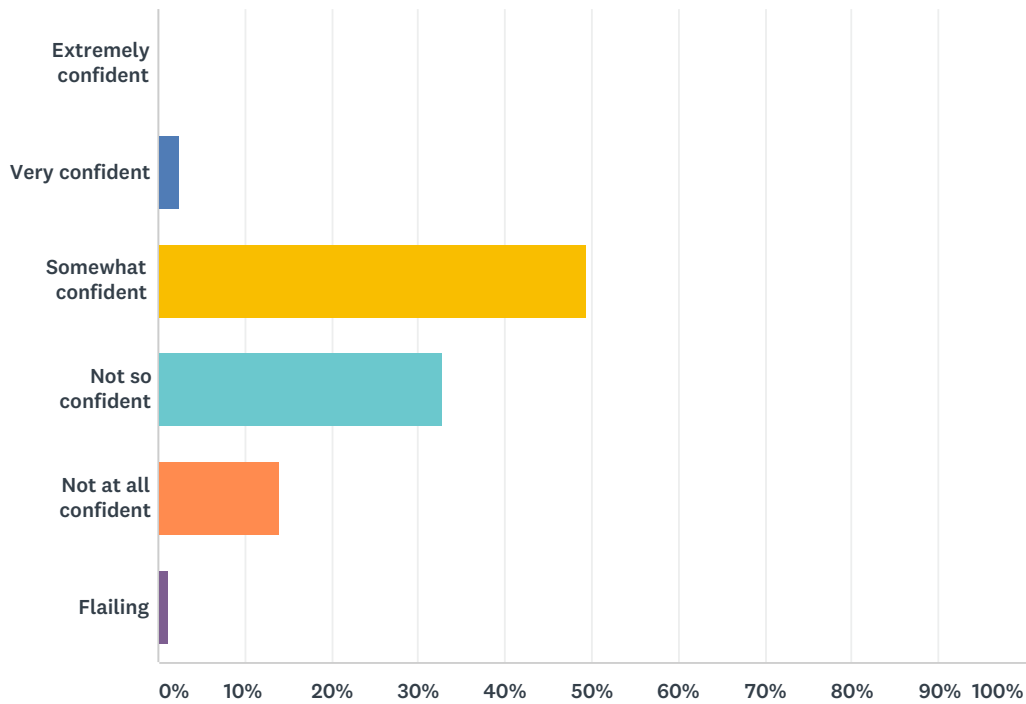
Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES
Yes	53.85% 42
No	46.15% 36
Total Respondents: 78	

Q4 How confident are your students sitting their AS or mock GCSE and A level exams.

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely confident	0.00%	0
Very confident	2.53%	2
Somewhat confident	49.37%	39
Not so confident	32.91%	26
Not at all confident	13.92%	11
Flailing	1.27%	1
TOTAL		79

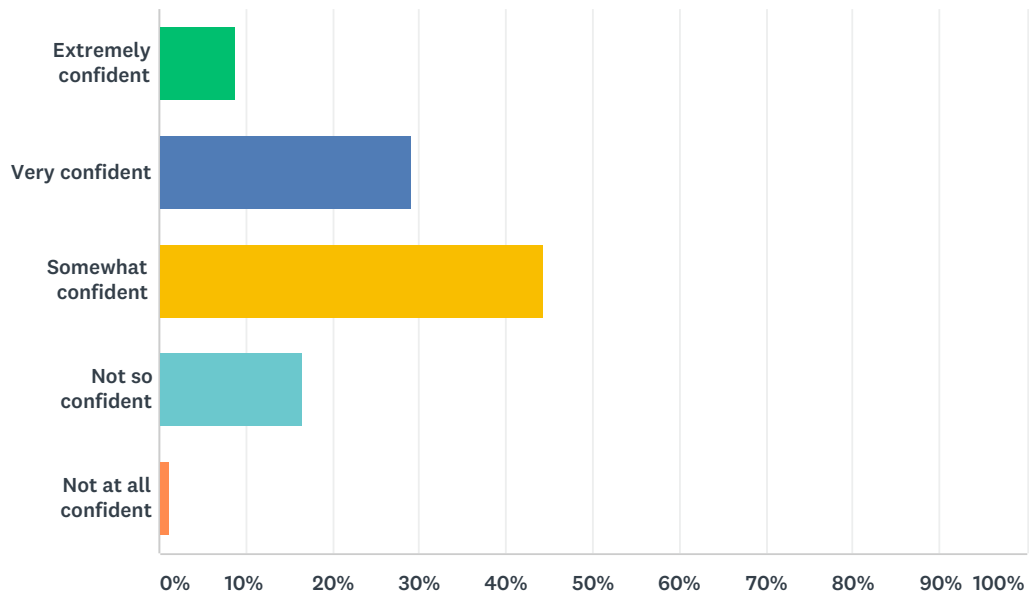
#	PLEASE ADD AN OPTIONAL COMMENT	DATE
1	They struggled to answer the question being asked They struggled to finish the exam. Far too much content Too much content makes focusing the revision really complicated	6/20/2018 9:47 AM
2	With a lack of SAMs available this year, we have had to 'guess' at the sorts of questions and texts that may come up - students have felt this uncertainty too, therefore, going into the exam, they have felt concerned and not as confident as they should.	6/20/2018 5:02 AM
3	Very little specimen material (questions) available. Just one single specimen paper at A level.	6/19/2018 2:30 PM
4	Historically, students took this course because it was a chance to be creative. Now they sit and learn theorists. We are pulling A level Media in favour of the T level next year.	6/19/2018 8:49 AM
5	They did fine all things considered.	6/19/2018 1:20 AM

6	It has been difficult to judge what the exam board want from the exam. The students have found the exam approach of many small mark questions difficult to manage than previously where there had been questions of 25 or 50 marks for essay style responses.	6/18/2018 10:48 PM
7	Eduqas spec is really bitty and students haven't got a clue which bit is in which paper. I'm switching to OCR!	6/18/2018 9:31 PM
8	We have delivered GCSE Media for 6 years but this is our first time of offering AS and A Level. We've found the course materials very comprehensive and we're cautiously optimistic that we're on the right lines - the results in August will be interesting. The text book has been very useful, as have the materials created by Eduqas.	6/18/2018 8:24 PM
9	We have covered topics but so much to remember.	6/14/2018 7:13 PM
10	Hard to prepare them for the surprise element.	6/12/2018 2:09 PM
11	We have not had students sitting external examinations yet. This may change by next summer and may depend on support from OCR in terms of exemplars and advice about depth of answers are necessary to achieve the top marks.	6/12/2018 10:40 AM
12	They are just about to sit mocks, and are struggling with study skills in general but product fact sheets are great.	6/10/2018 8:37 AM
13	Not enough sample papers/exemplars	6/9/2018 5:43 PM
14	Eduqas have provided some excellent exemplar resources, but the questions have the potential to be so broad and the mark schemes are incredibly vague. There isn't enough time to cover every film in the depth that could potentially be needed and I worry that this will cause them problems.	6/9/2018 1:09 PM
15	Many students were very stressed though sadly this seems to be the current norm in teaching.	6/9/2018 11:44 AM
16	Just to give some background to the last few questions - in spite of serious reservations about both new specs, one thing they do is give students a more in depth knowledge of the subject. Students have been less confident in mocks than in the past, to be expected perhaps with very much more difficult specs.	6/9/2018 7:49 AM
17	They have been prepared well- I have a great team: we have made it engaging for the students who, sadly, do not have any experience of other specs/ previous course!	6/9/2018 7:29 AM
18	Just starting to prep them.	6/9/2018 7:09 AM
19	A level students are coping better than GCSE. GCSE are disengaged especially lower ability students. Too much content.	6/9/2018 6:29 AM
20	It's probably inevitable in the first year of delivery, especially as specs approved so late, but our delivery has not been as well planned as we would have hoped making it hard for the students to pick out the most important content from all that we've looked at. This amount of content to cover makes this worse.	6/9/2018 6:01 AM
21	Too much content for the students to even guess what to start revising	6/8/2018 10:25 PM
22	They find it hard to comment on theory applied to specific examples. They also find it hard to analyse in the depth required as they have not done Media at GCSE	6/8/2018 9:57 PM
23	Far too much content, too many theories, no exemplar responses, wordy/tricky questions	6/8/2018 9:29 PM
24	The high volume of content the students need to know means we have not had a lot (if any) of time to go over and revise topics.	6/8/2018 8:12 PM
25	Again such a broad range of products to learn in depth. Also media and film students tend to be less academic in our centre so struggle with so much content	6/8/2018 7:51 PM
26	Too much uncertainty about the length of written response required and how the questions might be worded	6/8/2018 7:07 PM
27	The format is quite accessible.	6/8/2018 6:21 PM
28	There was little advice from OCR and few example papers. There were no example answers until after Easter and these were of poor quality. The paper for OCR Media AS was then out of step with every example, especially for the newspaper and Big Issue questions.	6/8/2018 2:10 PM
29	A level students are aware of the last minute nature of the spec and that grades/boundaries etc are not clearly defined	6/8/2018 2:05 PM

30	With no idea of grade boundaries and no real A level exemplars and quite generic level descriptions we can not really help them know What will be rewarded and to what extent- so much content and theory for very broad SAM questions	6/8/2018 1:04 PM
31	There is such a lot to cover. Weaker students are disadvantaged. The very unpredictable nature of the papers means both staff and students are suffering high levels of anxiety.	6/8/2018 10:34 AM
32	I think I have covered the content well enough.	6/8/2018 10:32 AM
33	Although it has been harder instilling confidence without much to go one. Currently there is 1 sample paper and 1 set of responses to go by (which we have been told are indicative of quality but not in length which doesn't really help)	6/8/2018 10:00 AM
34	For a lot of them the exam was hard despite aiming high	6/8/2018 9:47 AM
35	It's a real mix - ALevel more confident, but then they spend more hours a week in media. GCSE I'd say are not so, with 5 contact hours over 2 weeks it is such a squeeze.	6/7/2018 9:35 PM
36	Very focused exam and questions. This gives lower ability candidates in particular an opportunity to revise and engage better.	6/7/2018 2:29 PM

Q5 How confident do you feel that you are qualified to teach the new specifications?

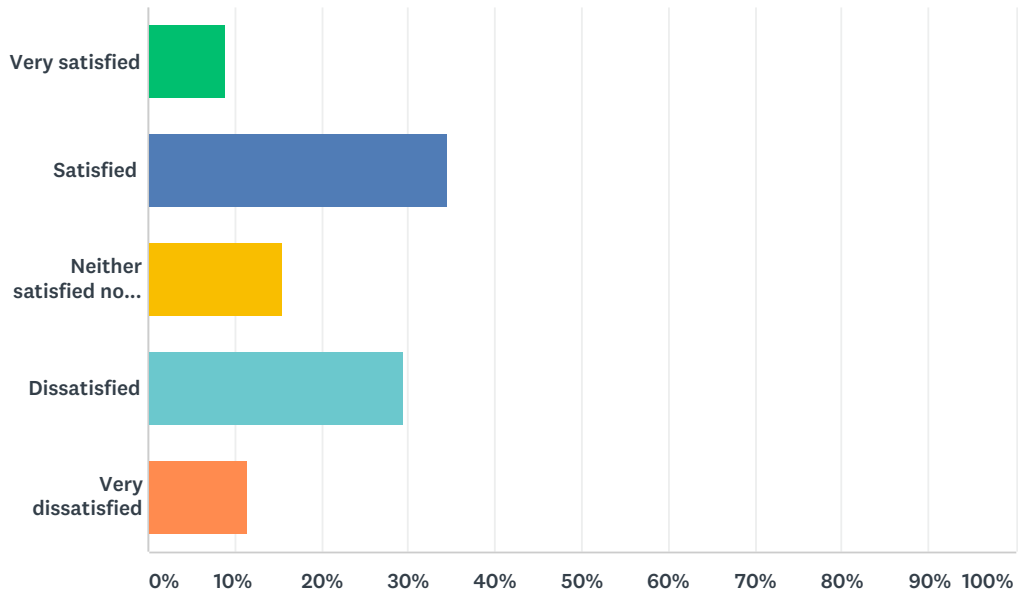
Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely confident	8.86% 7
Very confident	29.11% 23
Somewhat confident	44.30% 35
Not so confident	16.46% 13
Not at all confident	1.27% 1
TOTAL	79

Q6 How satisfied are you with the level of support from the exam boards?

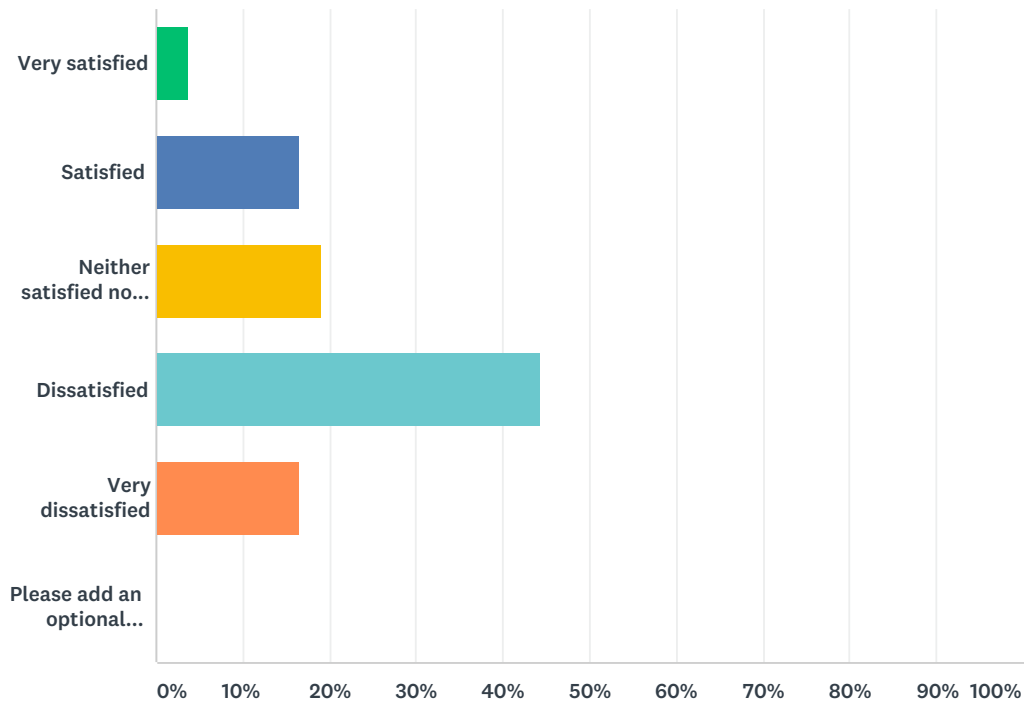
Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very satisfied	8.97%	7
Satisfied	34.62%	27
Neither satisfied nor dissatisfied	15.38%	12
Dissatisfied	29.49%	23
Very dissatisfied	11.54%	9
TOTAL		78

Q7 How satisfied are you with the reduced amount of assessed production work?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	3.80%	3
Satisfied	16.46%	13
Neither satisfied nor dissatisfied	18.99%	15
Dissatisfied	44.30%	35
Very dissatisfied	16.46%	13
Please add an optional comment:	0.00%	0
TOTAL		79

#	PLEASE ADD AN OPTIONAL COMMENT:	DATE
	There are no responses.	

Q8 What impacts – positive or negative – has the reduced amount of coursework had on your classes?

Answered: 73 Skipped: 6

#	RESPONSES	DATE
1	Impacts students who are not good at exams (BTEC no longer an option as this has exams) Too much coursework for the small %	6/20/2018 9:47 AM
2	18 CSPs to be covered in depth alongside a cross media project is a challenge - this means that there is limited time for a full exploration of the content of the course.	6/20/2018 5:02 AM
3	The briefs allow little creativity and are far too restrictive. They don't offer students the chance to politicise. Music video / music TV show option is awful and offers little in terms of creativity. These options are far too burdensome for an individual student project.	6/19/2018 2:30 PM
4	Students feel disengaged and homogenised by the incessant bookish learning. They just want to make things...	6/19/2018 8:49 AM
5	A wider range of topics covered - but I would have preferred to have more coursework tasks.	6/19/2018 1:20 AM
6	Less time spend on practical tasks, even when taking into account teaching exam content with some small practical assignments. Students have seemed less engaged. I have, however enjoyed more teaching contact with the class where previously classes were more independent with practical research and production.	6/18/2018 10:48 PM
7	Students still completing it so we have yet to see	6/18/2018 9:32 PM
8	It hits the less-academic students horribly. Media used to be a subject that allowed high ability students to get the top grades and yet less-academic children could still excel if their creativity or ICT skills were strong. Now, it's yet another fact/theory/analysis based exam for them to struggle in and feel like failures. Yay the English education system...	6/18/2018 9:31 PM
9	Boys achieve more in controlled assessments than in exams	6/18/2018 8:32 PM
10	The increased theory element helps to raise the profile of the subject.	6/18/2018 8:24 PM
11	Assessments should be about what you can do, not what you can remember. It means every exam is also marked on your essay skills, not your media skills	6/18/2018 6:34 PM
12	Students changing to the vocational course we offer mid way through	6/17/2018 9:09 AM
13	Although the percentage has reduced there is more exam style questions to practice and not always 100% accessible for low attaining students	6/14/2018 7:13 PM
14	It doesn't feel like the amount of coursework has really reduced - just the credit the students receive for it.	6/14/2018 1:51 PM
15	It just means we spend more time on the subject content and less on the coursework.	6/13/2018 11:35 AM
16	Less motivated. Bugged down in exam texts.	6/12/2018 6:30 PM
17	Not enough practical work. The briefs unrealistic and relatable to students age group this year. Due to facilities we did print magazine covers and double page spread. Was a bit dull and repetitive. The brief target audience wasn't realistic for the students age group 18-34 years old? And lifestyle magazine was hard for them to relate to. They kept wanting to do their own interests creeping into it. It had to portray that lifestyle look. Was especially hard for the male target audience to be engaged.	6/12/2018 5:42 PM
18	Not much as we've added a production task every half term to consolidate learning.	6/12/2018 2:09 PM
19	As above, I think it's a shame that that creative element has been lost. Assessment and marking load has not reduced as we need to continuously assess students in each of the exam unit areas.	6/12/2018 10:40 AM
20	Incredible exam pressure on students who are more practical learners hence choosing Media.	6/11/2018 9:02 PM
21	positive. More time to study theorists and other kinds of media outside coursework, giving them a broader experience of media.	6/10/2018 8:37 AM

22	Coursework either comes as a bit of a shock to students who are used to writing exam answers - or, students take the course and are disappointed that the practical element has been reduced.	6/9/2018 11:28 PM
23	There is still quite a bit to do for the a-level option considering research does not count	6/9/2018 10:27 PM
24	Students care about it less as it's worth less. The amount of time it takes isn't equable to the % of the qualification it pertains to.	6/9/2018 10:08 PM
25	It has led to a less rounded education as I always felt the blog was an opportunity to explore different avenues.	6/9/2018 10:03 PM
26	Negative- lack of research skills, critical thinking skills at.	6/9/2018 9:23 PM
27	They are bored of filling in grids - they want to do more practical and creative media work	6/9/2018 8:20 PM
28	No opportunity for improvement from as to a2. Having to build in lots of extra practicals to upskill, which impacts on course teaching time for exam content	6/9/2018 5:43 PM
29	The students who like media usually are not so able in the area of writing and fact retention, but in the past did well in the project work, this of course is now worth less and the exams are very complicated.	6/9/2018 3:52 PM
30	Less time to develop technical skills, no marks for creativity therefore dry, derivative products more likely, increases the likelihood of disengagement, lack of preparedness for a media (or similar) practice degree	6/9/2018 2:11 PM
31	Positives: There is less stress I think; as their other subjects have also got tougher, having to plan filming and spending considerable time editing, reshooting etc was becoming more and more challenging in terms of the time commitment. From a teacher perspective, the marking and moderation is also considerably more manageable. Negatives: students who are anxious in exams are now more disadvantaged. Along with the other subject changes, I feel that they are now incredibly vulnerable.	6/9/2018 1:09 PM
32	Less engagement, students are bored, more pressure, more stress	6/9/2018 12:13 PM
33	Positive impact as students who have less research and planning this is clearly reflected in their final production piece. This has been the biggest positive. Students have responded well to the coursework briefs and there is more ownership on their part as I now don't have to ensure 4 pieces are completed etc and they are more involved in it.	6/9/2018 10:49 AM
34	Much more pressure on students to remember a greater amount of information. Most students choose Media because they are more creative minded and want to do more practical tasks but this has been taken away a great deal.	6/9/2018 10:32 AM
35	There's no positive to this. It will simply make it harder to motivate students and harder for them to achieve	6/9/2018 8:48 AM
36	There is not a reduced amount of coursework. Students still have to learn skills, but then apply them perfectly just once. Teaching the skills, and how complicated the different parts are, and learning the technology is what takes time. That still has to happen. Just because it is now valued less doesn't mean the teaching is reduced. Unless you just don't care about them not really learning to take photo or to edit.	6/9/2018 8:10 AM
37	Will definitely affect grades, new courses are very hard for lower ability students to access.	6/9/2018 7:49 AM
38	No difference yet- they had opted for the course before we knew which spec we were going with- they are finding it hard!	6/9/2018 7:29 AM
39	Their production skills are less developed, which is unfortunate as these skills are part of the unique nature of the subject. They are spending more time writing and prepping for the exams instead, which is limiting to their creativity.	6/9/2018 7:09 AM
40	Pupils chose the subject for the practical element and now are bogged down with the amount of extended writing. They feel they're in English except they're just analysing a different product. University courses in Media are a lot more practical so A level experience doesn't match up.	6/9/2018 6:29 AM
41	They are less engaged and it has made the atmosphere in a Media Studies classroom much more traditional, with little opportunity to develop a more adult relationship with classes. Allied to this is the fact that it makes the student much less independent in their learning. Together with the increased content, they appear to be consuming their education, rather than thinking for themselves. However, positively, it has allowed us to allocate more time to the development of practical skills - ironic as their technical skill is no longer assessed.	6/9/2018 6:01 AM

42	Focus on practical task	6/8/2018 10:25 PM
43	Students don't have a chance to practice organisational skills and creativity until the NEA then it's a bit of a shock to have to pick up a camera after all that cosy note-taking	6/8/2018 9:59 PM
44	I don't teach the coursework element	6/8/2018 9:57 PM
45	haven't started yet	6/8/2018 9:29 PM
46	Although the value of coursework had been reduced, the briefs still involve a lot of work and the students still have to do extensive research and planning (even though it's not marked). With the high volume of topics required for the exam we don't really have the time to give coursework the attention it needs.	6/8/2018 8:12 PM
47	Again with less academic students has meant that their access to the top grade boundaries has been hindered unfairly	6/8/2018 7:51 PM
48	Mine is a highly academic cohort who do well on theory so I imagine it'll be good for their marks. However for students wanting to do Media production at university for instance, it isn't so good as there's less to show in a portfolio. Also, making the NEA worth less but making students work alone AND giving briefs that ensure they have to produce three minutes and a website seems counterproductive.	6/8/2018 7:11 PM
49	Students are very disengage and bored. My marking workload is easier	6/8/2018 7:07 PM
50	It's a chance for our practical kids to shine and we are lucky to have good facilities and experts on hand to help. Many of our eal students could have done with more marks for coursework as they are talented practically but find writing harder	6/8/2018 6:21 PM
51	LAS have struggled with the content- heavy spec. Students have been disappointed with the lack of practical that actually "counts" towards their GCSE. It has been easier to manage lessons with less independence but that's not a massive bonus.	6/8/2018 6:14 PM
52	Negative. Their creativity is limited and there not enough coursework throughout the course to keep them engaged	6/8/2018 4:38 PM
53	Students are less engaged and would like more practicals. We do embed practicals whilst learning set texts but are mindful of having to fit all the content too.	6/8/2018 4:29 PM
54	more time to focus on exam but doesn't suit the more creative, less academic students	6/8/2018 2:38 PM
55	I feel that more coursework gives the students a flavour of what the media is like. Also, writing a long essay or research project is helpful for university skills.	6/8/2018 2:10 PM
56	Very little time for practical, less grasp of theory into production practices and just not as enjoyable.	6/8/2018 2:05 PM
57	Lower engagement, disaffected learners, insecure predicted grades and fear as to the enormous content to cover for 70% examinable content. Plus the volume of NEA expected for only 30% is unbalanced. Eg Two magazine covers, a website and two articles- this is more than required d by the old specs for 50%!	6/8/2018 1:04 PM
58	The exam is much bigger (more riding on it); the 'individual' nature of the production to a 30% weighting is a mismatch. it's had a huge impact on our year plan - planning for it, alongside Film Studies, is difficult to manage from a resourcing perspective.	6/8/2018 12:30 PM
59	Students really look forward to the coursework and now with it reduced, students are not as keen in taking the subject.	6/8/2018 12:00 PM
60	Less engagement, the course also now feels disjointed and doesn't allow the students to do in depth research which is useful at University.	6/8/2018 11:53 AM
61	Little impact so far - once we are two or three years down the line it may then have a negative impact on numbers taking up the subject.	6/8/2018 11:27 AM
62	Less motivated. Reduction in quality as less time to practice skills before coursework unit.	6/8/2018 11:00 AM
63	It's easier to manage as a class teacher - less 'little bits of work' to chase. Dropping from 60% to 30% makes it less accessible to mixed abilities.	6/8/2018 10:34 AM
64	- = the whole point of Media Studies in theory and then practice. The old spec called for work in both years, which gave students variety, and allowed them to experiment and be creative. Again, the very life of the subject has been ripped out.	6/8/2018 10:32 AM

65	?	6/8/2018 10:28 AM
66	Formerly the attitude to media was as a subject where you just came in, logged on and pootled through coursework at your own pace. Now, it is seen more as a subject where you sit in a classroom and learn.	6/8/2018 10:18 AM
67	They are bored of so much repetition. Learn set text. Analyse. Repeat. By the time gcse get to a level they will be sick of it!	6/8/2018 10:04 AM
68	Smaller cohort	6/8/2018 10:04 AM
69	I have built in time for practical work to build their skills before the NEA so it's not made a huge impact but obviously that's difficult to manage alongside the amount of content we need to cover.	6/8/2018 10:00 AM
70	I am realising how much more time I need to allocate to teaching theory so my students are confident and reducing lesson time on coursework	6/8/2018 9:47 AM
71	Negative. They love creating. I feel somewhat guilty that we don't have the time to equip them with the amazing skills their predecessors are leaving school with.	6/7/2018 9:35 PM
72	There are been fewer opportunities to have space to be creative thus far. We are working on this and will find time next year within SOW to provide this.	6/7/2018 2:29 PM
73	More focus on clarifying concepts and more creativity.	6/7/2018 12:07 PM

Q9 What have been your top 3 issues or concerns with the new specifications?

Answered: 75 Skipped: 4

#	RESPONSES	DATE
1	Too much content No longer have the free to choose texts and react to changes in media Ridiculous and unrealistic amount of theorists to shoe horn in - students are not coping	6/20/2018 9:47 AM
2	Time to cover the content Supporting documents (SAMs in particular) and guidance on awarding levels at GCSE Examples of work / exemplar answers	6/20/2018 5:02 AM
3	1. Lack of support material, including text books 2. Lack of specimen assessment material 3. Limited range of coursework briefs in the moving image	6/19/2018 2:30 PM
4	Too little choice (particularly around CSPs). Too little coursework (we've gone from 60% to 30%). Having half the taught content on Paper 1 (A level) NOT show up on the test feels like a massive waste of everybody's time.	6/19/2018 8:49 AM
5	- Students working on filmed projects alone as some will greatly struggle and teams are essential for filmmaking anyway! - Too many topics to get through - Uncertainty as to precisely what will be asked in the exam as the spec and provided details are rather vague (AQA Media GCSE)	6/19/2018 1:20 AM
6	Lack of clarity and teaching guide produced mid term when already taught content. Concerns about how best to teach theoretical contexts and finding resources on theory.	6/18/2018 10:48 PM
7	1. Some of material to be studied is very unappealing. 2. List of theorists has proved intimidating for the non specialists on our team 3. Course doesn't feel at all cohesive	6/18/2018 9:32 PM
8	1. Restricted set products - I pity the examiners for the next few summers. 2. Bizarre choices of set products seen as irrelevant by students - The Archers?!? Seriously?!?	6/18/2018 9:31 PM
9	The amount of times they will be altered, suitability for male pupils and availability of info on them	6/18/2018 8:32 PM
10	The quantity of content to cover in the time available. I would like more resources on theories. I would like the research and planning element of the production element to be included in the assessment.	6/18/2018 8:24 PM
11	Too prescriptive - it's as if teachers are not trusted to choose suitable texts to study	6/18/2018 6:34 PM
12	Remembering theory/theorists, so much to learn about so much, woman's hour - especially for my boys group and especially the chosen episode	6/17/2018 9:09 AM
13	Amount of content and theory Lack of exemplars for a level. Teaching radio, newspapers and video games	6/14/2018 7:13 PM
14	Student's expectations of the course. Being able to cover all exam content in enough depth to embed understanding.	6/14/2018 1:51 PM
15	Too much time has to be spent on the CSPs and with all the subject content there was not enough time to cover all the CSPs adequately	6/13/2018 11:35 AM
16	Not enough clarity from board. Too much content. Tedious set texts.	6/12/2018 6:30 PM
17	Brief Access and easy access to sample statement of aims. Statement of aims sample wasn't even the brief we were doing and no alternative. Hard to mark statement of aims.	6/12/2018 5:42 PM
18	- amount of content - not easy to prepare then adequately - contexts	6/12/2018 2:09 PM
19	1. Time to get through the course 2. Academic nature of it - not ideal for cohort 3. Not necessarily preparing students for a career in media	6/12/2018 10:40 AM
20	How late it was announced. Limited materials (eg late text book and lack of exemplar answers for sample papers st this stage)	6/11/2018 9:02 PM
21	Not enough info on some elements, eg industry, for non-specialists it feels a bit like scrambling in the dark as to finding relevant info Emphasise that we need to teach online and print more- from spec it's easy to focus on set texts More SAMs please	6/10/2018 8:37 AM

22	1. Theorists on the spec seem arbitrary/restrictive choices. No Chomsky, Klein, Williams, Zizek, Mulvey etc instead we have some theorists who just seem to state the obvious - e.g. Van Zoonen, Gerbner... 2. Coursework briefs have strange and unreasonable restrictions like 'you can't make a music video for a song that already has a music video'. 3. Too many set texts/ some set texts are uninspired choices.	6/9/2018 11:28 PM
23	The amount of content for each topic, the time-frame to teach them and also the things selected for each component	6/9/2018 10:27 PM
24	Choice of names texts is poor Coursework lower % Lack of exam prep material	6/9/2018 10:08 PM
25	I personally find the prescriptive nature of th A level Media course has led to me question whether I wish to continue teaching. I enjoyed the opportunities the old spec OCR A level afforded me and sadly this is no longer the case. I felt the praxis of theory and practical no longer exists and the A level is stultifying.	6/9/2018 10:03 PM
26	Too much content.	6/9/2018 9:23 PM
27	Too much content Uninspiring choices of set texts eg The Sun, Zoella, Kardashians Not enough practical, creative work	6/9/2018 8:20 PM
28	No clarity on exam structure,what is unseen etc No clarity on nea expectations No sample exams/exemplar answers	6/9/2018 5:43 PM
29	Amount of content and information students have to retain The move toward business studies The move away from philosophical thinking and writing	6/9/2018 3:52 PM
30	Set texts - too limiting. Some v dry and weaker students get disengaged more quickly with some of the 'higher brow' texts. Content to cover - too much and too superficial Complicated and convoluted specs that are hard to extrapolate and lack of working examples to show students or for teachers to use as a bench mark	6/9/2018 2:11 PM
31	1. Vagueness of exam criteria 2. The broad scope of study for each film 3. The repetitive nature of teaching the films; time constraints mean that the "watch, analyse scenes, write extended practice answers, repeat" model is wearing a little thin and I am struggling to find ways to make lessons more interesting, particularly at GCSE	6/9/2018 1:09 PM
32	Several of the case studies are boring, students are losing interest and dropping the subject, too much to cram in so not enough time to deepen understanding	6/9/2018 12:13 PM
33	The inability to cover everything in a reasonable amount of depth. Student engagement/ability to deal with the rapid change/pace of the course. Lack of time to fit in practical tasks. As there isn't a comment box for q2: Engagement ranged from highly engaged to engaged depending on content. My AS students loved Zoella as it was relevant to them whereas my GCSE students did not enjoy the contextual aspects of every text we looked at.	6/9/2018 11:44 AM
34	I like the new spec but my only issue is the engagement issues I have encountered over some of the set texts	6/9/2018 10:49 AM
35	1. No reference materials - text books still not released almost a year into the course. 2. The CSPs given are often unaccessible due to having to pay for them - for example the exam board said Lara Croft Go was free to download but it isn't. 3. The CSPs are very hard to cover and take a long time to understand, which takes time away from learning about the general media topics.	6/9/2018 10:32 AM
36	Narrow range of content, lack of freedom over objects of study, over focus on texts at expense of broader issues such as regulation and censorship	6/9/2018 8:48 AM
37	1. Being prescribed in my teaching so much. When I try to teach skills using my own case studies students complain that we are not covering spec content. I am a very experienced media teacher. 2. There is so much information - almost too much- to read and absorb at the same time as teaching and following a SOW. This is because it took so long for the courses to be accredited - there was not time to plan before we started. This is another complaint from ungrateful learners. Why didnt we have the text book form the stat off the course???? Because it wasnt published until September. 3. Dissatisfied with my scheme of work, because the coursework element was not introduced until March, I had to teach new subjects to allow fair choice. I have now rewritten my scheme of work so coursework options are covered before the Easter holiday. This has been made worse by my own instituion still applying 'transition' even though we are now linear- we have lost more than four teaching weeks as a result - which was not foreseen or planned for. Very little time to carm the coursework and a mock exam and starting ucas etc in the last 3 weeks of term. But that is the way a large institution hasnt though it through.	6/9/2018 8:10 AM

38	1. Sheer amount of content at both GCSE and A Level. 2. Drowning in turgid theory. 3. Lack of choice with set texts, less choice than Film Studies. 4. Sorry! Why did they bring reformed GCSEs and A Levels through in the same year? Curriculum changes always used to be staggered.	6/9/2018 7:49 AM
39	1. No models/ examples 2. No models/ examples 3. No 'a-level support book- not out til September 2019!!! Needed all the way through as the 'first year a level book' is not covering all the set texts.	6/9/2018 7:29 AM
40	1.Lack of resources for CSPs, and not knowing how much depth to go into to fit them all in after a slow start to the year due to spec being approved at last minute. 2. Trying to balance teaching of CSPs with practical production skills. 3. Resources;No text book or revision guide for students. No quality resources for independent learning (e.g gcse pod, pixl, bite size etc) Lack of assessment resources. 4.The CSPs are over-heavy on representation of females, and after successfully managing to avoid anything Kardashian, I now know all about them!!!	6/9/2018 7:09 AM
41	The amount of content that is needed for each product. The lack of practical work due to amount of content. The subject matter for the radio option isn't engaging. Kids don't access radio at the best of times, neither of the programmes both GCSE or A level are going to encourage them to access the platform. Needs to be engaging and interesting to them as it is a completely new platform for most of them.	6/9/2018 6:29 AM
42	1. Too much content 2. Too much theory for the sake of it. If you want to deliver theory do it well and help students enjoy its possibilities. 3. Time needed to research info and anxiety around whether it is a) accurate b)useful / usable in an exam context.	6/9/2018 6:01 AM
43	1.To what extent do you have to teach each industry - they are so broad and always changing 2. Students disengage with particular industries 3. The paper work and printing of resources	6/8/2018 10:25 PM
44	Appeal of the set texts (esp music videos) Fitting it all in. There's a lot less time for creativity and exploration.	6/8/2018 9:59 PM
45	Uncertainty over SECTION C for AS (Newspapers) Lack of SAMS and exemplars Lack of textbooks and resources	6/8/2018 9:57 PM
46	Lack of resources/model answers, the amount/hours of research I (and I imagine others) have had to do - be nice for facts to be provided, lack of clarity re CSP info and then exam mark scheme/questions - some things not mentioned/covered - there's too much	6/8/2018 9:29 PM
47	Lack of SAM's High volume of products and theories to learn. Not enough guidance for what the exam board is looking for in coursework (e.g. aims and intentions examples etc.)	6/8/2018 8:12 PM
48	Too many theories Recall of knowledge Worry about how the exam questions will differ from exemplars	6/8/2018 7:51 PM
49	Late sign off Too long for any exemplars to be ready The idea of the advertising 'set text' not actually being set	6/8/2018 7:11 PM
50	Amount of content to be covered Lack of model answers (realistic ones) Difficulty in differentiation particularly for lower ability students (many of whom end up taking media as it is seen as an 'easy' option which of course it is not!)	6/8/2018 7:07 PM
51	Lack of notes on CSPs Potential for CSPs to change yearly Lack of SAMs	6/8/2018 6:14 PM
52	Texts are not relevant to them. Too little coursework.	6/8/2018 4:38 PM
53	Set texts need to be less overly focused on women. Broader range at A Level for gender and age would make it more interesting and relevant. Applying certain named theorists for particular set texts feels like it is for the sake of it rather than an actual purpose. The amount of texts needing to be covered in the time frame.	6/8/2018 4:29 PM
54	too much content to get through in AS, (especially for those centres who still input for AS and then decide if to continue to A Level; meaning skimming over things and a need to revisit for year 2	6/8/2018 2:38 PM
55	Lack of support from OCR Narrow focus of texts Repetitive nature of answers/questions.	6/8/2018 2:10 PM
56	Late confirmation Lack of resources available Content heavy and not enough practical/coursework	6/8/2018 2:05 PM
57	Dull inappropriate content, vague guidance for expectations, reduced NEA	6/8/2018 1:04 PM
58	Volume of content How content links to assessment/mark schemes - this is still very unclear to us Striking an effective balance between breadth and depth - we are finding this very difficult to balance.	6/8/2018 12:30 PM

59	The amount of content to be covered compared to what is actually asked on the exam; the confusion between AS and A-level content, resources, exemplars; media texts not being engaging for students.	6/8/2018 12:00 PM
60	The set texts are limiting The amount of coursework is too little The lack of exemplary work available	6/8/2018 11:53 AM
61	1 Far less independence for the students. 2 Lack if flexibility in products studied. 3 Virtually no exemplar materials from the board nor publication of textbooks.	6/8/2018 11:27 AM
62	Amount of set texts to cover. Figuring out what to cover/which theories fir where. The sheer amount of work having to teach 3 new specs at the same time (Film & Media AL and Media GCSE)	6/8/2018 11:00 AM
63	1.Second guessing what the exam board wants us to cover (institutions) 2. Teething problems from exam board - change of texts (IT Crowd and Bond poster), so late in being confirmed. 3. Too much content stifles the subject and removes choice and creative delivery.	6/8/2018 10:46 AM
64	Volume of products. Increased requirement to retain lots of knowledge and not just understand and analyse the media. Lack of direction about grading - no exemplars - no model answers - literally nothing to go on. Text book very late to the party.	6/8/2018 10:34 AM
65	Not the exam boards fault - my issues/concerns are: 1) the subject is using far too many old texts (there shouldn't be any - maybe just references) 2) the texts have been hard to get hold of 3) way too much detailed theory required.	6/8/2018 10:32 AM
66	Too much content Confusing exam structure Certain texts	6/8/2018 10:28 AM
67	My students are struggling to realise the depth required. The absence of exemplars from the exam board means that WE are not sure of the depth required to be 'satisfactory', 'good' or 'excellent'.	6/8/2018 10:18 AM
68	Content. Acces for low ability learners who would have achieved with legacy (we get a few) repetition and confusion with number of products in comp 1. (Eduqas)	6/8/2018 10:04 AM
69	Assessment material 'Student style' answers being unrealistic Clarity	6/8/2018 10:04 AM
70	Lack of sample questions Too much content Move away from film is deterring students	6/8/2018 10:00 AM
71	Content Timing Thoery	6/8/2018 9:52 AM
72	1. Not being realistic about the types of student that take CTEC courses and their varying abilities. 2. Making content relevant, especially in exams.	6/8/2018 9:47 AM
73	TIME! Relevancy of set texts Lack of practical skills development	6/7/2018 9:35 PM
74	The rather fixed list of Theories and explaining that in section A (OCR)they are not required. The 'bolt on' coursework and finding time for it The amount of CSP's to get through	6/7/2018 2:29 PM
75	None	6/7/2018 12:07 PM