**Year 10 student voice feed back summary 2014 June**

**Questions 1 & 2– topics**

Popularity of topics was split – none universally dislike. These that were liked, were because students were interested in learning about them. When a student dislike them it was because they were either hard to learn or boring to learn or often both. For all topics that were disliked by some students more students liked them.

No one mentioned that they liked learning about women, but several did mention that they disliked aspects of the topic e.g. suffragettes.

**Question 3 – style of learning**

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| **Activity** | **Level of helpfulness** |
| Working in pairs | Most found pair work very or helpful compared to the few who did not. Student preference |
| Working in groups | Most found group work very or helpful compared to the few who did not. Student preference |
| Working on my own | Students often found this helpful too at times – so overall most types of learning preferences covered by dept |
| Copying notes out of a booklet or text book. | Overall useful or okay. Students don’t do this often but it helps when they do. Variation keeps this popular |
| Using notes to write practise exam style questions | Mostly helpful, some prefer to go through questions as a class first |
| Using exam mark schemes to mark other peoples work | mixed & even split. Half asked found it very useful, other have not so useful, prefer to mark others than own work. |
| Using exam mark scheme to mark my own work | Overall most students found this at least useful, if not very useful |
| Decision making role plays | Equal split, some found it very useful & others not. Depends on how much students want to get involved. In actual lessons most boys willing to participate whereas most girls are not keen. |
| Watching Youtube clips or DVD’s | Very popular & clamour for more. |
| Making summaries of notes | Not used all time but students find this a good way to learn |
| Annotating notes | Okay – prefer to discuss first 7 make own notes |
| Source work – say what you see activities (annotate the source) | On whole students find discussing sources before answering 6 mark Q very useful. They struggle to do it blind – need more confidence. |
| ‘on the one hand on the other hand’ source work | Prefer CPP format to this one used in KS3 more |
| Key word definition sheets | On whole students like definition & key word tasks & sheets |
| Reduce the word | Half & half, some don’t use, those that do find it useful |
| Link the concepts | On whole – popular for preparing for essays 7 giving over view at end of topic. |
| Top 5 words | Okay to not useful. Haven’t used much this year in class & not one students use much at home. |
| Planning essays | very useful overall |
| Writing essays | This year very positive feedback from students who want to do more of this task. |
| Quizzes | Okay as summary or starter, recapping but mostly just okay |
| PowerPoints | On whole popular as a learning & lesson organising tool |
| Games | most find not useful |
| Trips | Not all have gone on trips, those that have, have found them very useful |
| Others? Add your own | (5)(3) – no ideas offered to support numbers |

**Question 4 - ideas for how the teacher could help them to improve more**

Students had some ideas for things that they teacher could do to support them more – they like the following. YouTube documentaries & clips are very popular, recap & reviewing key points really help & more group work. Other ideas were just single views – no seating plan, more rewards, make lessons more interesting but no suggestions how.

**Question 5: What students thought they could do to help themselves to learn more**

1. Most students admitted to not doing enough revision.
2. Some suggested more practice papers
3. 2 students needed to concentrate more & make more detailed notes

Question 6 – about revision techniques

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| Obvious that the students asked had not done enough revision for year 10 mocks. Max of 3 hours, many did none! |
| **What revision technique do you used:** |
| 1. **Just reading notes?** Most popular method – dept needs to encourage students to actively engage with their notes & not just to read through them. This should be the first step in revision but not the only step & is a concern. |
| 1. **Reading notes and highlighting key points?**   Some students do go onto highlight key points most of the time. |
| **Summarising key points on to a postcard?**  Rarely used & yet this is a useful method – perhaps dept could develop more revision card tasks in class |
| **Using pictures to prompt memory?**  Most students rarely do this although it is popular with a minority |
| **Reducing key words down to one?**  Even split, depends how much they have used it in class as to whether or not they think it is useful. |
| **Writing down all the key words you can remember?**  Popular with a minority & yet some students have highlighted this as a strength – so dept should be developing techniques that promote key word recall in class 7 as part of new homework timetable |
| **Using BBC bite size website?**  Students like this on whole. Could use to set homework tasks? – extra revision for intervention students. Popular with some students |
| **Using revision guides?**  Very popular, Dept has sold a lot this year. Ben Walsh is most popular choice |
| **Revising in lesson with the teacher?**  On whole it is popular but due to tight time scale, not much was done in any class for yr 10 exams. |
| **Other methods used**  Revision book, spider diagrams |

**Question 7: Would students have chosen to study History at GCSE if the course had not been on Modern World?**

On whole most would – 2 no’s and some maybes

**Question 8:Would students have liked to see any other History topics offered at GCSE?**

Most students would have done, some said no – of these there is a mixture of modern world & other periods of study.

**Suggested topics were:**

1. Vietnam (will study in yr 110
2. something not linked to GB or wars
3. miners strikes not on curriculum at the moment
4. Ancient History, Roman & Medieval possibly on new GCSE