



People and Achievement

Report: reviewing a student mentoring scheme

1. Lead-in discussion

Talk with a partner before you write.

1. How can older students support younger students at school?
2. What qualities make a good mentor or role model?
3. What might stop a mentoring scheme from working well?

Exercise 6 at a glance

Write a formal or semi-formal report. Use a clear title and subheadings. Cover the task fully. Develop ideas with details and examples. Make practical recommendations.

2. Exam-style task

Your year head has asked for a report about a student mentoring scheme at your school. Write a report for the year head about the scheme.

In your report, you should describe how the mentors helped younger students, mention any problems with the scheme, and suggest how the scheme could be improved next term.

Here are some comments from students to help you:

'Mentors helped us understand routines.' *'It felt less stressful having an older student to ask.'* *'Some groups hardly met after week 1.'*

Write about 120 to 160 words.

3. Model report

Report on the Student Mentoring Scheme

Introduction

This report reviews the student mentoring scheme introduced for Year 8 students this term. It describes how the mentors helped younger students, mentions problems with the scheme and suggests improvements for next term.

How mentors helped

The mentors were most helpful during the first weeks of term, when younger students were still finding their way around school. They explained routines, answered questions about homework and helped some students join clubs. Several Year 8 students said that having an older student to speak to made school feel less stressful.

Problems with the scheme

The scheme was useful, but meetings were not always consistent. Some mentor groups met every week, while others only met once or twice. This meant that support depended too much on the individual mentor rather than on a clear school system.

Recommendations

It is recommended that all mentors receive a short training session before the scheme begins. Meeting times should also be fixed in the timetable so that younger students receive more regular support.

4. Explore the model: structure, content and register

Work with the model report. Underline, label or make short notes.

Focus	What to find	Done?
Report structure	Find the title, introduction, main sections and recommendations.	
Content point 1	Where does the writer show how mentors supported students in practical ways?	
Content point 2	Where does the writer develop a point about confidence or wellbeing?	
Content point 3	Where does the writer explain why support was uneven?	
Audience and register	Where does the writer suggest changes that would make the scheme more consistent?	
Development	Find one extra detail, example or effect that improves the answer.	

5. Language from the task prompts

The task prompts can guide your grammar and content choices. Notice which language each prompt naturally needs.

Prompt	Useful grammar	Why it fits	Example from the model
mentor support	past simple + practical examples	You are describing specific ways students helped others.	explained routines... / answered questions...
younger students' views	reported speech + result language	You need to show the effect on younger students.	students said that... / made school feel...
improvements	passive recommendations + fixed arrangements	You are suggesting a more organised system.	It is recommended that... / should also be fixed...

6. Make it formal and organised

Notice how report phrases organise the response. Underline one useful report move for each purpose.

Job	Useful report phrases
state the purpose	This report reviews... / describes... / suggests improvements...
give practical examples	They explained... / answered... / helped...
show uneven support	The scheme was useful, but... / This meant that...
recommend consistency	It is recommended that... / should also be fixed... so that...

7. Vocabulary and useful report phrases

Use chunks that sound natural for this task. You can also upgrade your writing with precise words and phrases.

Purpose	Useful chunks / language	Add your own
describe the scheme	student mentoring scheme / Year 8 students older students / first weeks of term	
describe support	finding their way around school explained routines / answered questions	
describe problems	meetings were not consistent once or twice / depended too much	
make recommendations	short training session / fixed timetable regular support	
use precise report wording	mentors / scheme / consistent individual mentor / school system	

8. Plan your own report

Use the same task, or change the details to another mentoring scheme, leadership project or student achievement programme.

Prompt	My idea	Useful language
opening		
how mentors helped		
problems with the scheme		
recommendations		

9. Write your own report

Write a formal or semi-formal report for the task. Cover all the prompts, develop your ideas and organise the response clearly.

Report title _____

10. Self-check and peer-check

Success criteria	What to check	Self	Peer
Content	All task points are covered and developed with relevant details or examples.		
Report structure	The answer has a clear title, introduction, organised sections and recommendations.		
Audience and register	It sounds formal or semi-formal and suitable for the audience in the task.		
Prompt-led grammar	Grammar fits the task, such as past simple examples, reported speech, result language and passive recommendations.		
Cohesion	Ideas connect naturally with linkers such as firstly, secondly, as a result and a further issue.		
Vocabulary	Useful chunks, topic words and precise phrases improve the report.		
Accuracy	Spelling, punctuation and sentence control are clear enough for the reader.		
WWW:			
EBI:			