



▪ Doing mentoring differently post-pandemic ▪
STUDENT VOLUNTEER PROGRAMME



RHODES UNIVERSITY
Where leaders learn



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BACKGROUND

Outline of 9/10^{ths}

There will be 196 Grade 12 learners from Mary Waters, Ntsika, Khutliso Daniels and Nombulelo involved in the programme.

The overall technique is to divide the mentees into groups (usually of twenty eight learners each). This means mean that there are six groups accross all the schools. Each group will be headed by 2 student volunteer leaders. Each mentor will be allocated two mentees. Therefore there needs to be between fifteen and eighteen mentors allocated to each group.

The nine individual contact sessions for all members of a group will be held on the same afternoon. The exact times will be determined in consultation with the school, but it is suggested that they be scheduled forty minutes apart. Where contact sessionsare an option, the time slots are 14h30- 15h15 followed by a 15h15-16h00 slot. The transport would depart from RUCE at 14h00 and would return back from the school by 16h30. In the event of virtual sessions, arrangement should be made in consultation between mentor and mentee. Connectivity support will be given to those who require it.

In addition, there will be at least three group sessions with the mentees (byGADRA) to supplement the individual sessions. These sessions will be scheduled to take place at the conclusion of a block of work, for example at the sessions pertaining to personal planning. The purpose of these sessions is to reinforce the outcomes delivered by the mentoring process and to create positive peer pressure.



Consolidated Project Chronology

TIMEFRAME	TYPE OF ACTIVITY	ACTIVITY
November 2022	GADRA Support	<ul style="list-style-type: none"> ▪ Importance of Education ▪ Importance of good performance in Grade 11 ▪ Levels of pass and University admission points
January 2023	Leadership Selection	Student Leader Interviews
13-17 February	GADRA Support	Introduction to the Personal Plan
Jan-Feb 2023	Recruitment of Mentors	Recruitment of Mentors
20-24 February	GADRA Support	Summarizing
13 February	Rhodes Term begins	
16 February	Training/Orientation	Student Leader Induction and training
25-26 February	Training/Orientation	Training of Mentors
27 Feb- 3 March	Mentoring Modality	Individual Session 1
6-10 March	Mentoring Modality	Individual Session 2
13-17 March	Mentoring Modality	Individual Session 3
20 Mar-11 April	School Holidays	
25 Mar- 2 April	RU Holidays	
3-6 April	Monitoring and Evaluation (Mentors to attend)	Group Analysis Meetings
17-21 April	Mentoring Modality	Individual Session 4
8-12 May	Monitoring and Evaluation/ Engagement with Schools	Analysis meeting per group including School Authorities and Group Leaders
	Mentoring Modality	Individual Session 5
20 May-16 July	School & Rhodes Holidays	
	Monitoring and Evaluation	Operational Report 1
	Monitoring and Evaluation	Capture and Analysis of June Results Identification of all mentee eligible to submit tertiary applications

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TIMEFRAME	TYPE OF ACTIVITY	ACTIVITY
15 July	Training/Orientation	Training of Mentors
17-21 July	GADRA Support	Analysis of June Results & Planning a way forward
24-28 July	Mentoring Modality	Individual Session 6
31 July-4 August	Mentoring Modality	Individual Session 7
14-18 August	Mentoring Modality	Individual Session 8
	Monitoring and Evaluation/ Engagement with Schools	Analysis meeting per group including School Authorities and Group Leaders
19-27 August	Rhodes Holiday	
21-25 August	GADRA Support	Preparing for Trials & Pathways
2 September	Mentoring Modality	Individual Session 9/Culmination event
September	Matric Trial exams	Matric Trial exams
29 September	School Holidays	
Jan 2024	Monitoring and Evaluation	Capture and Analysis of Final Results; Programme Evaluation



Management plan

This is a project that will require management at a variety of levels, by a variety of institutional role-players. These are GADRA Education, Rhodes University Community Engagement, partner schools and the student leaders. Each of these role-players has specific roles; these roles are complimentary and synergistic and therefore clear and regular communication and coordination will be vital.

Their respective roles can be summarised as follows:

- **GADRA Education:** Quality control and evaluation management - The organisation has designed the intervention based on experience. It has a working knowledge of importance of undertaking the prescribed activities thoroughly and to a high standard. It will thus take responsibility for communication with the schools, play a co-management role in relation to the recruitment of mentors (including group leaders), it will take primary responsibility for the training and orientation of mentors, and it will evaluate project impact (and suggest interventions to address problems as they emerge).
- **Rhodes University Community Engagement:** Operational management (including mentor liaison, management and monitoring). In order for 'Nine-Tenths' to be sustainable, RUCE must ultimately take lead responsibility for its implementation. From the onset RUCE should assume responsibility for all components of the process that relate to students. Together with GADRA, it will recruit and select mentors and set up the training and induction process. Thereafter, it assumes full responsibility for operational management, as outlined under Mentoring Modality above. This includes scheduling all mentoring engagements, communicating with group leaders and mentors accordingly, ensuring that leaders submit their activity reports timeously, capturing and analysing this data electronically, and producing quarterly monitoring reports on project operations (with a focus on mentor performance).
- **Ntsika / Mary Waters / Khutliso Daniels / Nombulelo:** Mentee management. The more that 'Nine-Tenths' is integrated into school processes, the better it will operate and deliver the desired outcomes. That is, school authorities must make participation in the programme mandatory for Grade 12s, they should cooperate with regard to the scheduling of sessions and reminding learners (mentees) to adhere to these schedules, and they should reinforce the importance of effective personal planning, study routines, and so on (preferably through making these tasks compulsory as far as CASS is concerned). In addition, they should be open to quarterly evaluation sessions to evaluate the performance of the programme as it unfolds; this would entail a willingness to identify and address subject weaknesses where these are identified.

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- **Student leaders:** Team leadership. The quality of every interaction between every mentor and the respective mentees will be a crucial determinant of the success of the initiative. The primary role of the team leaders is to provide effective leadership to their respective teams. This entails the following tasks amongst others: motivation, technical guidance and assistance, and activity monitoring. Also, team leaders are expected to engage in the quarterly evaluation meetings with enthusiasm, humility and insight.

Given that there four institutional role-players carrying out a variety of complementary responsibilities, there will various different types of management meetings and processes, both bi-lateral and multi-lateral. Arguably, the most important of these will be quarterly evaluation multilateral meetings, scheduled for April, July and October, because they will be attended by all four role-players. They will be supplemented by a range of ongoing bi-lateral interactions. As a rule, RUCE will take responsibility for interactions with the students. Overall management responsibility for the project from a Rhodes perspective is shared between RUCE and GADRA Education.





Monitoring and Evaluating

Monitoring and Evaluation will cover both the performance of both the mentors and mentees. Furthermore the monitoring will consider both individual and collective performance.

- **Monitoring Mentor performance:** Mentor performance is the key to 'Nine-Tenths', and therefore there must be appropriate and effective monitoring mechanisms put in place in this regard. 'Nine-Tenths' is a very structured intervention, with the content and milestones for each encounter prescribed in the methodology. This then calls for a structured approach to monitoring. Each mentor will be given 9 unique monitoring sheets per mentee, one for each of the 9 meetings. Monitoring forms need to be filled in **online within 24 hours of the session taking place**. Mentors will all be manually enrolled on the Nine Tenths RUConnected course, via your student e-mail address, by Anna Talbot (RUCE Nine Tenths Co-ordinator). The leader will brief the team about meeting expectations and reporting requirements. The information from these forms will be electronically tabulated for data analysis. The office will prepare a quarterly report at the end of each term that presents and analyses the monitoring data
- **Monitoring Mentee Performance:** The base against which the academic impact of the programme will be determined is the Grade 11 results. The seven subject results for all learners will be captured electronically, the level of pass and number of Rhodes points for each candidate calculated and a general overall overview of the results prepared. This task will be undertaken by GADRA Education. In order to measure progress as far as the desired educational outcomes are concerned, the organisation will collect the full March, June, Trials and Final Results from the two schools. These results will be compared with the Grade 11 results, according to the standard measures used (i.e. shifts in the levels of passes, Rhodes points, etc.). This monitoring data will be shared with both the school authorities and mentors.



There is fine line between monitoring and evaluation because the collection and analysis of data are so closely connected in this project. However, it is clear that the two most important moments in the project are July and January. July is the moment at which university applications should ideally be made and January is the time when the overall education impact can be ultimately measured. Therefore there will be a mid-term evaluation conducted in July and a final evaluation undertaken in January.

- **Mid-term Evaluation:** Given that the activity schedule is 'front-end loaded' (ie most of the mentoring contact takes place during the first half of the year) there should be evidence of academic progress reflected in the mid-year examinations. The mid-term evaluation will focus on the following, amongst others:
 - An overview of the implementation of the 'Nine-Tenths' mentoring process to date, with regard to both quantity (number of sessions held) and quality (milestones reached). This will be derived from the two quarterly reports on mentor performance.
 - An overview of the academic performance of mentees, with regard to levels of performance and trajectories of performance.
 - An identification of all mentees whose quality of performance in June warrants a tertiary application.
- **Final Evaluation:** The programme will be deemed to have succeeded or failed based on the content and findings of the final evaluation. This evaluation will contain the following elements, amongst others:
 - An overview of the implementation of the 'Nine-Tenths' mentoring process over the course of the year, with regard to both quantity (number of sessions held) and quality (milestones reached). This will be derived from the two quarterly reports on mentor performance.
 - An overview of the academic performance of mentees, with regard to levels of performance.
 - An overview of all tertiary applications submitted and their outcomes.

In addition, the programme will evaluate the experiences of the mentors and mentees in the programme. This will take the format of a survey that explores various aspects of the programme, for example it's various focal points/ milestones, the actual contact sessions, impact on educational outlook and practices, and overall effectiveness. Student Leader reflection meetings will also facilitate relating and developing the programme.



Support activities (GADRA)

The programme upon which this initiative is based is GADRA Education's 2015 High School Support Programme. That programme had three elements, namely learner cohort engagement, parent cohort engagement and individual mentoring. 'Nine-Tenths' is a mentoring programme only. Based on the GADRA experience, the full cohort elements are very useful synergistic activities. Thus the organisation will implement these, as in the past. This can be tabulated as follows:

Learner Engagement	
Term 4 2022	Importance of education,
Term 4 2022	Short term. personal plan
Term 1 2023	Exam preparation and technique
Term 1 2023	Planning for 2022

A benefit of this for mentors is that they will not carry the responsibility of introducing their mentees to tools such as the personal plan; this will already have been done by GADRA Education. Instead, the mentors will be required to reinforce and build on the understanding that their respective mentees already have.





SESSION ACTION LIST:

GENERAL GUIDANCE

The mentor/mentee relationship is a professional relationship. It should therefore be characterised by the hallmarks of professionalism which are:

- Punctuality
- Communicating timeously
- Meeting deadlines
- Maintaining positivity
- Being honest, and owning and correcting one's mistakes
- Avoiding personal intimacy, fake news/gossip, bad language, or any other behaviours that could reasonably be considered unprofessional or unethical

The purpose of the mentor/mentee relationship is for the mentor (a current Rhodes student) to assist and encourage the mentee (a current high school learner) to implement behaviours, strategies, and attitudes in their schoolwork that will improve their chances of gaining entry to tertiary and succeeding in their future studies. The mentoring process this year will begin than face-to-face, and then be virtual for most of the sessions. It is important for mentors and mentees to establish reliable means of communication from day one and to restrict their communication to the scope of the mentoring programme. At no point should a mentor or mentee be made to feel uncomfortable in any way by the other person in the mentor/mentee relationship. Mentors can confidentially report any issues they are having directly to their student leaders, and the matter will be further investigated by the Managers of the Programme (Ms Babsy Makombe). Even under constrained current circumstances, mentors and mentees are encouraged to engage with the Mentoring Programme positively and meaningfully.

RECOMMENDED COMMUNICATION PLATFORMS:

- WhatsApp OR
- Facebook Messenger OR
- Moya App (Data Free): <https://moya.app>



PHASE 1: PLANNING

SESSION 1: Introductions, establish a relationship

OVERVIEW OF PERSONAL PLAN

GOAL: Setting Objectives: Section 1 of the Personal Plan. Topics – Level of pass; university admission points. Sections 2 and 3 of the Personal Plan. Topic – Planning methodology (set long-term goals and then derive short-term objectives – logic; the importance of coherence and realism); understanding the necessity of adequate quantity (enough time) and quality (active, productive) for effective study.

MILESTONE – Personal Plan completed accurately, with a clear understanding of both implications of the status quo (e.g. Higher Certificate pass) as well as proximity to higher levels of pass.

What must I do?

- Cover basic and academic related introductions.
 - ♦ Introduce yourself by full names, brief personal background, university course and year, study and career interests.
 - ♦ This can be reciprocated by the mentees in order to get an understanding of their interests before discussing specific details of the Personal Plan.
- Discuss expectations and ground rules with your mentees.
- Ask your mentees to give an overview explanation of their Personal Plan.
 - ♦ Ask the mentees to share with you the reasons for their interests in the study field/careers.
 - ♦ Share your insight on information regarding the desired study options and other related options which link with the mentees subjects.
- Review the Personal Plan.
 - ♦ Confirm, and discuss entry requirements for the three potential courses.
 - ♦ Review and discuss realistic subject targets if needed.
 - ♦ If the Personal Plans are incomplete, ensure that your mentees do complete the missing sections. Assist them if necessary.
 - ♦ Study Options: What do your mentees need to achieve in 2022 in order to qualify for the three courses of study?
 - ♦ Timetable. Have a general conversation about the home situation to see if the timetable is realistic.
 - ♦ Check to see if all subjects have been allocated reasonable time.
 - ♦ Encourage your mentees to adhere to their timetables.

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- ♦ Inform your mentees about the (DATA FREE) e-learning websites that are useful (www.siyavula.com and www.vodacom.mytopdog.co.za) for learning.
- ♦ Discuss with your mentees and agree on a subject summary (subject of their choice) to be produced and given to you to assess in the next session.

SESSION 2: Time Management and Discipline

REVIEW SUMMARY

GOAL: Summarising and Review: March Report, the technique of summary and assessing subject summary.
Topics – Monitoring (comparison of targets in the plan with March results produced), Summarising.

MILESTONE – The mentee has an accurate and honest understanding of his/her progress in relation to the stipulated targets and the implication of this. The mentee has the knowledge about how to summarise effectively, Subject # 1 is summarised competently and up to date.

What must I do?

- Ask your mentees to give you feedback on both the study timetable (proof of study) and their e-learning experience.
 - ♦ Ensure to require detailed information/evidence of their efforts so far.
- Review your mentees written work (as agreed in session 1). Assess the written work and provide feedback on both quantity and quality of the work.
 - ♦ Acknowledge the good work/ efforts made by your mentees, and encourage them to continue working consistently.
- Discuss with your mentees and agree on a subject summary (subject of their choice) to be produced and given to you to assess in the next session.



PHASE 2: SUMMARISING

SESSION 3: Monitoring and Support

REVIEW SUMMARY

GOAL: Summarising and Review: Summary #2(Subject #2) (T2). Topic –summarising.

MILESTONE –Subject # 2is summarised competently and up to date.

What must I do?

- Highlight the importance of using summary as an effective study method.
- Review your mentees work (as agreed in session 2) and provide constructive feedback.
 - ♦ Specifically, assess written work and provide feedback on both quantity and quality of the work.
- Advise your mentees on other effective learning/study techniques they can incorporate i.e. (mind map, tables, drawings and flashcards etc.)
- Discuss with your mentees and agree on a subject summary (subject of their choice) to be produced and sent to you before the next session.

SESSION 4: Aligning goals with efforts

REVIEW / SUMMARY

GOAL: Summarising and Review: Summary #3(Subject #3) (T2). Topic –summarising.

MILESTONE –Subject # 3 is summarised competently and up to date.

What must I do?

- Remind your mentees about their academic goals and tertiary interests as noted on their Personal Plans (or expressed).
 - ♦ More specifically, express the significance of linking one's tertiary interests and goals back with current study efforts in order to draw motivation internally.
- Encourage your mentees to be proactive in their learning process.
 - ♦ Promote a habit of studying ahead.
 - ♦ Advise your mentees to continue to make use of the recommended e-learning Apps (www.siyavula.com and www.vodacom.mytopdog.co.za) and engage with new content before it is taught in class.

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- Review your mentees work (as agreed in session 3). Assess the written work and provide feedback on both quantity and quality of the work.
- ◎ Discuss and agree on written work to be produced and sent to you before the next session.

SESSION 5: Analysis of June results

GOAL: Reviewing June and assessing application options OR back to the drawing board: (T3). Topic – Level of pass; University admission points; monitoring; planning.

MILESTONE – The mentee has a clear understanding of the opportunities/constraints of his/her June performance and a clear plan of how to proceed accordingly.

What must I do?

Discuss:

- What successes can be built on?
- What disappointments can be overcome and how?
- What are your mentee's current Rhodes University and NMU admission points?
 - ♦ How far is the mentee from getting the points and level of pass they require in order to access tertiary?
- ◎ By now you should have established what the mentees struggle with, and what they have mastered in their study methods. Use this knowledge to offer meaningful input of your own devising into your mentees learning paradigm.
- Assist your mentees to come up with a new strategy if the June results were weak.
- Assist your mentees to strengthen their study methods if the June results were satisfactory.
- Discuss and agree on written work to be produced and shown to you on the next session. The mentees must commit to producing significant amount of written work for session 7.



PHASE 3: CAREER GUIDANCE

SESSION 6: En route to trials

REVIEW

GOAL: Summarising and Review: Summary #4 (Subject #4) (T2). Topic - summarising, examination technique.

MILESTONE – Subject # 4 is summarised competently and up to date, the mentee has clarity about how he/ she will tackle the Trial examinations.

What must I do?

- Review your mentees work (as agreed in session 5). Assess the written work and provide feedback on both quantity and quality of the work.
- Discuss and agree on written work to be produced and sent to you before the next session.
- The mentees must commit to producing significant amount of written work for session 8. This can be self-set tests, where your mentees answer and then mark themselves. Additionally, practice work and/ or summaries, or if summaries are not relevant for your mentees, they can show you practice work e.g. past papers (accounting / maths / maths lit.).

SESSION 7: Rhodes University degrees

GOAL: Summarising and Review: Summary #4 (Subject #4) (T2). Topic –summarising; exam technique.

MILESTONE –Subject # 3 is summarised competently and up to date.

What must I do?

- Give an overview explanation of how degrees at Rhodes work.
 - ♦ Explain to your mentees about the different Faculties, courses and/or degree options offered i.e. (B.Ed. – Foundation Phase; BA, BSc, Pharmacy, BCom, PGCE)
 - ♦ Explain to your mentees about degree levels/qualifications i.e. Bachelor, Honours, Masters Degree; majors, credits etc.
- Ask your mentees to give you feedback on their progress on Vodacom e-learning and Siyavula App.
 - ♦ Ensure that both mentees are making use of the Apps, especially on the subjects they find challenging.

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- Review your mentees work (as agreed in session 4). Assess the written work and provide feedback on both quantity and quality of the work.
- It is important to emphasise to your mentees about the importance of taking responsibility for their own studies and future. June Exams are crucial for tertiary applications, thus all energy and focus should be directed to preparing for them.
- Offer your mentees encouragement for staying focused. Emphasise the importance of being positive in order to stay motivated to achieving their academic goals.
- ⊗ Assist your mentees to formulate a thorough and realistic Exam study timetable.
- Encourage healthy study habits, and the importance of getting adequate sleep before every exam

Tips you can share with your mentees

Before the exam

- Go over summary notes that you have prepared.
- Don't try and get too much information in ('cram') just before the exam.
- Have a good night's sleep.
- Get up early and be ready on time.
- Don't eat too much or not eat before the exam.
- Check to make sure you have everything you need before you leave home i.e. (calculator).
- Don't talk about the exam with other learners before the time. This might increase anxiety.

During the exam

- Read the whole paper. Work out an answering strategy.
- Write down ideas somewhere as they come to you during the exam.
- Check your answers – fight for every mark.
- Never leave the room early.
- Don't leave any questions unanswered.



SESSION 8: Exam Preparations

REVIEW

GOAL: Applying OR planning/recapping study skills: (T3) Topic – University Application/Study planning.

MILESTONE – Subject # 4 is summarised competently and up to date, the mentee has clarity about how he/ she will tackle the Final examinations.

What must I do?

- Reflect on the work that your mentees have done throughout the year. Strategise how to capitalise on strengths in Finals and how to improve on persisting areas of weakness.
- Assess the written work and provide feedback on both quantity and quality of the work.
- Encourage your mentee to work consistently.

SESSION 9: Review September results: academic pathways

Message to be given to 3 groups, depending on the September results.

GOAL: Reviewing Trials and Planning for Finals and beyond: (T4) Topic – Monitoring, planning.

MILESTONE – The mentee has an accurate and honest understanding of his/her progress in relation to the stipulated targets and the implication of this. The mentee has a workable plan to deliver the best possible outcome in Finals and has clarity on appropriate scenario-based responses to his/her pending January results.

GROUP 1

RU APPLICANTS/ACCEPTED AT RHODES UNIVERSITY (BACHELOR PASSES)

LOOKING FORWARD TO THE FUTURE

- The Final Examinations are literally that... they generate the results that are ultimately (finally) important. It is these results that turn provisional offers from tertiary institutions into final offers. The objective should be to obtain the strongest possible Bachelor pass, in order to confirm the University offer.



PROCESS IN JANUARY 2024

- Collect results from school, DO NOT send a parent.
- Take the Statement of results to RU (Student Bureau office).
- Report any problems to GADRA Education offices.

PROACTIVENESS – ADDRESSING ISSUES BEFORE THEY ARISE

- A. What to do in the case of low points Bachelor level pass in finals?
 - B. What to do in the case of no confirmed offer at Rhodes by Feb 2024?
- If a mentee maintains a Bachelor level pass in the Finals, but has weak Rhodes University admission points (and therefore loses the place/hasn't even been accepted) it is important to stress to him/her that, it is crucial to upgrade the results and obtain a stronger Bachelor level pass in order to create life-long opportunities.
 - Remind your mentee that she/he is young and should not abandon his/her dreams or settle for second best when it comes to tertiary study options. Talk to your mentees about the GADRA Matric School – Rhodes University Bridging Programme. This can be explained as an 'alternative Extended Studies Programme'. If a learner is accepted into any of the bridging courses and manages to pass well both at GADRA and Rhodes, the learner goes straight into mainstream at Rhodes University the following year.

GROUP 2

ADMISSION GUIDELINES FOR 2024 GADRA - RHODES BRIDGING PROGRAMMES

Introduction: The Bridging programmes involve participants registering both as GADRA Matric School (GMS) AND as Rhodes students. At GMS, participating students upgrade one or two NSC subjects, whilst at Rhodes they register as Occasional Students for one or two Rhodes subjects. There are four bridging programmes offered, aligned with the Humanities, Education, Science and Commerce Faculties.

The most basic general requirement for all these programmes is that candidates must already have secured a Bachelor level pass. In addition, it should be noted that the purpose of the programme is to facilitate access to Rhodes University for deserving local students (residents of Makana Municipality).

Humanities Bridging Programme. The subjects offered here are Psychology and/or Political Studies. This programme is intended to provide a bridge to fulltime study towards a Bachelor of Arts or Bachelor of Social Sciences. In order to be eligible for this programme, candidates must have a minimum of 28 RU points. Also, close attention will be given to subject results that indicate language competence (for example, English, isiXhosa, History, Tourism, Business Studies, etc.).



Education Bridging Programme. The subject offered here are isiXhosa. This programme is intended to provide a bridge to fulltime study towards a Bachelor of Education. In order to be eligible for this programme, candidates must have a minimum of 28 RU points. Also, close attention will be given to one's two languages results as well as Mathematics or Mathematical Literacy. Both language results must be over 50% and a minimum of 45% in MLIT is also a requirement.

Science Bridging Programme. The subjects offered here are Cell Biology and Zoology/ Botany. This programme is intended to provide a bridge to fulltime study towards a Bachelor of Sciences. In order to be eligible for this programme, candidates must have a minimum of 36 RU points. Also, the following subject-specific requirements must be met: MATH – 50%; PHSC – 50%; LFSC – 60%; ENG FAL – 60%.

Commerce Bridging Programme. The subjects offered here are Theory of Finance and Statistics. This programme is intended to provide a bridge to fulltime study towards a Bachelor of Commerce. In order to be eligible for this programme, candidates must have a minimum of 35 RU points. Also, the following subject-specific requirements must be met: MATH – 45%; ACCN – 60%; ENG FAL – 55%.





GROUP 3

GADRA MATRIC SCHOOL (GMS) APPLICATIONS & MINIMUM REQUIREMENTS

GADRA Education visits all Makhandha high schools on the day of the release of Matric results and assigns a Tertiary Pathways Adviser at each school. The Advisers offer information about the following:

- GADRA Matric School which is a second chance school to improve Grade 12 results. This is a one year programme that is offered to learners who do not secure strong University admission points/Bachelor level pass.
- Offer guidance in relation to RU Applications and minimum requirements for each faculty.
- GADRA - RU Bridging Programme options to learners who meet the criteria.

GADRA Matric School (GMS) minimum requirements

GADRA Matric School is Rhodes University's biggest feeder school. The school offers good quality teaching and support to its students. GMS application process is competitive, the school does not use a 'first come-first serve policy'. Candidates' results are carefully assessed and applications are categorised as follows.

- Bachelor (automatic acceptance)
- 1 subject short of Bachelor (95% of applicants accepted)
- 2 subjects short of Bach (25% of applicants accepted)
- 3 or 4 subjects short of Bach (10% of applicants accepted)

NB! This criteria is applicable ONLY to the second intake.

Applicants in closest proximity to Bachelor are most readily accepted by GADRA MATRIC School (GMS). Therefore, a learner should aim to get as many subjects as possible over 50%.

It is especially important to get reasonably good results in English and Math literacy.

A second consideration for GMS is 'proximity to university', as measured by incoming Rhodes University admission points. Therefore, in addition to getting as many subjects as possible over 50%, learners are advised to attempt to get all other subjects over 40%.

IMPORTANT! GMS does not offer Tourism, Agricultural Sciences, Visual Arts, and Consumer Studies. Candidates must not have less than 30% in Math Literacy. GMS does not accept applications from candidates with 4 subject fails.



The Logic of 9/10^{ths}

MENTORING SESSIONS

Session 1: Personal Planning

Planning is a process that one undertakes in a bid to enable one to have an influence on the future. Personal planning is a process that an individual person undertakes in a bid to shape one's own future; to realise one's destiny.

PURPOSE OF PLANNING

- **Future orientation.** The first purpose of planning is to orient the planner(s) towards the future. Most Grahamstown youth lead lives that are filled with despair, disappointment and demoralisation. They are surrounded by poverty and dysfunction. This is not to deny the incredible commitment and sacrifices that many people make, and the myriad of meaningful relationships that people have. However, it is to recognise that living in poverty and hardship has the tendency to drag people down and narrow their horizons. It becomes difficult to see beyond today, and almost impossible to contemplate or imagine a meaningful future. In this context, planning is invaluable, because it enables the participant to adopt a future orientation in an optimistic yet realistic manner. Good planning fosters hope and ambition, which are two essential ingredients for success at Grade 12 level.
- **Clarity about specific goals.** Planning enables one to clarify and understand what is within one's reach and thereby it enables one to set specific goals. That is, planning enables one to move beyond a general inclination towards the future to arrive in a position where one can define achievable outputs and outcomes. And, importantly, goal setting is a prerequisite to goal achievement. That is, in order to achieve specific goals, one must be clear what one is working towards.
- **Motivation.** Grade 12 curricula are relatively long and complicated. Studying is difficult and it can be demoralising, frustrating and lonely. Many people succumb and join the majority who seek solace and meaning in short-term satisfaction; these young people are doomed to unemployment and poverty. However, if one has set realistic, meaningful goals, this provides one with motivation to work through the frustration. Put another way, the aspiration that derives from planning gives one perseverance. This is the 'grit' that is often referred to by educationists as crucial to academic success.
- **Focus.** Because of the volume and complexity of the subject material, performing well in a set of Grade 12 examinations takes consistent and persistent study. This in turn requires that a student needs to study regularly (on a daily basis). There are lots of distractions from study – socialising,



chilling and so on. So considerable focus is required in order to succeed. Having a plan with clear goals assists a student to find and maintain focus.

- **Accountability.** Having goals and targets enable one to be accountable. In relation to the personal plan format used for this exercise, the key in this regard is the subject percentage targets set at the bottom of page three. A student can measure his or her performance in the first, second and third term examinations against these targets. This measurement (often referred to as monitoring) enables one to check that one is one track towards achieving longer term goals. Again, this underlines the importance of setting ambitious but achievable targets.

The Difference between Planning and Dreaming – The Importance of Accurate Situation Analysis

Dreaming is done whilst one is asleep and unconscious, whereas planning is done when one is awake and conscious. Consequently, dreams are not informed by reality and are thus unrealistic. Dreams seldom come true. By contrast, for a plan to be useful, it must be based on an accurate and comprehensive analysis and understanding of reality. This is why organisations undertake situation analysis prior to strategic planning; they know that if they want to achieve their goals these need to be set based on an accurate understanding of their internal and external contexts.

In the context of this planning tool (designed to enable a Grade 12 student to improve his/ her academic performance) the key reality that must inform the setting of goals and targets is academic reality. For a Grade 12 student early in the first term, that reality is best understood by a correct analysis of the final Grade 11 results. Specifically, the student must understand his/ her level of pass and tally of university admission points.

Understanding the Logic – from long-term to short-term

The section of the document that sets personal objectives is initially an exercise in reflection and thereafter one of logic. The reflection is important, because if personal interests and strengths are not correctly identified, then inappropriate career paths will be identified. So it is important for the student to spend adequate time and energy on this part of the plan. He or she should be encouraged to consult with parents and family members, friends, teachers and community members in order to identify personal interests and strengths correctly.

After this step has been done accurately, the planning process is essentially an exercise in logic (occasionally backed up by good research). Indeed, the next step in the sequence is strengthened by research. The task here is to extrapolate or deduce career paths from the interests and strengths. For example, if one enjoys



helping others, is patient and is a good communicator, then possible career paths may be teaching, social work, tour guiding or service sector work.

After one deduced (and research) appropriate career paths, the next task is a straightforward research exercise: what are the best ways to qualify to pursue the possible careers? Otherwise stated, what qualification options are there and which institutions offer these? The most sensible places to start in this regard are Rhodes, NMMU and East Cape Midlands College. Their proximity makes them the most accessible. This is not to say that one should limit one's search to these institutions. In identifying qualification options, be open to all forms of post school study, namely higher certificates, diplomas and degrees.

After the options have been ascertained, the next step is to find out what the respective entrance requirements are. There are two key dimensions to check, namely overall points required and subject specific requirements. For example, a BSc at Rhodes requires approximately 36 points and a minimum of 50% in Mathematics. (That is, candidates doing Mathematics Literacy do not qualify for a BSc at Rhodes, irrespective of how well they do in the subject.) It is suggested that students identify the top end of the entrance requirements and the low end in this regard. In other words, they should be clear about the full range of requirements to gain access to courses that will set them onto their chosen career path.

The entrance requirements determine the targets. There are two key considerations that should feature in setting the subject specific targets, namely the Grade 12 results and the entrance requirements. It is impossible to give clear guidelines here because every person is different. But based on experience from the 2015 mentoring pilot, the following can be suggested in relation to possible improvements from Grade 11 results:

- 20% maximum improvement in any content subject (eg History, Geography, Business Studies, Tourism, Consumer Studies, Economics, Life Sciences);
- 10% maximum improvement in languages, Mathematics, Physical Sciences and Accountancy).

Once a student has set the subject targets, then he or she must check these entrance criteria and standards already researched. As long as there is some overlap in this regard, that is fine, even it is only at the lowest end of the entrance requirements scale. If there is no overlap, then it is advisable to re-consider career options.

The alternative, of raising subject targets, should be avoided. Again one must emphasise that this is a planning rather than dreaming exercise. The fact of the matter is that it is preferable to apply to tertiary institutions based on June results. So a student has only four months (Feb – May) to reach the targets.



Added to this, it must be accepted that a personal plan can change only a limited number of variables: it cannot change one's teachers and it cannot change one's home situation for example.

The key is to set targets that are achievable and that place the student on an upward trajectory. In Grahamstown there are a variety of pathways to success, and one can access these institutions at different levels. For example, students with (evidence-based) potential to obtain a strong Bachelor-level pass will be able to register at the GADRA Matric School, students with competitive Higher Certificate passes can apply to FET Colleges, and so on, all the way up to Rhodes University. Every student has a different starting point. And in order for the personal planning tool to work for everyone, the targets must differ accordingly. If the targets are unrealistic, they will not be reached and the plan will lose its value.

Put another way, if the personal planning tool places all (or even most) students on an upward trajectory then it should be regarded as an unmitigated success. It's not about trying to turn all students into 'university material'. Rather, it's about trying to assist all participants to think positively and clearly about the future and change their lifestyles in the present to realise brighter futures.

Action Planning – Confronting the nitty-gritty

The fun part of the planning process is the setting of objectives, whereas its humdrum part is to formulate a study plan. This component of the exercise deals squarely with the present. It requires one to answer the following question: what am I going to do today to reach my academic targets in four months' time? What do I need to do today to have a better tomorrow? It's not what someone else can do, it's about what I must do. In other words, this section of the plan is all about individual responsibility.

In the context of this planning tool, Individual responsibility is reflected in the detail of the action plan. The format calls for careful consideration about time, specifically it asks students to address the following questions:

- How much time will I devote to study, each day, seven days a week? (What is the quantity of time that I will commit to study?)
- How will I study? How can I articulate/ describe the quality of my study?

Quantity of time. As a rule of thumb, a Grade 12 learner should commit a minimum of twenty five hours per week to study, over and above school time. This can be thought of as three hours during week days ($5 \times 3 \text{ hours} = 15 \text{ hours}$) and five hours per day during weekends ($2 \times 5 \text{ hours} = 10 \text{ hours}$). Of course doing homework and assignments counts as study. Indeed, it is especially important for students to apply themselves seriously



to all work that is assessed by teachers for purposes of one's year mark (which counts 25% towards one's final result). The investment of adequate time in study is a necessary condition for academic success. Put another way, if one does not investment enough time in studying, one cannot possibly reach one's potential. The specifics of the time commitments must be written into a weekly study timetable.

Quality of study. In order to register success, students must ensure both that they commit enough time to studying and that the quality of their study is good. The most important characteristics of good study are that it should be active and productive. The more active the study (and therefore the brain activity) the more one engages with and understands the work. The more inactive the study (and therefore the brain) the less effective it is. One activates the brain through the following exercises: reading, listening, speaking and writing. These activities are best pursued in combination with one another. The most important of the activities listed here is writing, primarily because examinations in South Africa are written. In this mentorship programme, considerable emphasis is given to summary. Summary is an excellent form of study (particularly for content subjects) because it is both active and productive. Summaries are produced through summarising and these products place the student in an advantageous position from which to prepare for written examinations.

The student is required to write down the basics of how he or she intends to study.





Sessions 2-5: Summarising

1. Understanding the problem (that summarising addresses)

There are four main dimensions to the problem of underperformance in 'content' subjects.

First, students generally perform better in tests than in examinations. Both of these are written assessment tasks, but the **volume and range** of work that one is required to study and recall in a test is much narrower than in an examination. Many students perform poorly in their examinations because they cannot deal with the large volume of work covered in the various subject curricula at Grade 12 level. One can prepare in a relatively short period for a test, but this is not the case for an examination covering the full curriculum because there is simply too much to study.

Second, in South Africa students are required to write their examinations. Yet there is too little **written work** that learners are given through their schooling. This results in generally poor levels of writing skills, and this undermines learners' ability to perform in their (written) examinations.

Third, very few South African youths are mother-tongue **English** language speakers, yet virtually all of them are required to write their examinations in English. (The only exception is those who write in Afrikaans.) This places them at a significant disadvantage.

Fourth, very few learners know how to study. Studying is a skill or rather a set of skills that does not just come naturally to people. Yet, it is not taught in schools. As a result, most learners stumble through their years of school without developing their **study skills**. Many assume that studying is nothing more than reading. Yet reading is not an effective form of study. Learners' ignorance about effective study thwarts their ability to perform well in examinations, even if they commit adequate time for preparation.

2. Establishing summary as the solution

Definition: Summarising is **capturing the main ideas** of a text **in writing**, but expressing them in a **much shorter space (or concise manner)**. Since the textbooks are written in English and examinations are written in English, the summaries should be written in **English**.

The above definition of summarising contains words (**in bold**) that show that it address all four of the dimensions of the problem outlined above. To elaborate:



First, summarising is the most effective way to manage the volume and range of work in the curricula of the content subjects listed above. It does this by identifying the **main ideas** and discarding non-essential information, thereby reducing the text into a **much shorter space**.

Second, the summarising being referred to is **written** summarising. That is, the main ideas are captured **in writing**. The very act of summarising therefore improves one's ability to communicate information and knowledge in writing. In this way, summarising improves one's prospects to perform in (written) examinations.

Third, summaries are prepared in **English** and the act of preparing these therefore improves one's ability to write coherent and intelligible examinations (in English).

Fourth, the most important characteristics of effective study are that it is **active and productive**. More specifically, study should activate the brain/ it should exercise the brain, and it should produce resources that facilitate and enable further study. Learning and understanding are cumulative and scaffolded processes. That is, what one learns today lays the foundation or builds the scaffold for what can be learnt and understood tomorrow. The verb in the definition above that explains the particular way in which summarising is active and productive is **capturing**. In order to capture a fugitive, the security forces must analyse a lot of data, plan an operation to consider various scenarios and then implement the operation effectively. There is considerable activity involved. Similarly, an effective operation will produce the fugitive; he/ she will be brought into custody. In the case of summary, the activity is in correctly identifying the main ideas and then writing them down in correct English. Summarising produces summaries; it is the produced summaries that become the starting point for further stages of study in due course. In order for these summaries to be of most value they must be complete (the section or the chapter must be complete) and systematically/ sequentially filed. This enables a student to move systematically through a curriculum and to easily locate specific summaries being sought. In a nutshell, summary is an effective form of study.



Added Extra for University Students – Other benefits of study

Tertiary Study	Summary skills are fundamentally important at tertiary level because one is required to understand and to weigh up a variety of different view-points and arguments.
Social Interaction	When one reads a newspaper or magazine article or a novel, and a friend asks what it was about, what is being asked for is a summary.
Professional Acumen	When one gives a presentation, one is sometimes required to include key points on PowerPoint slides and talk to these. The slides are summaries of the main points that one is attempting to communicate.

3. Good summary, bad summary

The point of the above is to demonstrate that summarising can be effective way to improve one's performance in examinations. However, it is necessary to emphasise that the mere act of summarising is not adequate. There is a world of difference between a good summary and a bad summary.

	Good Summary	Bad Summary
1. Volume and range	All main ideas captured, accurately and thoroughly	Irrelevant ideas captured; main ideas missed
2. Writing	Legible and well structured; visual variety	Illegible, messy and unattractive to look at
3. English	Correct usage of English (grammar, vocabulary, spelling)	Poor usage of English
4. Study Skills	Completed summaries; systematically filed	Incomplete, unfiled summaries

1. A bad summary generally reduces the volume of work, but if it misses the key concepts, if it fails to hone in on the essence of a topic/ the heart of the matter, then learning the summary notes will not assist one to prepare well for an examination.
2. A bad summary is written untidily and there is a lack of visual variety (no diagrams, graphs, etc); the page is full of small, illegible text. The result of this is that the author has no enthusiasm to return to the summary for purposes of study.
3. A bad summary is written in bad English, characterised by a narrow range of vocabulary, incorrectly used words, poor spelling and grammatical errors. A consequence of this is that when the student returns to the summary for purposes of study, it reinforces poor English and thus undermines examination performance.



4. A bad summary is incomplete, haphazard and unfiled. This renders it of no usage for purposes of systematic study.

4. The summary skill set and steps

Summarising requires that you use important planning, reading, thinking and writing skills which can be crucial to successful results.

- **Planning.** Summarising is best undertaken in relation to coherent sections of work. These are most easily defined in terms of the chapter delimitations of one's textbooks. If one's time availability precludes the possibility of summarising a full chapter in a single sitting, then divide it into collections of chapter sub-sections. In order to be systematic, if the chapter is only partially summarised in a single sitting/ day, the task should be completed the following day or as promptly as possible thereafter.
- **Reading.** One's first direct engagement with a text is through reading. (This would ordinarily follow from indirect engagement through the form of class teaching.) A student should try to understand as possible from the first read. If the text is well understood, then proceed to the next make notes and prepare for the summary; if not, read the text a second time.
- **Making notes and preparing for the summary.** This is a crucial step to take between reading a text and producing a summary. It is a written task undertaken on scrap paper. This step is best understood as a serious grappling the text. Here the students must identify the most important information and words in the text, ensure that he/ she understands the key words, and attempt to see their relationship with one another. Important hints in identifying key words/ concepts are as follows: ensure that the words used in headings and sub-headings are captured; look for words that are highlighted in any way (for example in the text itself or in textboxes); and check to see that all words that feature in the glossary of words have been identified. As far as understanding the terms is concerning, accurate definitions are a must. And a simple mind map technique can be used to explore linkages and relationships between the key words and concepts.
- **Produce the summary.** Once one has grappled with the text to the point of understanding it, one is ready to produce the summary. Information should be written down neatly, in a logical order, in good English. There should be as much variety on the page as possible – diagrams, mind-maps, graphs, and so on are encouraged.



- **Read over the summary/ checking/ reinforcing.** At the end of the process of producing a summary, a student should read over it, for at least two reasons. First he/ she should detect and correct any typographical and other errors in the summary, and second a review of a summary is an excellent way to reinforce the subject matter in the mind of the student. Thereafter the summary should be meticulously filed and stored.

5. Using summaries for study – Summarising the summary of the summary

Once a student has produced a summary of Chapter 1 of her History textbook, for example, there should be no reason for her to return to the textbook when studying that chapter. The new reference/ study resource is the filed summary. There are various ways in which the student can use the summary for study purposes. For example,

- **Summarising the summary.** A summary can be used as the reference document for further summaries. The principles and steps of further (more reduced) summaries remain unchanged, as outlined above. The most reduced form of summary is a list of all key words and concepts pertaining to a section of work. Once a student has produced this most reduced form of summary, a student should check that he/ she is able to elaborate the word list to answer possible examination questions, for example.
- **Preparing a word wall or flash cards.** Familiarity with key words is one of the key indicators that a student knows the work. There are different ways to improve one's familiarity with these words, such as developing a word wall and producing a set of flash cards. The latter is the 'deeper' method because it fosters knowledge of the meaning and definition of key words and concepts.

<http://www.educationscotland.gov.uk/studyskills/fourthlevelsenior/understand/Summarising/resources/index.asp>





Sessions 6: Analysis of June Performance

9/10ths has reached a crucial point – a small minority has put itself into a strong position; a large group has made some progress but have not reached a point where they can access meaningful pathways; and an equally large grouping is in serious trouble. June is a crucial moment, and must therefore be the focus of session 7.

In the development world, there is a lot of reference to the so-called 'PIME cycle'. **PIME** stands for **P**lanning, **I**mplementation, **M**onitoring and **E**valuation. The reason that it is referred to as a cycle is that planning enables coherent implementation, implementation should regularly checked or monitored for its effectiveness, overall projects should be evaluated once complete to learn lessons so that smarter and better plans can be made in future. And so the cycle continues. In the case of the Matric year, things are somewhat different because the timeline is finite – 12 months to be precise. But what remains valid even in this case is that the personal plan should be used as the basis for monitoring and evaluation. The plan sets academic targets that are set to motivate learners to perform at a level required in order for them to be able to apply for relevant tertiary study. Monitoring refers to 'checking progress towards achieving objectives'; therefore, in this case June results should be checked against the targets set in the personal plan (together with results obtained in March 2016 and December 2015). The plan not only sets performance targets, it also includes an activity plan that was supposed to have informed and guided preparation for June. So, the mentee needs to be assisted to reflect, in detail, on the extent to which the plan was followed. Here the mentor should probe and ask for evidence. And the mentor should link what the mentee claims with his/ her performance in relation to the summarising tasks of sessions 3. If the mentee claims to have studied according to plan yet failed to summarise adequately, then the mentor should raise big question-marks over these claims. Below please find three outcome scenarios and their respective possible diagnoses.

Outcome	Targets	Activity Plan
1. Targets met	Too low?	Adhered to?
2. Targets not met, but good progress made	Too high?	The plan is possibly inadequately substantial or it was not properly implemented
3. Targets not met; inadequate progress made	Too high?	In all likelihood, inadequate studying took place, reflective of a good lack of seriousness (as confirmed in a woeful plan).



In the event that outcome #3 applies to your mentee(s), it is necessary for the diagnosis to be correct. In other words, you must try to get your mentee to say: 'Yes, I have not been taking my studies seriously and consequently I have given them inadequate attention.' A key word in this regard is 'responsibility'. The mentee must be brought to a place where he / she is prepared to take responsibility for his / her under-performance. It must be emphasised that, realistically, session 7 is the final chance that you have to enable your mentee to 'have a Damascus moment'.

Responding to the Diagnosis

Outcome #1.

In the event that targets have been met, it is possible that they are too low and consequently should be revised upwards. If they are revised upwards, suggest only modest revisions. Remember that if the targets are revised upwards, the plan will need to be supplemented. That is, extra study hours will probably have to be found. Or perhaps study methods will shift to writing old exam papers. The point is that higher targets must be realistic, otherwise they serve no purpose. As far as the mentoring session goes, it is likely that most mentees in this outcome category will be submitting applications to Rhodes, so there are application-related activities that will have to be fitted into sessions 7 and 8. It is therefore suggested that mentors finalise a suitable response to the diagnosis (eg adjusting targets upwards, substantiating the activity plan) and leave it up to the mentee to work accordingly. All that remains is to agree on one academic topic or task to be considered in session 8. This should be at the discretion of the mentee.

Outcome #2.

Targets not met but some progress made.

(It should be noted that certain mentees eligible to submit applications to Rhodes may be in this outcome category. If this is the case, do not spend excessive time on the analysis and diagnosis. It is probably appropriate to leave the plan unchanged, and then turn attention to the Rhodes process and academic topic to be considered in session 8.) Most of the candidates in this outcome category have not met the Rhodes standard. Therefore they will not be spending any time with applications. The key here is to balance two things: recognition of progress with realisation that 'it's not enough'. So again, after the analysis it is very important to review the plan in an appropriate manner. As a general rule, the targets should be left unchanged (they should not be lowered) and the activity plan should be made more ambitious. The message is: see what you achieved by beginning to apply yourself; now you have an opportunity to push



yourself, to take yourself to new heights. If the mentor is successful in this messaging and engagement, then attention should shift to the activity plan. The mentee should be reminded that 'what you put in is what you get out', and then mentor should ask him/ her to revise the activity plan there and then. For this performance category, the most important output of session 7 is a revised activity plan. This should comprise two facets, namely a revised timetable and a revised description of the substance of the intended study. There are detailed notes on personal planning in the handbook, so this should be used for reference purposes. Importantly, the mentor and mentee must agree in the session on how implementation of the revised plan will be assessed in session 8. It is suggested that this take the following form: the mentee should bring evidence of implementation of the plan (eg summaries, written practise, etc) for general perusal; and the mentor takes a detailed look at one particular component of the work (eg the summaries of one subject).

Outcome #3.

Targets not met; no progress.

Tough talk is needed here. The reality is that all students in this category are in trouble. The challenge that mentors face is to try to assist them out of this trouble. A laissez faire approach will not assist. The time for 'being nice' is over; this is of no benefit to the mentee. So the key message is: 'You are in serious trouble (that threatens to undermine your entire future), but it is not yet too late to get out of the trouble. It is almost too late, but if you resolve today to get yourself out of trouble, you can achieve this.' If the mentor needs to unpack and describe 'trouble', then this must be done – no opportunity for study or training, unemployment – **NEET** (Not in Employment, Education or Training). What follows from this is a life of poverty and misery. This is not far-fetched; it is the truth. Moreover, the fact that GADRA is a partner on this project means that the organisation now has considerable data on each Grade 12 learner at Mary Waters, Ntsika and Nombulelo.. Mentees should be under no illusion that GADRA will use this information when deciding about applications to GMS for 2017. Specifically, if an applicant has not cooperated with the mentoring process, this will count against him/ her. And if there is not an upward trajectory in an applicants' results over the course of the matric year, this will similarly count against him/ her. The reason for this is simple: 9/10ths represents an opportunity afforded to Grade 12s from Mary Waters, Ntsika and Nombulelo.. If a learner has chosen not to avail himself/ herself of this opportunity, then GADRA will be loath to afford him/ her another opportunity.

In the event that the mentee is prepared to face his/ her situation and take responsibility for it, a key output of session 7 is a revised activity plan. This should comprise two facets, namely a revised timetable

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and a revised description of the substance of the intended study. There are detailed notes on personal planning in the handbook, so this should be used for reference purposes. Importantly, the mentor and mentee must agree in the session on how implementation of the revised plan will be assessed in session 8. It is suggested that this take the following form: the mentee should bring evidence of implementation of the plan (eg summaries, written practise, etc) for general perusal; and the mentor takes a detailed look at one particular component of the work (eg the summaries of one subject).

In the event that the mentee is not able to reach this poin in the session 7 mentoring form, the mentor will indicate that the mentee has excluded him/ herself from the programme due to indifference. However, the mentor should provide the mentee with a mechanism to revive the relationship in the event that certain conditions are met. These conditions are:

1. The mentee must formulate a study timetable that specifies at least 30 hours of study outside school hours.
2. The mentee must commit to producing adequate written evidence of having studied accordingly to the following session.

It is the responsibility of the mentee to inform the mentor that these conditions have been met at least a week prior to session 8.





Session 7 & 8: Road to Trials

Introduction

The emphasis of Session 7 were on honest and rigorous reflection on June performance and a revision of or recommitment to the study plan previously formulated. The major focus in Session 8 is to assess the extent to which the (revised) plan has been utilised and adhered to over this period. Put another way, whereas session 7 is the planning session of the second semester (and can thus be likened to session 1), session 8 is the assessment/ monitoring session of the second semester (and can thus be likened to sessions 2-6).

The Assessment process and method

General Appraisal (of the mentee's adherence to his/ her study plan over the past fortnight)

The mentor should ask the mentee to present an overview of work done over the past fortnight, in as much detail as possible. The mentor should probe (eg subject by subject) in order to build up an understanding of the extent to which the mentee has honoured his/ her undertakings in the last meeting and is benefitting in this regard. Specifically, the mentee could be asked to recall the amount of time that he / she has committed to study over the period (day-by-day, and this can be compared with the timetable) and he / she should be ask to detail what has been covered during this time (subject and chapter).

Specific Consideration of Written Work Brought to the Session

In session 7, it was suggested that the mentee should bring evidence of implementation of the plan (eg summaries, written practise, etc) for general perusal; and the mentor should take a detailed look at one particular component of the work (eg the summaries of one subject) in order to give more detailed feedback. The former is useful for the mentor to get a sense of the volume of written work produced, whereas the latter is necessary to assess quality. Both quantity and quality are important. The Handbook contains notes on summarising; mentors should refresh themselves in this regard before Session 8.



Rating

Based on the exercises above, the mentor should rate the mentee's written efforts, as 'poor', 'average' or 'good' on the Session 8 monitoring form. In making the rating choice, the mentor should bear the following in mind:

- What is being rated is the written work of the past fortnight. Previous compliance and performance should be disregarded. So, it is quite possible for a mentee previously deemed to be non-compliant with 9/10ths, now being rated as 'good', and vice-versa.
- In the event that there is inadequate quantity of written work and poor quality the mentee must be rated as poor.
- In the event that there is adequate quantity of written work or adequate quality the mentee should be rated average.
- If there are both adequate quantity of written work and adequate quality the mentee should be rated good.
- The rating must be accurate because it will be used to assess the effectiveness of the mentoring programme and it will be used by GADRA when assessing applications to the Matric School in 2018.

General Advice

Academic Advice

Prioritise Finals over Trials. Most university places are allocated based on June results. If one's June results are inadequate for this purpose, it makes most sense to focus on attempting to get as good a set of final results as possible. After all, it is these results that will determine one's future prospects, and in the job market from 2018 onwards. What this implies is that one should take a long-term approach to the study challenge. IN other words, rather ensure that one covers the full curriculum thoroughly for Finals, than rush through the curriculum for Trials and then again for Finals.

Stick to the key principles of study. (Refer to the Handbook to refresh one's memory in this regard.) Study must be active and productive, with an emphasis on written work. So if for example one only has time to summarise 60% of the tourism textbook before the trial examination, it is preferential to do this than to cover 100% of the textbook in a superficial manner. So, summarise the 1st 60% in the build-up to Trials and then summarise the remaining 40% between Trials and Finals.



Proper utilisation of the October break. It is very important that mentees use these ten days for study purposes. They should not be taken as a holiday.

Personal Advice

Be positive. August is not too late to remedy one's matric year. It's necessary to adopt a 'growth mindset', which is a belief that one can grow and develop one's mental capacity if one uses one's mind. This can be contrasted with the fatalistic idea of 'fixed mindset', which holds that one is either born clever or born stupid.

Show resolve and determination. Studying is lonely and it is frustrating. Because of the considerable size and complexity of the matric challenge, resolve and determination are essential. Without those characteristics, one cannot sustain the study effort. Yet sustained effort is a prerequisite for success. So avoid burnout or demoralisation by studying consistently and sensibly (eg frequent study breaks).

Be singleminded. August, September, October... This is the final straight. There is nothing more important in one's academic life than good NSC results. So put all distractions aside.





Session 9: Reflections and Projections

Introduction

In this session, mentors should rush through the whole PIME cycle. Specifically, the mentor should facilitate an assessment of the mentee's Trials results, consideration of the existing study plan (with a view to the Final Examinations), discussion about 2022 plans and an evaluation of the whole 9/10ths programme.

Assess Trials

There are two yardsticks against which measure performance in the Trials examinations, namely targets (as set in the Personal Plan) and results obtained in the June Examinations. However, the most important monitoring task here is to assess if the mentee is managing to implement an effective study programme. Did he/she study effectively in the build-up to Trials? Has he/ she studied over the October break and into the beginning of the final term? The strategy suggested in Session 8 was to accord the Final Examinations much greater importance than Trails. So, the mentor should not accord too much importance to the Trials results. It's more a case of looking for 'green shoots' – signs of life, signs of hope in relation to performance in Finals.

Consider Study Plan

All of the necessary technical information on studying has been introduced, explained and repeated in earlier sessions. So, in this final session it is recommended that studying be discussed in more general terms. What is important at this juncture is that the mentees should make the most of their remaining time (prior to Finals). This requires the following mindset and attitude:

- One should look forward and not backwards. Control the controllable (the present and the future); don't waste time with the uncontrollable (the past). As the saying goes, 'Regretting the past is like chasing after the wind.'
- A positive mindset is crucial. One must study with the will and desire to grasp, learn and understand.
- Keep Calm & Study! Calmness is very important. Avoid panic, knowing that it's never too late to do one's best.
- Demonstrate resolve. Rome wasn't built in a day. Very little in studying can be accomplished in an hour because it is a cumulative process. The more time that one spends studying, the more



effective it is. However, studying can be very frustrating, especially when one grapples with concepts that one cannot easily and initially understand. This is why resolve is essential. One needs the determination to work and study through the darkness of confusing until the light of understanding dawns.

Future Planning

The NSC results are released in early January. Mentees must make sure that they are in Grahamstown then, in order to assess their results and take appropriate action. The most basic question that each student must answer is: 'Am I satisfied with my results?' If the answer is 'no' then there are various options for upgrading (GMS, Supplementary Exams) or challenging (re-marking) results, but there are tight timeframes relating to all these options, as follows"

1. There is a small application window for the GADRA Matric School. The closing date for applications is around 15 January. Late applications are not accepted.
2. In the event that Supplementary Examinations are offered in 2023, the deadline for applications to the Supplementary School (offered by Rhodes and GADRA) is around 10 January and the deadline to register with the Department to write the examinations is mid-January.
3. The deadline to apply for any re-marking is mid-January.

If the student is satisfied with the results, but has not secured a place in a tertiary institution for 2023, then he/she should ensure both that prompt applications are made for mid-2022 admission (eg into Lilitha College) or for 2023 admission, and that efforts are made to secure short-term employment in the interim. With regard to the latter, students are advised to visit the Assumption Development Centre (ADC) in Joza for information and advice.

Evaluation of 9/10ths

The 9/10ths mentoring programme is premised on a number of assertions and assumptions. These include the following:

- Positive role models encourage better academic performance.
- A future orientation (aspiration, ambition, plans) is useful as a motivation for study.
- An effective study method is summarising.

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Therefore the evaluation will explore these three aspects of the programme, in terms of mentees' personal experiences of them. The evaluation is completed at the culmination event. in. It is necessary for mentors to emphasise that the mentees should answer the questions honestly and accurately. This is not a popularity contest. It's about getting reliable information from participants about their experiences in the programme to enable the 9/10ths team to learn necessary lessons and improve the design in future.

When the mentee returns completed forms to the mentor, he/ she must please check that all questions have been answered. Do not query the content or substance of the answers, simply check that all questions have been answered.





RESOURCES

Monitoring and Evaluation forms- Layout

(NB: Done online)

Monitoring and evaluating is a systematic way that Nine Tenths can develop the materials, course and practice in a meaningful and responsive manner. Mentors are expected to report on each session within 24 hours to ensure that management has time to adequately analyse and respond to the outcomes of the reports. Please pay attention to the chronology and the time constraint within with regard to Monitoring and Evaluation.

Please note the forms below are merely to see the format! The forms need to be filled in online via the RUConnected course within 24 hours of completing your session.

REPORT 1: SETTING OBJECTIVES & REVIEW OF STUDY PLAN

REPORT 2: SUBJECT #1

REPORT 3: SUBJECT #2

REPORT 4: SUBJECT #3 MATHS OR MATHS LITERACY

REPORT 5: SUBJECT #4 SUMMARIES

REPORT 6: RESULTS ANALYSIS - REVIEWING JUNE AND REVISING STUDY PLAN

REPORT 7: MENTORING - EN ROUTE TO TRIALS

REPORT 8: EXAM PREPARATIONS

REPORT 9: REFLECTIONS AND PROJECTIONS



PERSONAL PLAN

REPORT 1 – SETTING OBJECTIVES & REVIEW OF STUDY PLAN

Name of Mentor:

NB! Please indicate if you are standing in for another mentor

Name of School and Group:

MENTEE 1 PERSONAL INFORMATION

Mentee: Name and Surname:

Mentee contact number:

MENTEE 1 COMPLIANCE INFORMATION

Mentee Attendance:

Present

☐

Absent

☐

Was the Personal Plan Completed?

Mentee absent

☐

Yes

☐

No

☐

Which section(s) were left uncompleted?

Rate the quality of the work

Poor

☐

Average

☐

Good

☐

Additional comments

MENTEE 2 PERSONAL INFORMATION

Mentee: Name and Surname:

Mentee contact number:

MENTEE 2 COMPLIANCE INFORMATION

Mentee Attendance:

Present

☐

Absent

☐

Was the Personal Plan Completed?

Mentee absent

☐

Yes

☐

No

☐

Which section(s) were left uncompleted?

Rate the quality of the work

Poor

☐

Average

☐

Good

☐

Additional comments



SUMMARIES

REPORT 2 – 5

Name of Mentor:

NB! Please indicate if you are standing in for another mentor

Name of School and Group :

MENTEE 1: Name and Surname:

Mentee Attendance:

☐

Present

☐

Absent

SUBJECT 1: Name of Subject

Quantity of written work:

☐

Too Little

☐

Reasonable

☐

A lot

Note! Anything less than one chapter is 'too little'; the range between one and three chapters is 'reasonable', and anything more than three chapters is 'a lot'.

Quality of summarising undertaken:

☐

Poor

☐

Average

☐

Good

Quality should be measured in relation to the following factors: capture of all main ideas; legibility and structure; visual variety; usage of English.

MENTEE 2: Name and Surname:

Mentee Attendance:

☐

Present

☐

Absent

SUBJECT 1: Name of Subject

Quantity of written work:

☐

Too Little

☐

Reasonable

☐

A lot

Note that anything less than one chapter is 'too little', the range between one and three chapters is 'reasonable', and anything more than three chapters is 'a lot'.

Quality of summarising undertaken:

☐

Poor

☐

Average

☐

Good

Quality should be measured in relation to the following factors: capture of all main ideas; legibility and structure; visual variety; usage of English.



REVIEW JUNE RESULTS AND REVISE STUDY PLAN

REPORT 6 - RESULTS ANALYSIS

Name of Mentor:

NB! Please indicate if you are standing in for another mentor

Name of School and Group :

MENTEE 1: Name and Surname:

Mentee Attendance: ☐ Present ☐ Absent

▪ June Performance (tick one): ☐ Targets met ☐ Good progress ☐ No progress

▪ Work to be submitted in Session 7 (Describe):

MENTEE 2: Name and Surname:

Mentee Attendance: ☐ Present ☐ Absent

▪ June Performance (tick one): ☐ Targets met ☐ Good progress ☐ No progress

▪ Work to be submitted in Session 7 (Describe):



EN ROUTE TO TRIALS

REPORT 7 - MENTORING

Name of Mentor:

NB! Please indicate if you are standing in for another mentor

Name of School and Group :

MENTEE 1: Name and Surname:

Mentee Attendance:

☐

Present

☐

Absent

▪ What written work did your mentee bring (Subject name, description etc.)?

▪ General additional comments:

▪ Did the mentee show evidence of adhering to his/ her study plan?

☐

Yes

☐

No

▪ Did the mentee bring detailed/substantial written work for you to assess?

☐

Yes

☐

No

▪ Overall Rating of the written work produced :

☐

Poor

☐

Average

☐

Good



EXAM PREPARATIONS

REPORT 8

Name of Mentor:

NB! Please indicate if you are standing in for another mentor

Name of School and Group :

MENTEE 1: Name and Surname:

Mentee Attendance:

☐

Present

☐

Absent

▪ Trial Performance Assessed?

☐

Yes

☐

No

▪ Is there any improvement from the June results

☐

Yes

☐

No

▪ General Comments on mentee's commitment

MENTEE 2: Name and Surname:

Mentee Attendance:

☐

Present

☐

Absent

▪ Trial Performance Assessed?

☐

Yes

☐

No

▪ Is there any improvement from the June results

☐

Yes

☐

No

▪ General Comments on mentee's commitment



REFLECTIONS AND PROJECTIONS

REPORT 9 – MENTORING SESSION 9

Name of the allocated mentor: _____

Name of the –stand-in mentor (if applicable) _____

Name of mentee (1): _____

Date of session: _____

Important! Please ensure to do all of these tasks in your session.

Trials Performance Assessed: ☐ Yes ☐ No

Is there any improvement from the June results: ☐ Yes ☐ No

Planned for Final Exams and beyond: ☐ Yes ☐ No

Name of mentee (2): _____

Date of session: _____

Important! Please ensure to do all of these tasks in your session.

Trials Performance Assessed: ☐ Yes ☐ No

Is there any improvement from the June results: ☐ Yes ☐ No

Planned for Final Exams and beyond: ☐ Yes ☐ No



My personal plan

Learner name and surname: _____

Learner contact numbers: _____

A. SETTING OBJECTIVES/GOALS

REALITY CHECK (1) - THE SITUATION NOW

What are my Grade 11 results, per subject?

Subject	Percentage
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Some information about levels of results (Higher certificate, diploma and bachelors)

- To pass with a Higher Certificate, one needs to have **three** subjects *above 40%*. One of these must be your *home language*. Another **three** must be *above 30%*. You are allowed to fail one subject (below 30%) and still pass.
- For a Diploma pass one needs to have **four** subjects *above 40%*, and one of the subjects above 40% must be a *home language*. Life Orientation does not count as one of the subjects above 40%, and you can have one subject below 30%.
- For a Bachelor's pass, one has to have **four** subjects *above 50%*. Again, Life Orientation is not counted as one of the four subjects, and again, you are allowed one subject below 30%. You need to pass *both languages*.
- What is a fail? A candidate fails when two subjects are below 30% **OR** Home Language (isiXhosa, English, Afrikaans etc.) is less than 40%.

What level of pass did I obtain at the end of Grade 11? ✓ the correct box

☐

Bachelor

☐

Diploma

☐

Higher Certificate

☐

Fail



REALITY CHECK (2) – LOOKING FORWARD

What do I need to get into university in 2020?

Remember that different universities use different systems to admit new students who have the right number of points.

WORKING OUT POINTS:

How to calculate your Applicant Score (AS) for NMU

- Your Applicant Score (AS) is calculated using six NSC 20-credit subjects. Please note that Life Orientation (LO) is excluded as it is only a 10-credit NSC subject.
- Write down your Grade 12 subjects and your most recent exam results obtained in each subject (NO Gr 12 March results).
- You **MUST** include the results for the following three subjects: 1) Home language; 2) 1st Add. Language; and 3) Maths; or Maths Lit; or Technical Maths. Your Applicant Score must also include any subjects required by the qualification for admission.
- For applicants with seven Grade 12 NSC subjects, their AS is calculated by adding the percentages for six 20-credit subjects. This gives a score out of 600.
- For those applicants taking eight or more subjects their AS is calculated as follows: add the percentages obtained for your three main subjects (two languages and Maths, or Maths Literacy, or Technical Maths), plus the percentage(s) for any subject(s) required by the programme, together with the percentage(s) for the next best / highest subject(s), to a maximum of six subjects.
- In addition, for those applicants from quintile 1, 2 or 3 school* who attain 50% or higher for Life Orientation, 7 points may be added to their score out of 600 to arrive at their final AS.

What are my points for NMU? (Use Grade 11 results)

NMU points:

2. **Rhodes University** (RU) works out points from your percentages.

At Rhodes, you **do not** get any points for **Life Orientation**, nor for any subject where your percentage is **below 40%**.

That means that if all your subjects are 40% or above, you will calculate points on all those subjects, except Life Orientation.

The method:

Take the percentage in each subject, and divide it by 10.

That will be your score for that subject.

So, if you have 56% for History: $56 \div 10 = 5.6$ points.



Example:

IsiXhosa HL	68% = 6.8
English FAL	58% = 5.8
Maths	35% = 0
Life Orientation	69% = 0
Geography	51% = 5.1
Life Sciences	60% = 6.0
Physical Sciences	54% = 5.4

This will give you 29.1 points.

What are my RU points? (Use Grade 11 results)

RU points:

REALITY CHECK (3) – THE PATH FORWARD (MY CAREER)

Career (noun) – a job or an occupation (work) that a person does for a significant period of one's life and with opportunities for progress/promotion.

Long-term goals – What career am I interested in, and/or what am I good at?

a. What general areas and issues am I interested in? (Hobbies, passions...)

1. _____
2. _____
3. _____

b. Study options – What are the study options that link with my interest?

- i. Study options available (Degrees, diploma courses, internships?)
- ii. Which institutions (universities or colleges) offer these options?

Study Options (B.Ed.)	Institution (Rhodes)	Career (Teacher)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____



Short-term goals

NB! Universities set minimum requirements for all courses they offer. However, they accept the highest points first (top – down approach).

Study options, e.g. BCom e.g. BCom Ext	Institution, e.g. Rhodes e.g. Rhodes	Points I need e.g. 45 34 – 37
1.		
2.		
3.		

Do any of my chosen courses require *minimum* achievement in *certain subjects*? i.e. 50% minimum mark in Mathematics

Subject	Required minimum mark

What are my realistic targets in each subject this year?

Subject	Grade 11 mark %	Realistic target %

If I manage to achieve the targets, how many RU points will I have in total?

Targeted points:

RU points:



B. ACTIVITY PLAN

In Section A, I set my goals. In this section, I determine what I must do to reach my goals. Answer the four questions:

How can I improve my present ways of working/studying?

1. Are there any problems or issues that are *getting in the way* of my work at the moment? What can I do to solve them?
2. Am I using my time effectively, or am I wasting time?
3. Where do I work? Am I able to concentrate when I work?
4. How do I study? How do I currently *exercise my brain* and how can I exercise it more effectively in future?

My activity plan in words:

(1) _____

(2) _____

(3) _____

(4) _____

*“[The person] who would learn to fly one day
must first learn to stand and walk and run and climb and dance:
one cannot fly into flying.”*

F. Nietzsche



My activity plan in numbers (How many hours will I work daily and weekly):

WEEKLY TIMETABLE

STUDYING INFORMATION	MONDAY		TUESDAY		WEDNESDAY		THURSDAY	
	Pre 8am	After school	Pre 8am	After school	Pre 8am	After school	Pre 8am	After school
Study time i.e 6-7am (Pre 8am)								
5 -7pm (After school)								
Break time i.e 6:20 - 6:30am (Pre 8am)								
6 -6:15pm (After school)								
Subject Chapter name and number								
Unit name and number								
	FRIDAY		SATURDAY		SUNDAY			
	Pre 8am	After school	Pre 8am	After school	Pre 8am	After school	Evening 6pm	
Study time i.e 6-7am (Pre 8am)								
5 -7pm (After school)								
Break time i.e 6:20 - 6:30am (Pre 8am)								
6 -6:15pm (After school)								
Subject Chapter name and number								
Unit name and number								



Study hints

During Term-Time

- Prepare for lessons by reviewing most recent lessons.
- Listen attentively in class; this lays the basis for understanding. He/ she should take accurate notes in class of the key points.
- Sit in front of class to avoid disruptions.
- Start assignments early, and keep a careful record of assignments and homework. These should be organised such that they can easily be located when needed.
- Motivation is necessary for effective study. Clarify your study and career objectives (i.e. to complete a personal plan).
- Draw-up a study timetable, organised day-by-day and subject-by-subject. In doing so, you should identify and secure the 'right' hours.
- Set up a designated study place in the house – as best you can; the space should be clean, quiet, orderly, bright/ well lit and oxygenated.

In the Build-up to Exams

- Eat, sleep and exercise properly, to keep your mind working.
- Keep to your study schedule/ timetable. (Ask your parent to monitor this.)
- Maintain your study area and equip it with all material needed.
- Be focused and minimise possible distractions. This makes study time more efficient.
- Prepare a detailed daily study schedule. Focus on one subject at a time. Divide the study material into blocks and decide how much time to spend on each part. Try to divide the work into blocks of not less than 20 minutes and not more than an hour. Break at the end of each block.
- Do a quick review of what you have covered, each time you return from a break.
- Learn actively – do things to activate the brain: write (summaries), speak, teach a sibling
- Sit upright in a chair when learning; do not lie on a bed. You can avoid daydreaming by asking questions as you study.
- Review/repeat study material regularly. The key to learning is repetition. Overlearning Material Enhances Memory. Summarise the summaries.
- Use flash cards (Front – term; Back – definition & fact).



Practical things to do at home to study effectively

- Eat well-balanced meals three times a day.
- If the home is too busy and noisy, find out about other venues where you can study.
- Try to find and protect a special study space.
- Make sure your study area has good lighting.
- Ask all in the house to respect that you are trying to study; ask them not to distract you; limit house chores in the build-up to exams if possible.
- Switch off your phone during study sessions, or switch it to silent.
- Work out your attention span.
Most people can only concentrate for 20-60 minutes at any one time.
- Remember your long-term and short-term goals (goals for the term, the week, today, tomorrow).
- Lead a responsible, balanced lifestyle

ON THE DAY OF AN EXAM

Before the exam

- Have a good night's sleep.
- Don't eat too much before the exam.
- Get up early and be ready.
- Go over summary notes that you have prepared whilst learning.
- Don't try and get too much information in ('cram') just before the exam.
- Check to make sure you have everything you need before you leave home.
- Don't talk about the exam with other students before the time.

During the exam

- Read the whole paper.
- Don't leave any questions unanswered.
- Never leave the room early.
- Write down ideas somewhere as they come to you during the exam.
- Answer the questions that you are most comfortable with first.



Pathway beyond Matric

Introduction

This is an area of mentorship that requires caution, accuracy and realism. The danger is for mentors to dive into the world of applications prematurely and recklessly. This has numerous unintended negative consequences. This document advises mentors how to facilitate and manage this process effectively.

Realism

Entrance requirements for all courses at credible tertiary institutions are communicated in their respective handbooks. If a mentee meets the criteria then he or she should be encouraged to prepare an application. However, if a mentee does not meet the entrance criteria then that mentor should not encourage the preparation of an application.

GADRA Education has run a student mentoring programme at its Matric School (GMS) for the past three years. It has used a 'reflection note book' as a key monitoring tool. One of the hallmarks of the majority of mentors' books is that they tend to spend a lot of their time and energy trying to assist their mentees to submit tertiary applications. In some cases, this is entirely justified and appropriate. However, in many cases, this is inappropriate because the mentees do not meet the entrance criteria of the said tertiary institutions. It's as if the mentor makes the killer assumption that: 'since I made it to Rhodes, my mentee will make it to Rhodes'. An unrealistic focus on tertiary applications is counter-productive for the following reasons:

- It gives the mentee a false impression of his/ her proximity to university.
- In this way, it reduces the sense of study urgency that is paramount for every Grade 12 learner.
- It takes the focus off study (the here and now) and places it on to a delusional university future.

Mentors are asked to desist from encouraging unrealistic tertiary applications.

Timeframes and quality control

There are three main windows of opportunity for submitting tertiary applications. First, if one's mentee's Grade 11 results meet the entrance criteria, then it is advisable to use these as the basis of an application. These applications should be submitted before the June examinations, preferably in April or May. Second,



if the June results are adequate, these should underpin a July application. The final window opens with the release of Trials results in late September. Given that final examinations commence in mid-October, this window is effectively open for a very brief period. In addition, it must be understood that tertiary institutions process applications as they come in. That is, an application should be submitted as soon as possible. By the end of the academic year, most institutions have allocated 95% of available places to applicants. For this reason, it is almost impossible for a student to apply successfully in January, using the final NSC examination results as the basis of the application.

A good set of results is a necessary condition for a successful application. But this is not a sufficient condition for a favourable response. It is important that the application is completed honestly, thoroughly, coherently and articulately. For this reason, it is advisable for the mentors to offer a quality control service in relation to vetting applications before they are submitted. It is particularly important in this regard that the mentor go through all essay-type questions carefully, checking for the quality of the English used and overall coherence of response. It is advisable for the mentee to prepare draft answers on foolscap paper for editing, before copying this onto the actual application form.

The importance of a pathway

Rather than being obsessed with or having a narrow focus on tertiary applications, mentors should focus on ensuring that their mentees have a clear and useful academic pathway into the future. The short-term emphasis in this regard should be to obtain as good a quality of National Senior Certificate as possible.

Let's consider the following scenario. A mentee passed Grade 11 on a Higher Certificate level. The mentor's initial role is to assist the mentee to understand this and its implications. Thereafter, he or she needs to encourage the mentee to effect as much improvement as possible by the June examinations. In the June examinations, the candidate passes with a Diploma level pass. That is, the mentee has improved the quality of his or results, but not by enough to have obtained a Bachelor level passes let alone a good quality Bachelor level pass. The most appropriate and relevant advice that the mentor could give in this situation would be that the mentee focus on continuing or sustaining the upward performance trajectory. (By implication, the mentee should not place the emphasis on using the June results to apply for admission into Diploma courses. The only exception in this regard is if the mentee has his or her heart set on a particular diploma programme AND if the June results meet the specified admission criteria.) In the Trial examination, the candidate passes with a Bachelor level pass and has accumulated adequate points to warrant a tertiary

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application. This should be prepared and submitted without delay. However, it is equally important for the mentor to keep the mentee's focus on preparing for the Final Examinations. In the Final Examination, the candidate's overall level of pass comes down from Bachelor to Diploma, with a points tally of 26. There are essentially two pathway options: straight to tertiary to pursue diploma study (in the event that an earlier application was successful); or a year of upgrading at the GADRA Matric School. The latter is strongly advised, because this route is likely to secure a Bachelor pass with high points a year later.

A key outcome of the programme will be to ensure that as many of the mentees as possible do not reach a study cul-de-sac at the end of their Grade 12 year. This can be achieved through two overall mentorship strategies, namely:

1. Encourage maximum mentee improvement over the course of his/ her Grade 12 year.
2. Offer viable and accessible pathways into a post-Grade 12 future. These include: self-study to improve Grade 12 results; the GADRA Matric School; certificate study at a FET College; diploma or degree study at University.





University Application tips

Application processes. Access to many key opportunities (tertiary study, bursaries, jobs, grants and donations, tenders, loans) involve completing application forms. So the information that is shared here is relevant to you both as a mentor (in helping your mentees complete forms) and as a prospective job hunter or entrepreneur or post-graduate student.

1. **Objective, clear admission criteria.** In the case of Rhodes University, the criteria revolve around total number of points and subject-specific results. The minimum number of points is 33 and candidates must have achieved 50% or over for English (HL or FAL). The Rhodes Handbook makes it very clear that 'your application will only be considered for admission to the University if you qualify for a Bachelor's degree study AND you satisfy the faculty requirements.' The 9/10ths management team has analysed all the Ntsika, Mary Waters and Nombulelo results and identified all eligible candidates. Documentation in this regard will be distributed to all mentors. If your mentee does not appear on this list, you should not put ANY energy into applying to a tertiary institution based on the June results. Rather, ALL the focus should be placed on improving performance in Trials and Finals. It is futile to submit tertiary applications that do not meet the criteria; the same goes for job applications.
2. **Prioritisation and getting to the front of the queue.** There are two main ways in which institutions process applications that have been submitted. Either they deal with them as they are submitted or they wait for the deadline and then process them all on an even basis. Because of the large numbers of applications that Rhodes (and other universities) receives, it deals with applications as it receives these. In such cases, it is imperative that one submits one's application as early as possible. This is particularly pressing when there are only a limited number of places available, such as the case with Rhodes's Extended Studies Programmes. It is for this reason that 9/10ths will insist on a managed, structured, time-framed process for all Rhodes applications. See below.

The following relate specifically to the actual filling in/ completion of forms.

3. **Honesty.** It is very important for one to be honest when answering questions and providing information. This is necessary and important in relation to all application processes, including university applications. For example, one must provide accurate information about one's results and one's family income. The former will determine whether or not one meets the admission criteria and the latter relates to one's eligibility for financial aid. It should be understood that



dishonesty is both morally wrong and it has/ can have serious consequences. The declaration at the end of the Rhodes form starts as follows: 'I, the undersigned, hereby declare that: To the best of my knowledge and belief, the information furnished in this application is true and correct and that if it is found to be false and misleading in any respect, this application may be invalidated and the applicant's registration terminated'.

4. **Thoroughness.** Application forms are carefully worked out by the organisations responsible for them. They seek to solicit and probe information on specific issues. Therefore it is essential that applicants provide all information required. That is, no question should be left unanswered. In relation to the Rhodes application one question that should be highlighted here is: 'Apart from the books you have had to read at a school, what is your favourite and why?' Through this question, Rhodes is attempting to gauge the extent to which the applicant reads for pleasure. It is thus necessary for all applicants to have read a novel and to be able to write coherently about it. Mentors are advised to give their mentees a heads-up in this regard to ensure that if a novel still needs to be read, this can happen without delay.
5. **Quality.** There are two dimensions to the need to submit a good quality application, namely presentation and substance. The first dimension refers to the way that the application looks. It should be neat and clean, so avoid eating or drinking whilst filling in the form. Concentrate when answering the questions so that a minimal number of errors are made. Because the answers are hand written, every error creates a 'messier' application. Ensure that the writing is big, clear and legible, so that it is easy for the assessors to read the answers without difficulty. The second dimension of quality is the substance of the answers and information provided. In this regard, the final section of the application form (pages 8 – 10) is particularly important. Most of the questions in this section require essay-type responses. Some indicators of substantive quality are: answering all components of the questions/ topics; coherent structure; and good English. For example, the response to section 2 MUST include narrative on one's experiences, skills AND characteristics. The information on each should be cogent and coherent, and presented in the order that it is asked. In order to ensure that 9/10ths submits applications of consistently good quality, mentors will be required to prepare draft responses to all questions in the final section for submission to their mentors in session 7. These will be edited by the mentors and returned to the mentees in session 8. Thereafter, the forms will be submitted to the school and later collected by GADRA for checking and submission.
6. **Post-submission process.** A 9/10ths team will submit all the applications to the Rhodes Student Bureau and attempt to set up a system to track overall progress with the processing



of applications. As soon as the team receives information about the success or otherwise of an application it will inform the mentor. The team/ mentor will work with the applicants to deal with all post-acceptance tasks, specifically, to accept the offer, apply for financial aid and register for National Benchmark Tests (NBTs). A letter of acceptance of the offer must be written together with a note (if applicable) that the payment should be waived on the grounds of inadequate family income. Financial aid application forms are available from the Student Bureau. These should be completed by all successful applicants who come from families where total annual income is less than R180 000 (or R15 000 per month). The two documents (acceptance of offer and financial aid application form) should be submitted together, during the October vacation at the latest. Finally, it is necessary for all successful applicants to register for the NBT(s). The 9/10ths team would like students to register to write this. The registration fee is R80 per paper. If needs be, the project will avail a fund to ensure that all successful applicants are able to register. If the timeframes suggested here are followed, all successful applicants would have completed all post-submission tasks before the final term commences. This will mean that these students can focus all their attention on preparing for and writing their Final National Senior Certificate (NSC) Examinations, without tertiary distractions.

Key Principles Related to Editing the Final Section Questions

Introductory Comment

This is particularly important for applicants with less than 45 points. Candidates with between 33 and 45 points are considered at the discretion of the Dean and other university staff. A key factor in determining whether or not an application is approved or rejected is the quality of the final section answers. This document explains how a mentor can assist a mentee to deliver good quality answers.

Section 1:

Favourite Book.

This is asked to assess the literacy of the applicant. The book cannot be a school text; that is, no *Pride & Prejudice*, *Nothing But the Truth*, *Animal Farm*, etc.

Schooling Disruptions. The university is soliciting any 'mitigating' factors. That is, if schooling was disrupted or sub-standard, this should be disclosed and elaborated. The university will take this into account when making decisions, especially for applicants who have less than 45 points.



Section 2:

Personal Information (Experiences, skills, characteristics)

Thoroughness. It's not adequate to provide information on only 1 or 2 of the topics (eg on skills or/ and characteristics). One must provide information on all three topics. A topic that many working class applicants struggle with is 'experiences'. They think that because they had not had the opportunity to enjoy any exotic experiences that they have not had any experiences. In fact, what Rhodes is wanting to know is how one's life experiences have shaped one. The role-play presented in the training session focuses on this issue.

Relevance. As far as possible, the information should relate to one's 'academic persona'. Specifically, the information that one shares in relation to experiences, skills and characteristics should be relevant to one's aptitude in and inclination towards academic study. The experience of an overseas trip or one's sporting skills for example, are not relevant here.

Structure. It's best to divide these 100- 150 words into three blocks of text, between 33 and 50 words each. All the information pertaining to experience should be presented in the one block, and the same goes with the all information pertaining to skills and characteristics. This is not a 'hard and fast' rule; in certain cases it may work better to intersperse information across blocks. But the key point is that the structure of the answer must make it clear to the reader that all topics have been well addressed.

Coherence. The more the three blocks of text 'speak to each other', the better the answer is. For example, if the applicant can clarify how one's life experience has shaped one's characteristics, this enables the reader (at Rhodes) to develop a coherent understand of the applicant. This will count in his/ her favour.

Section 3:

Essay – Your Rhodes University Future

1. **Why do you want to study towards a degree?** Here one can either offer **technical** reasons or **personal** reasons, or a combination of each. Technical reasons include factors such as qualification requirements for one's chosen profession. Personal reasons refer to factors such as one's desire to study at university and recognition that studying at a good quality university towards a degree is a wonderful opportunity for personal growth. It is recommended that this kind of sentiment should be expressed in the answer.



2. **What has motivated your 1st choice of degree?** The answer should link one's 1st choice of degree (as selected on page 2 of the application form) with one's chosen progression or career interests. Mentees should be advised to refer to their personal plans in the event that they are stuck here. Also, if possible applicants should establish a link between their skills (as outlined in Section 2 of the form) and their chosen careers. If the applicant can establish a link between his/ her skills, chosen career and 1st choice of degree, then the answer will be compelling.

3. **Anticipated Challenges.** This is an important issue because it speaks to an applicant's ability to anticipate challenges and to plan how to rise to these challenges. There are various sets of challenges that disadvantaged working class students are likely to experience as Rhodes, including financial, academic and cultural issues. Financial constraints mean that disadvantaged students are not able to lead 'the good life' whilst at Rhodes. They will not be able to socialise, eat out, go drinking, buy the latest fashion and so on. In order to cope with such financial challenges, students need to be single-minded about their purpose of being at university – to think, study and learn. Being educationally disadvantaged in South Africa means receiving an inferior education, one that leaves one with educational deficits. The step-up from school to university is considerable, so to bridge the gap carrying deficits requires resolve, determination, sustained prioritisation of study, and so on. If one attended an under-performing school, it is likely that this was a mono-cultural environment in which relatively little English was spoken. By contrast, Rhodes is a multi-cultural environment in which English predominates. Two attitudes are needed to cope in this regard: a sense of groundedness and pride in one's own culture and an openness and enthusiasm to be exposed to other cultures.

4. **What will you do with your degree?** Obviously, one of the main reasons that people attend Rhodes University is to obtain a qualification that will enable them to secure meaningful employment. Applicants can and should be explicit in this regard. However, they are advised to avoid coming across as too self-absorbed or focused on enrichment. In this regard, it is recommended that they make it clear how they intend to give back to society after they have graduated. Pro-bono work, volunteering and donating are some of the mechanisms through which one can contribute to society or community development. Rhodes prides itself as an institution 'where leaders learn' and places a large value on societal leadership.



FINAL WORD

Mentors carry the torch of wisdom

Jonathan Jansen | 13 November, 2015 00:08

Until you have met Andrew Koopman, you have no idea what a South African hero really looks like.

You will not notice him in a crowd, and when he does push forward to greet you the last thing you see is one of South Africa's most inspiring community activists. What you see, rather, is a slightly unkempt man who forgot to shave that morning and who is more likely to ask you for spare change than bring you a book to sign.

That is what Andrew looks like through the prejudiced lens of a middle-class South African eye. The owner of AK Snapshots runs a study group in Tafelsig and young people come from other parts of the Cape Flats to form part of Koopman's amazing project.

And when you see him there is something that puzzles you right away. Wherever Andrew goes, there are six to nine schoolchildren walking behind him like disciples following their spiritual leader.

Where the mentor goes, the disciples go, trudging behind him with determined steps, often with book in hand. You see Andrew and his Mitchells Plain students at book fairs and at book launches; they tend to occupy a whole row of seats and he always books tickets in advance so that these teenagers can be present among new authors and participate in debates on the state of education, society and politics.

They buy books and bring them for a signature. Invariably the young students come for a 'selfie' and ask questions about career choices. They are more alert in your book talk than anyone else.

'Organisational change is not a straight line,' I proffer, 'for with every two steps forward you are likely to slide one step backwards.'

And then, as I am wont to do, I jump into the more youthful side of the audience with a slightly off-the-topic education question - 'And what is the equation for a straight line?' - not expecting an on-the-spot answer on a lazy Saturday afternoon from the surprised youth in the crowd.



Andrew's student cannot wait for the question to be completed: ' $y = mx + c$ ' says a young man with the same calm with which one might have responded to a question about the time on your wrist watch.

Andrew stands up and lists the achievements of this group of young black youth from the streets of Mitchells Plan - 'this one 99% in mathematics, that one 95% in physical science, and this one ...' The audience gasps. These children do not come from the fancy schools in the southern suburbs but they achieve better than those whose parents pay exorbitant school fees on the leafy side of Cape Town.

So what is the difference? It's called mentorship. So much of the focus of school change is, rightly so, on subject teachers. But what about those educators like Andrew who understand that teaching is much more than what happens in a classroom? It is also about making available the gift of mentorship to young high school students.

The mentor opens the world to you outside the classroom. He or she brings you into networks that children might never otherwise gain from. This special kind of teacher senses learning opportunities over weekends in places like book talks - for once a child discovers the pleasure of reading, a life can change forever. The mentor speaks well of her students in public places, thereby raising the confidence levels of shy, reticent youth more than any lesson on algebraic equations can ever do.

The mentor is 'there' for you, always present, listening and responding, caring and promoting the youth in his charge. The mentor teaches wisdom while the regular teacher conveys knowledge. You follow the mentor and a new world opens up to you.

More than ever before I receive e-mails and Facebook requests to become somebody's mentor. Young people realise they lack someone like Andrew to show them the way and to help them avoid mistakes made by others.

So often adults at talks around the country ask me: 'What can I do to help the situation, to make a difference in education?' Here is my suggestion - offer yourself as a mentor at a school. Take a small group and meet them regularly. Go to the movies, take them to book events, have them meet inspiring role models. More important than end-of-year exams, help our youth pass the examination of life.

<http://www.timeslive.co.za/thetimes/2015/11/13/The-Big-Read-Mentors-carry-the-torch-of-wisdom>

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