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## An APPRAISAL analysis of the discourse of student assistants' reports at an Eastern Cape girls' boarding school

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**Abstract:** This article reports on a pilot investigation into the language of assessment in a bi-weekly report system of an urban South African all-girls boarding school. The data are drawn principally from four student assistants working in one of the school's hostels and are analysed using the theoretical framework of APPRAISAL. The focus is on the APPRAISAL resources that the stooges use in writing their reports, specifically their choices from the ATTITUDE and GRADUATION subsystems. Analysis indicates that Judgement and Affect instantiations, augmented by the use of Force rather than Focus, are dominant. There is also individual variation within the overarching prosody, indicating a difference between the 'newer' and the 'older' student assistants' reports. We argue that such choices reflect and reaffirm the school's core values and vision, the reports functioning as monitors of behaviour and as a means of aligning the learners with the school's standards. The matron's feedback is suggested to be an added measure of ensuring alignment with the school's values.

### Introduction

#### Overview

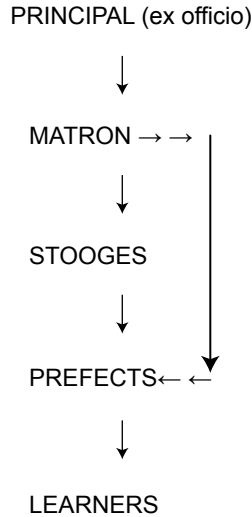
We report on an investigation of the language of evaluation used in a bi-weekly report system at a South African all-girls boarding school. In this introductory section we contextualise the study by first describing the hostel structure at Eastern Cape Girls' High (ECGH) – a pseudonym – and the backgrounds of the four student assistants who are focal to this study, before turning to the ethos of the school as reflected in its Vision and Mission Statement.

In South African boarding schools, student assistants are referred to as 'stooges' and this is a term worth explaining. *The South African Dictionary Online* (2010) defines a stooge as 'one who allows oneself to be used for another's profit'. Its use, as suggested further in the *Oxford English Dictionary Online* (2010), is derogatory, as a stooge is often expected to carry out unpleasant routines and tasks. However, at ECGH stooges are valued. They are respected by their charges and carry out work under the matrons' supervision, such as supervising 'prep' (that is, homework).

#### Hostel structure and stooges' responsibilities

ECGH is an urban, government, South African, all-girls, senior school at which boarding facilities are offered. The school has approximately 400 learners from Grade 8 to Grade 12, approximately 120 of whom live in the school's five hostels. The school is noticeably multicultural though learners living in the hostels are predominantly black and isiXhosa-speaking, as are the majority of the matrons. Each hostel has its own matron, stooges and prefects. The hostel focal to our study accommodates 52 learners, inclusive of the prefects (who are in Grade 12). The average age of the learners is between 13 and 14. The hostel employs four stooges who supervise such evening activities as prep and bed-time when the matrons go off duty at five o'clock (although the matrons remain on the premises). The hierarchy at the hostel is illustrated in Figure 1.

Each of the stooges is expected to write a bi-weekly report on the 13 learners assigned to each of them (their 'group') as part of watching over them. Every two weeks on a stipulated date, these



**Figure 1:** Hierarchy of power in the hostel system

reports are handed in to the matrons who read and provide feedback on them. This feedback is prompted by what the stoooges have written, what the matrons know and what action the matrons believe is necessary, if any. The reports are then returned to the stoooges.

The stoooges in question were all full-time students at a local university, who attended lectures during the day and fulfilled their stoooge-related duties at night. Two, namely, Rebecca and Isabella<sup>1</sup>, began stoooging at the beginning of the year in which we collected our data. The other two stoooges, Lara Ann and Cara, had already had approximately half a year's stoooging experience in the hostel, and were therefore more familiar with the hostel system, the matrons and the ethos of the school than were Rebecca and Isabella.

In terms of hostel interaction with the learners, the stoooges are on duty one night a week during which they supervise prep, supper and 'putting the learners to bed'. They are also on duty every alternate weekend, which involves supervising prep and all meals. In addition, they organise hostel activities with the learners and sign in and out those learners that go to town or church. Thus, weekends are when stoooges and the learners are in greatest contact. It is on the basis of this interaction, observation and one-on-one discussion with the learners that the stoooges base their reports.

### ***The school's ethos***

The ethos of the school, as will be shown later, is vital to understanding the stoooges' bi-weekly report discourse. Each learner and each stoooge is given a Hostel Code of Conduct (see extracts in Appendix A) and becomes familiar with the school's Vision and Mission Statement (see Appendix B) from other documents such as application forms, the school's magazine and the school's website, which reveal the core values that are endorsed and enforced by the school. The Vision, in effect, summarises this (see Appendix B). We refer to key aspects of the school's ethos in what follows.

'At Eastern Cape Girls High we support ... one another' (Appendix B, Vision). This 'support' is a key tenet of the school and is augmented by attempts to enforce respect for self, others and the environment, as stated in the Code of Conduct (Appendix A, 51). The learners are encouraged to show this support through 'helpfulness ... courtesy ... [and] consideration' for one another (Appendix B, Clause X). The core values are thus summed up in the words 'support' and 'respect'.

The school, furthermore, is concerned with creating a comfortable environment for the learners to live and study in. This is evident in that 'security of boarders and staff is of paramount importance' (Appendix A, 2). The enforcement of this security is augmented by specifying particular 'town

outings' (Appendix A, 1) and having signing in/out procedures, evidenced in the Code of Conduct (Appendix A) whenever the learners leave the hostel. The staff at the hostel is thus aware of the learners' whereabouts at all times. Ensuring a 'safe' (Appendix B, Vision) environment is congruent with ensuring a 'happy environment' (Appendix B, Vision) as once the learners feel secure they are freer to make use of the 'broad spectrum of activities and facilities' available (Appendix B, Vision). There is also the suggestion that the school encourages the learners to be self-motivated and self-disciplined. This is seen in the school's esteem and regard for learners who 'tak[e] initiative' (Appendix B, Clause IX), learn to function 'individually and as part of a group' (Appendix B, Clause IX) and the school's encouragement of them to set goals and work towards those goals. The school, accordingly, offers a wide range of 'activities and facilities' (Appendix B, Clause I) such as sporting and cultural extra-curricular activities, with the necessary equipment and instruments, to allow learners opportunities for participation and 'develop[ment of] their full potential' (Appendix B, Clause IV). The school thus seeks to facilitate an environment which will 'enrich' the learners (Appendix B, Vision).

As regards the relevance of the above to the bi-weekly reports written by the stooges, we note that the reports are largely concerned with the emotions, feelings and behaviour of the learners, and, it would appear, as we argue later, that the Code of Conduct, Vision and Mission Statement are the central standards by which the learners are assessed.

### **Research Questions**

Our work seeks to answer the following questions:

1. What is the context of the bi-weekly reports and how do they fit into the school/hostel system? (This has been dealt with above).
2. What patterns of APPRAISAL choice are evident in the data and how typical are they of school performance reports? (This is reported on in the section headed 'Findings').
3. How, if at all, do the patterns of APPRAISAL choices differ from stooge to stooge? (This is reported on in the section headed 'Aligning with the school's standards').
4. What kind of community of feelings or alignments do the patterns of APPRAISAL choices in the data help to construct? (This is reported on in the sections headed 'Aligning with the school's standards' and 'Role of the matron's feedback').

### **Review of literature**

In what follows we outline the APPRAISAL systems and subsystems most pertinent to our study, before reviewing prior studies that deal with management within boarding-school environments, and the role of feedback across institutional relationships, since these have informed our interpretation of the data elicited for this study.

### **Systemic Functional Linguistics and APPRAISAL**

The study is conducted within the theoretical framework of Systemic Functional Linguistics (SFL) which is defined as 'a functional semantic approach to language which explores both how people use language in different contexts, and how language is structured for use as a semiotic system' (Eggs, 2004: 20–21). Underlying SFL is a commitment to investigate three metafunctions (Textual, Ideational, Interpersonal) which communicators are posited as expressing concurrently whenever they engage in spoken or written interaction. The Textual metafunction is concerned with how texts are structured in terms of coherence and cohesiveness and how people use language in bringing structure and understanding to a text. At the heart of the Ideational metafunction is the encoding of experience through the representation of processes, participants and circumstances. The Interpersonal metafunction is concerned with capturing the relationships between author or speaker, text and reader or listener. Martin (2000: 143) suggests that often 'the basic reason for advancing an opinion is to elicit a response of solidarity from the addressee'. Therefore, within the Interpersonal metafunction, we are concerned with what relational function utterances serve. APPRAISAL analysis is connected with the Interpersonal metafunction through its concern with the formation of communities of feeling through the choices made in evaluative language.

Turning now specifically to the APPRAISAL framework, White (2001: 4) defines APPRAISAL as: 'A particular approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationships'.

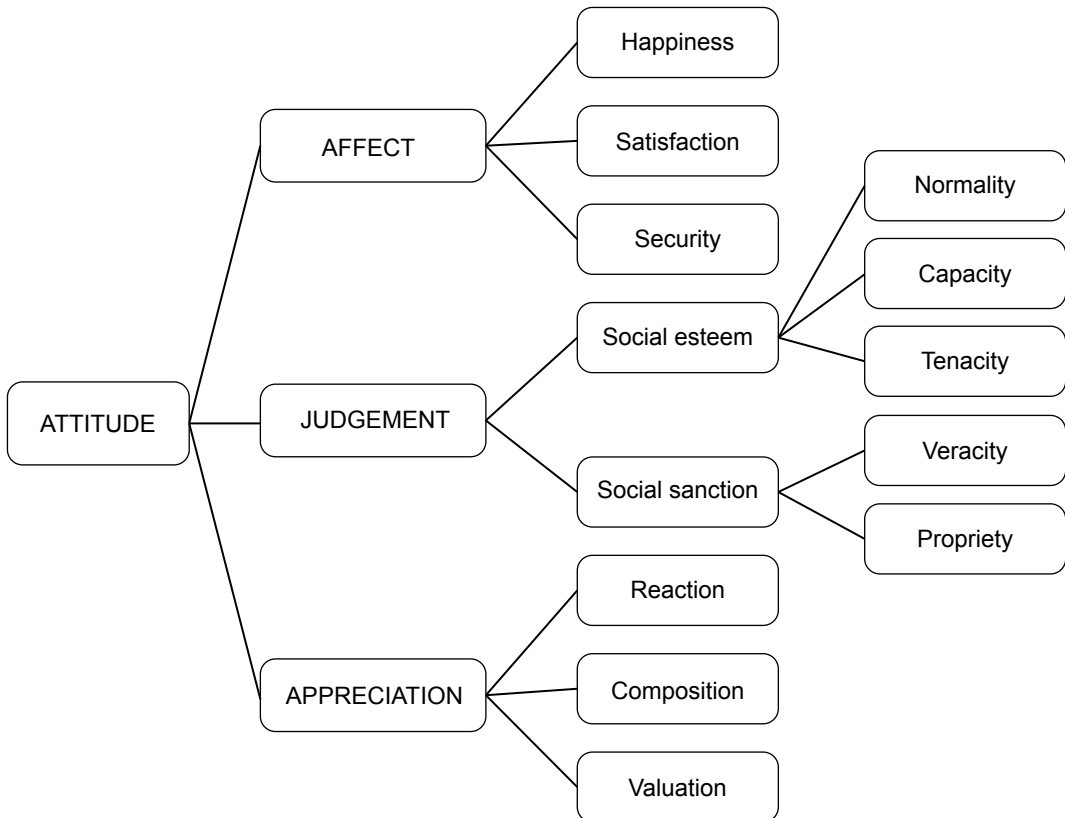
This account is similar to Martin's (2000: 145) description of APPRAISAL as 'the semantic resources used to negotiate emotions, judgements, and valuations, alongside resources for amplifying and engaging with these evaluations'. Both definitions show that APPRAISAL is concerned with the language of evaluation, which is what makes it so suitable to the purposes of this study, which explores the APPRAISAL resources used by the stooges in making judgements and observations of their charges and how these seek to channel the learners' behaviour.

The overall APPRAISAL system comprises three subsystems: ATTITUDE, GRADUATION and ENGAGEMENT, each of which we outline below. However, we draw on the resources available in the first two of these subsystems only, for reasons that we explain later.

**ATTITUDE**

ATTITUDE as a subsystem can be divided into further subsystems as summarised in Figure 2.

Affect can be defined as the resources employed for 'expressing a person's feelings' (Droga & Humphrey, 2002: 75). Put more elaborately, this system enables 'evaluation by means of the writer/speaker indicating how s/he is emotionally disposed to the person, thing, happening or state of affairs' to which reference is made (White, 2001: 4). As the chart in Figure 2 indicates, Affect is in itself further divided into three subsystems. The first is Happiness which is concerned with



**Figure 2:** The subsystems of ATTITUDE

'affairs of the heart' (Martin, 2000: 150) such as sadness, anger, love, and so on. The second is Security, which covers one's well-being in terms of fear, trust, confidence, and the like. The third, Satisfaction, deals with the 'pursuit of goals' (Martin, 2000: 150) lexically represented in words such as 'bored', 'unimpressed', 'engrossed', and so on as they indicate the engagement of a person with their task and the fulfilment they do or do not gain from it.

White (2001: 4) describes Judgement as the 'assessments of human behaviour typically making reference to rules or conventions of behaviour' (such as the hostel's Code of Conduct referred to earlier). Judgement is divided into two subsystems which divide into three further systems. Firstly, Judgement can be construed as issues pertaining to Social Esteem. This refers to admiration or criticism with no legal implications (Martin, 2000) and is in turn divided into three subsystems, namely, Normality, Capacity and Tenacity. Droga and Humphrey (2002) explain that each of these are prompted by questions:

- Normality – Is the person referred to special?
- Capacity – Is she or he capable?
- Tenacity – Is she or he dependable?

It is through a different set of questions that the subsystems for Social Sanction (the second subsystem of Judgement) can be also understood. Social Sanction is concerned with judgements of morality and legality, these two subsystems being distinguished by asking the following questions:

- Veracity – Is the person or system referred to honest? (That is, truth is focal.)
- Propriety – Is she, he or it beyond reproach? (That is, ethics is focal.)

The third major subsystem of ATTITUDE, Appreciation, is defined as the system of choices that enables 'expressing aesthetic assessments of objects valued by society such as artworks, states of affairs or people' (Droga & Humphrey, 2002: 75). It too comprises three subsystems. Droga and Humphrey (2002) provide simplified definitions by means of which to understand these three categories. Reaction is concerned with expressing the 'emotional impact of the phenomenon' (Droga & Humphrey, 2002: 82), for example, 'arresting' or 'boring'. Composition entails commenting on the form and structure of a phenomenon, for example, 'intricate' or 'distorted' (Droga & Humphrey, 2002). Thirdly, Valuation entails making a judgement of an item's 'worth or significance' (Droga & Humphrey, 2002: 82), for example, 'unique' or 'shallow'.

### GRADUATION

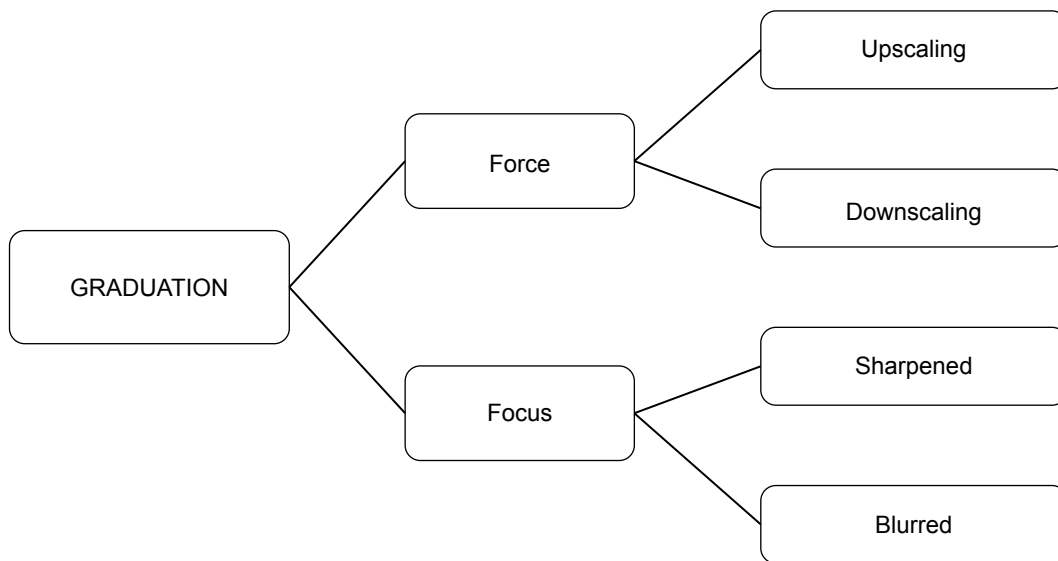
GRADUATION instantiations augment ATTITUDE expressions through increasing or decreasing a speaker's (or writer's) investment in an opinion. The subsystem can also be subdivided as shown in Figure 3.

Force indicates a division between Upscaling, which is the means of increasing the intensity of an expression, and Downscaling, which means decreasing the intensity of an expression. Focus subdivides into a Sharpening of an instantiation which makes it more precise or it can be Softened/ blurred and made less precise. The appearance of these, lexically, is usually through the use of additive adverbs or adjectives such as 'very', 'a little bit', 'generally', 'almost', and so on.

It is important to recognise that the identification of these systems in a text can be overt or covert. Martin (2000: 142) describes the overt presentation as 'inscribed appraisal' as there is explicit expression in the text, for example, 'I am happy' – an expression of Affect and, specifically, positive Happiness, as seen in the lexical item 'happy'. A covert representation would be implicit and thus be termed 'evoked' (Martin, 2000: 142). For example, 'John ducked for cover' implies that he was afraid and is construed as a negative expression of Security. In this article we use the terms 'inscribed' and 'evoked' to refer to overt and covert expressions, respectively.

### ENGAGEMENT

The subsystem of ENGAGEMENT is concerned with how speakers or authors enter into dialogue with their audience as well as how they position themselves according to the propositions they make within their text (Martin, 2000). In this study, we chose not to explore the workings of this subsystem in the choices made in the discourse of the stooges' reports as we are more concerned with the valuations made by the stooges and not how they engage with those valuations.



**Figure 3:** The subsystems of GRADUATION

### **Prior Studies**

Our study is a contribution to work done on institutional discourse, few such studies having in fact been done using the APPRAISAL framework. A recent study by Marshall *et al.* (2009), uses the APPRAISAL framework in investigating peer reviews of researchers seeking National Research Foundation (NRF) ratings. Similar to our study, the research used a 'large body of reports' (Marshall *et al.*, 2009: 406) as the data for analysis. Focusing specifically on the resources within the subsystem of ATTITUDE, that study finds 'distinct strategies for praising or criticising' applicants (Marshall *et al.*, 2009: 404). What is noteworthy is the association of those strategies with reader alignment as well as alliance-forming with the applicants themselves. The Marshall *et al.* (2009) study guides us in considering how a close analysis (within the ATTITUDE system) can foreground patterns of choice that reveal the relationships being established between reader, author, text and situational contexts. Earlier, non-APPRAISAL studies into the role of report systems in schools have focused on teacher-parent feedback (Keogh, 1995) where texts are viewed in light of the presentation of the school's image and the positioning of participants in the institutional contexts explored, with the text playing a mediating role. Tunstall and Gipps (1996) conducted a study into the role of teacher-child feedback, (via evaluation, judgement and student assessment), in promoting progressive learning. While these three studies do not target the language of assessment in boarding schools, they are not completely unrelated. With regard to other studies, Keogh (1995: 31) highlights a key theoretical consideration when looking at the notion of feedback reports – that being that 'texts are situated in and structure social relations in which people are actively at work. Texts enter into and order courses of action and relations among individuals'. This links to our study of bi-weekly stooge reports as they are considered as 'situated in' social contexts' (Keogh, 1995: 31) and are understood as a means of 'structuring social relations' (Keogh, 1995: 31) through the surveillance and management of behaviour.

Studies into the nature, specifically, of boarding schools have been done by Van der Westhuizen *et al.* (2008) and Lambert *et al.* (1975). Van der Westhuizen *et al.* (2008) raise the point that research in southern Africa has mainly focused on the problems concerning student discipline and its effective management. Their study explores the organisational culture of boarding schools, focusing on how it is manifested in schools through the leadership activities, work ethic and morale of students and teachers, while the intangible manifestations of the

schools' culture are identified as symbols, ceremonies and traditions. It is through these tangible and intangible manifestations that the schools attempt to shape behaviour and manage discipline in boarding schools. This links to our exploration of behaviour modification and monitoring within ECGH and how the school's culture is represented and reflected through the reports written by the stooges. With regard to Vision and Mission Statements (which we treat as crucial in our study), Swales and Rogers (1995: 223) assert that such texts are a means of 'projecting' an institution's philosophy. These studies by Van der Westhuizen *et al.* (2008) and Swales and Rogers (1995) are thus relevant in highlighting the importance of a school's ethos in informing behavioural expectations in schools, which we return to later. The book by Lambert *et al.* (1975) on their study into co-educational boarding schools in England and Wales focuses mainly on boys. Despite this, their study presents findings and issues equally pertinent to our work. An important insight from the book their statement that: 'To attain a degree of consensus on its goals and values and on the institutional means to attain them the [boarding school] employs mechanisms of social control' (Lambert *et al.*, 1975: 74).

The notion of mechanisms of social control shapes how we view the role of the bi-weekly reports in the ECGH school system. By assessing the language of evaluation, noting what Judgements are made, what is Appreciated, with what Affect and Graduation, our study (like that of Lambert *et al.*) is based on the notion that the reports are a system used 'to check deviation from ... desired goals and values' (Lambert *et al.*, 1975: 74–75).

### **Research methodology**

This section explains how we collected, sorted and analysed the data for this study.

#### **Subjects and researchers**

The research centres on two sets of bi-weekly reports on each of the 12 to 13 learners supervised by the four stooges linked to Corner House, one of the hostels at ECGH.

Of significance is the fact that the first author is one of the stooges whose reports form part of the data analysed in this article. She was however unaware at the time of writing them that they would figure in a research project. Hence negative influences arising from the observer's or associated paradoxes are highly unlikely. In fact, we perceive her position as part of the school system to be a benefit, in that she has been able to offer a participant's perspective on the hostel system, current affairs in the school and on the report-writing convention more generally. Dangers that she might have contributed to an overly-emic perspective in that she was too close to what going on and why, are off-set by the second author's complete lack of familiarisation with the school and its hostel system. He therefore assisted her in the process of strange-making, or defamiliarisation, while she assisted him in making the strange interesting and, relatively speaking, familiar (Erickson, 1986). In other words, their differing degrees of involvement with the school balance one another and usefully inform the interpretation of the APPRAISAL analyses.

#### **Data collection**

A total of 100 reports were collected, in other words two written for each of the 50 learners by each of the four stooges. These were photocopied and typed up to assist eventual subsystem by subsystem analysis and to assist us in getting 'a feel' for the discourse that is characteristic in such reports. To make matters more manageable, we reduced the total number of reports for analysis to 13 as follows: after listing each stooge's set of reports alphabetically, we selected the reports for every second learner on the list. This procedure sought to avoid any bias of selection in the data through a means of random sampling. Therefore from a group of 13 learners, seven learners' reports were selected and in a group of 12 learners, six learners' reports were selected for analysis (see Appendix C). Since the research is concerned with the community of feelings constructed in these reports, we also sought access to the hostel's Code of Conduct (Appendix A) to see whether or what alignments might be made between the content of the reports and the Code of Conduct.



**Data sorting and analysis**

The data were investigated in terms of the lexical choices made by each writer. Lexical choices which express APPRAISAL (marked in bold in Appendix C) were categorised into subsystems that constitute ATTITUDE and GRADUATION (for full analyses see Appendices E and F, respectively). Martin (2000) served as a point of reference when doing this classification, his examples being especially helpful in assisting us to justify some of the labelling we did. For example, Martin (2000: 156) categorises ‘kind, just, fair’ as positive Propriety in the Judgement subsystem. We do likewise with ‘kind’ (Appendix C, /5) and ‘cooperative’ (Appendix C, /2). Furthermore, classification was also influenced by the Code of Conduct, and the Vision and Mission Statement. For example, an assessment of a child as ‘friendly’ (Appendix E, /1) is classified as positive Propriety as it corresponds to the ‘social interaction’ encouraged by the Mission Statement (Appendix B, Clause VI). As will be noted in the ‘Discussion’ section, the discourse of the stooge reports is heavily influenced by these documents. It is also worth mentioning that as one goes through the process of coding, one picks up on certain prosodies flowing through the text and so classification choices can also be attributed to the attitudinal leanings of the text. By prosodies, we mean the ‘ongoing cumulative motif’ (Martin & White, 2005: 19) of the attitudinal choices. Once coded, we tabulated this information, one table dealing with instantiations of ATTITUDE and the other, GRADUATION. This allowed us to identify trends and provided a means of conducting a comparative analysis across APPRAISAL systems and across stooges.

**ATTITUDE**

ATTITUDE was analysed using the tabular format illustrated in Table 1. (Table 1 is not reflective of the actual data analysis (see Appendix E), but serves as an illustration of our broader tabulating process.)

Within the table, we indicated the line numbers (L) to be able to cross-reference the data with the original reports in Appendix C. We also included the person evaluating (Appraiser) and what or who it is that is evaluated (Appraised) in each instance, in order to observe any patterns or anomalies in respect of what was being appraised and who was doing it. We divided the table into the three main subsystems of ATTITUDE – Affect, Judgement and Appreciation – in order to place each marked instantiation (attitudinal expression) under its given system or subsystem heading and specify what type of Affect, Judgement or Appreciation choice it is. For example, an instantiation of ‘helpful’ (Appendix E, /35) is positive and is aligned with the school’s Vision to ‘promote helpfulness, honesty...’ (Appendix B, Clause X). There is also an indication in the table of whether the instantiation is positive or negative and whether this expression is explicit (inscribed) or implicit (evoked). Thus, the expression ‘misses home’ (Appendix E, /4) is regarded as an explicit expression of negative Happiness, under Affect, as it indicates a state of sadness. An implicit instantiation is one such as ‘stepping on other mates’ toes’ (Appendix E, /8) where the meaning – irritating or annoying someone – is underlying and not inscribed in the text. The table when completed revealed patterns of dominant APPRAISAL choice and the manner in which it is expressed.

**GRADUATION**

The tabular format devised to reflect the GRADUATION choices is shown in Table 2.

Similar to the ATTITUDE table, the GRADUATION table includes line numbers (L) and an indication of the Appraiser and the Appraised in each case. It is divided into Force and Focus to reflect

**Table 1:** The identification of instantiations according to their appropriate subsystems of ATTITUDE

L	Instantiation	Appraiser	Affect	Judgment	Appreciation +/-	Inscribed/ Evoked	Appraised
				<b>Social Esteem</b>			
				<b>Social Sanction</b>			
1	private	Stooge		Normality	+	Inscribed	Rachel
	vocal	Stooge		Normality	+	Inscribed	Rachel
	enquiring	Stooge		Tenacity	+	Inscribed	Rachel’s mind

patterns as regards the Upscaling/Downscaling in intensity of expressions and where comments are Sharpened or Softened/blurred by means of additive adverbs or adjectives. For example, by stating that a learner is ‘very helpful’ (Appendix F, /35), the stooge indicates the intensity and extent of the learner’s helpfulness by increasing the Force behind the utterance through use of ‘very’. In another instance, by using the phrase ‘in essence’ (Appendix F, /32) a stooge draws attention to particular qualities of her charge that is, ‘sweet, talkative and friendly’ (Appendix E, /32). By foregrounding these qualities, the stooge is Sharpening her statement and foregrounding what she deems as focal.

## Findings

The data reflect a number of patterns. A quantitative assessment is provided in Table 3 as the starting point to discussing the nature of these patterns and interpreting them.

A dominant feature within this analysis is the low frequency of Appreciation instantiations. This can be attributed to the fact that the stooges are dealing with people and people’s behaviours and feelings as opposed to objects or items of value in society; hence it is a predictable outcome.

In terms of the other two subsystems of ATTITUDE, the table shows a predominance of Judgement instantiations (123) followed by Affect (92). However, it is important to note that the individual ratios differ. For example, Rebecca employs distinctly greater use of Judgement as compared to Affect with a ratio of 62 instantiations to 15, respectively, while Isabella’s reports include a higher occurrence of Affect to Judgement choices – 25 instantiations to nine. Lara uses a relatively equal ratio of Affect and Judgement instantiations. These numbers have to be taken into account when looking at how the overall total indicates a higher level of Judgement choices, as this is not true for each of the individual participants.

A large discrepancy exists between Rebecca and Isabella’s individual ratios. Rebecca draws largely from Judgement with 62 whilst the data drawn from Isabella have only nine Judgement instantiations. Possible explanations for this could be the fact that both of them are the ‘newer’ stooges, in that they joined the school more recently, and so are still uncertain of what is required of them, not only in writing the reports but also in terms of the focus of their observations. In contrast, the ‘older’ stooges seem to have struck a balance in their evaluations. Lara has a relatively equal number of Affect and Judgement instantiations, numbering 24 to 23 respectively, whilst Cara’s is also relatively equal, as she has 29 Affect instantiations and 30 Judgement instantiations.

**Table 2:** The identification of instantiations of GRADUATION

L	Instantiation	Force		Focus		Appraised	Appraiser
		Upscaling	Downscaling	Sharpened	Softened/ blurred		
1	A <b>tad bit</b> private		+			Rachel	Stooge
3	<b>very</b> energetic	+				Rachel	Stooge
	<b>a bit of</b> shyness		+			Rachel	Stooge

**Table 3:** Statistical Comparison of ATTITUDE and GRADUATION instantiations used by the stooges

APPRAISAL Instantiations	Total	Stooge			
		Rebecca	Lara	Cara	Isabella
<b>ATTITUDE</b>					
Affect	92	15	24	29	25
Judgment	124	62	23	30	9
Appreciation	7	0	5	1	1
<b>GRADUATION</b>					
Force	68	21	11	28	8
Focus	11	1	0	7	3

Therefore, the two main patterns emerging from the ATTITUDE analysis are:

- A lack of consistency amongst the stooges in their focus on behaviour and feelings
- Judgement and Affect being the dominant ATTITUDE choices by the stooges.

The data for GRADUATION show more instances of Force as opposed to Focus: 65 to 11. The same pattern is seen in individual choices as well. For example, for Cara, the number of instantiations of Force to Focus is 25 to seven, respectively, and Lara Ann has the same pattern with 11 Force instantiations to zero Focus instantiations. This indicates the stooges' preferences for Upscaling and Downscaling their sentiments and less frequent use of Softening or Sharpening.

It is notable that the data are prototypical of how school reports are written. Broadfoot (1990: 647) states that 'The assessment that goes on in schools and colleges is only a more or less formalised ... process of appraising, judging, and classifying'. Thus, the use of a formal voice by the stooges indicates not only the importance of the reports as part of the hostel system but also shows the genre of the reports and the professional relationships maintained between the stooges and the matrons. The formal voice is identified in the lexical choices where markedly formal words/expressions are used such as 'opinionated' (Appendix C, /20) or 'a very reserved girl' (Appendix C, /49).

The findings thus reveal that the most dominant instantiations are of Affect and Judgement; however these differ from each stooge. There is also a low occurrence of Appreciation choices by the stooges. The use of GRADUATION as a resource is often in terms of Upscaling and Downscaling of Force, with less use of Focus.

## Discussion

Thus far we have been concerned with a largely quantitative analysis of the data, considering the number of times particular APPRAISAL resources are used. In what follows we look at what these findings suggest by viewing the reports as part of a system of monitoring or policing and promoting welfare – as a means of establishing a particular community of feeling. In the course of the account we also consider the role of the matron's feedback.

### *Reports as a monitor of behaviour*

There is no evidence in the data of pre-established criteria or of a template of some kind which the stooges are obliged to follow. This is apparent from the lack of consistency in what APPRAISAL category each stooge focuses on, that is, the dominance of Judgement for Rebecca compared to Isabella's focus on Affect. Clearly the stooges are at liberty to comment or report on what they feel is necessary to emphasise. However, in spite of this freedom, they focus mainly on areas of Judgement and Affect. The focus on Judgement is seen in instantiations such as 'friendly' (Appendix E, /5) and 'kind' (Appendix E, /10). Affect is seen in instantiations such as 'happy' (Appendix E, /13). Rebecca focuses mainly on the learners' behaviour, representing a concern with maintaining behavioural standards. For example, Rebecca constantly uses the description 'friendly' (Appendix E, /5, /6, /11) as a positive expression of Propriety. This is congruent with the values expressed in the Mission Statement (Appendix B, Clause VI), in which 'social interaction' is promoted by the school; assessments are thus made by observing how the learners treat each other, be it 'rude' (Appendix E, /10) or 'friendly' (Appendix E, /1). The categorisation of 'friendly' (Appendix E, /1) being a matter of positive Propriety is thus enabled by the context of the Mission Statement. Lara, on the other hand, focuses mainly on the feelings of the learners, representing a concern for the welfare of the learners in the hostel. Expressions that occur frequently are those of Happiness, e.g. 'enjoying' (Appendix E, /42), indicating a concern that the learners are comfortable and feel satisfied with life in the hostel.

Assessments are also concerned with how the learners carry themselves as individuals, seen in instantiations such as 'lazy' (Appendix E, /22), 'good-mannered' (Appendix E, /3) or 'lacks motivation' (Appendix E, /30). Such assessment is also consistent with the Mission Statement, reflecting how the school encourages involvement by 'providing opportunities for: ... functioning individually and as part of a group' (Appendix B, Clause IX). Thus questions will be asked such as 'Are the learners lazy, and uninterested, or involved and cooperative?' This kind of assessment points out the learners' individual character traits that the matron, ultimately, can assess and then provide

feedback on and, where necessary, offer ways in which to ‘change [their] ... behaviour’ (Appendix C, /20). This shows how the reports function among the stooges and matrons as a means of monitoring and shaping the behaviour of the learners.

The learners’ personalities are also assessed, with evidence of the stooges looking at whether they are sweet, inquisitive, energetic, and so on. Examples are instantiations citing the learners as ‘sweet’ (Appendix E, /32), ‘enquiring’ (Appendix E, /1) and ‘eager’ (Appendix E, /11). There are concerns for, and an acknowledgement of, the individuality of the learners seen in instantiations of Social Esteem such as ‘enjoys attention’ (Appendix E, /29) or is ‘talkative’ (Appendix E, /32). However, there appears to be no feedback from the matron regarding matters of Social Esteem, which does not necessarily indicate an indifference to the individual personalities but rather that the role of Social Esteem judgements is to provide a platform for understanding who the learners are as people and ‘acknowledg[ing] the individuality, uniqueness and specific needs of the learners’ (Appendix B, Clause XII).

Also important is the use of GRADUATION expressions. It appears that they function to add or reduce emphasis on Judgements of a learner’s character or behaviour. Thus when a learner is ‘very rude’ (Appendix F, /10) as opposed to just being ‘rude’ - it is cause for concern. In the case of reduction of emphasis, it appears that the statements indicate a particular behaviour or personality of the learner but is not something that needs too much attention. For instance, describing Norma as ‘a bit lazy’ (Appendix F, /22) does not cause as much concern as referring to Kirby as ‘very lazy’ does (Appendix F, /28). In other words, Upscaled instantiations are of more concern than those that are Downscaled. This interpretation however cannot apply to positive Judgements as there is no concern that is being attended to but rather an expression of a quality that is exhibited in a learner that other learners may not have in similar capacity and/or that stands out for that learner particularly, for example, evaluating a learner as ‘very energetic’ (Appendix F, /3).

### ***Aligning with the school’s standards***

In what follows we draw links between the ethos of ECGH (cf. ‘The school’s ethos’) and the stooge’s APPRAISAL instantiations. We focus particularly on the alignment of the APPRAISAL choices with the core values of the school.

The school’s key values are summed up, as we indicated earlier, in the Vision (Appendix B) of the school, with a focus on four concerns – support, respect, a happy and safe environment, and activities and facilities that enrich all. The stooges’ reports function in effect as feedback on how the learners are aligning or not aligning with these standards. The concern with their behaviour is consistent with this. Learners are expected to act and behave in accordance with the standards mentioned in the Code of Conduct. This is why learners are positively appraised for being ‘friendly’ (Appendix C, /1) as it aligns such behaviour with the school’s policy of ‘consideration, tolerance and sound values in [their] dealings with each other’ (Appendix A, 1) and is a reflection of the school’s promotion of ‘social interaction’ (Appendix B). In showing respect for others and being willing to engage socially with others, the learner is positively evaluated as ‘friendly’ (Appendix E, /1).

The concern that the learners should be happy and content in the hostel aligns with the hostel being ‘a home away from home’ (Appendix A, 1) in that it is a space in which the learner can be secure and enjoy her stay in the hostel as it provides a ‘broad spectrum of activities and facilities’ (Appendix B) for the learner to grow. Furthermore, positive appraisals by the learners themselves provide feedback as to how the hostel is functioning in its goal of being a ‘home away from home’ (Appendix A, 1). For example, when Felicity states that she is ‘happy and content’ (Appendix C, /21) this can be interpreted as a positive judgement on the hostel’s facilitation of a ‘safe’ (Appendix B) home-away-from-home environment. Another example of alignment with the school’s standards is the positive appraisals for ‘cooperative’ (Appendix E, /2) learners who are ‘willing’ (Appendix E, /26) and ‘involved’ (Appendix E, /39) as it shows ‘responsible behaviour’ (Appendix A, 1). The learners are showing ‘respect for all’ (Appendix B, Clause X) and taking part in activities that aim to ‘enrich’ (Appendix B) their lives and give them a ‘balanced lifestyle’ (Appendix B, Clause II), thus showing initiative in taking responsibility for their own personal growth.

One of the findings in the previous section of this article is that there is a discrepancy among the stooges' individual statistics in terms of what their reports focus on. We suggested that the discrepancy can be attributed to the fact that two of the stooges are newer to the institution. The data from the older stooges reflect more balanced figures in terms of Judgement and Affect whilst the newer stooges lean heavily on either Judgement or Affect. Such a result can also be interpreted in terms of how the stooges themselves become aligned with the school standards. The balance of comment found in the instantiations of the two older stooges shows that they are aware of the goal of 'holistic development' (Appendix A, 1) that the school pursues. The newer stooges' comments are more varied, with Rebecca focusing on issues of Judgement whilst Isabella focuses on matters of Affect. One might assume that, with time, the newer stooges will become more attuned to the system and be able to balance their comments on the learners more evenly, covering matters of the heart as well as issues of behaviour in equal measure. The 'older' (or more experienced) stooges have had experience with writing the reports and the feedback given by the matron and, thus, know that comment on both Affect and Judgement, equally, is needed for holistic assessment of the learner's progress. Without a template to work from, the newer stooges write from what is most observable and of most concern to them. The Matron's feedback then seeks to align the stooges' reports with the concerns of the school, as will be discussed next.

### ***The role of the matron's feedback***

The matron's role in achieving alignment with the school standards is crucial. Once the stooges have written and submitted their reports to her, she returns them with comments on some of the learners. Her statement about a learner (Appendix D, /16) – 'we all have to help her be more confident' – indicates how she provides guidance as to the course of action to be taken with certain learners and how that guidance reinforces the school's ethos. In encouraging the stooge to help the learner develop into a 'more confident' person (Appendix D, /16), she is showing her alignment with the school's promotion of learner 'confidence' (Appendix B, Clause IV). Her promotion of school standards is even more evident when she comments that another of the learners needs to be encouraged to 'abide by the rules' (Appendix D, /18).

The newer stooges become more familiar with what is required through the matron's attempts at alignment. As an example, we can take a look at how the matron responds to what Isabella writes in the following report: 'Janice said she is doing **fine** and that her duties are going **okay** and she hasn't had any problems. *Matron's Feedback: Yes, I can see she's more confident now.*' (Appendix C, 28)<sup>2</sup>.

Isabella comments on Janice's Affect and, we note how the Matron provides feedback on an issue, rather, of Social Esteem. In doing this, the Matron points the stooge towards another aspect of behaviour surveillance that is required and aligns herself with achieving the school's promotion of 'confidence' (Appendix B, Clause IV).

Of particular significance is the Matron's use of personal pronouns. For example 'we... are proud of her maturity' (Appendix D, /5) and 'Let [*us*] hope she matures' (Appendix D, /13). Such choices encourage a joint community of feeling as the reader, in this case the stooge, feels that she is part of a larger body, and not working alone. This is the same technique as is used in the Vision and Mission Statement where readers are encouraged to align with the school by being part of the 'we' that is used. For example, 'At ECGH we support and respect one another' (Appendix B, Vision). Thus the matron's feedback encourages an alignment of the stooges with the school's standards and facilitates a community of feeling that serves to support and remind the stooges that they are part of a larger society that is seeking to instil particular values in the learners.

### **Conclusion and directions for further studies**

Our investigation, as indicated, is a pilot study of the role of APPRAISAL in a form of institutional discourse. There are consequently many other avenues that can be explored within the paradigm adopted. Moreover, we have analysed only half of the data collected and used only two of the three subsystems within the APPRAISAL framework. Further study needs to incorporate an ENGAGEMENT analysis. This would help in assessing the commitment of the stooges to what they

write through investigating the engagement (or distancing) of their voices in their texts. Furthermore, follow-up interviews with the matrons and stooges will be useful in validating our analysis. Analysis of the data could also reach beyond the APPRAISAL framework. Dependent on the aims of further study, one may wish to consider the data in light of the ideational and/or textual metafunction, or even the entire SFL system. What we are suggesting is a study that stretches the depth and width of our primary study through fuller SFL, APPRAISAL, as well as ethnographic means.

Furthermore, our analysis seems to present a somewhat idealised picture in which the stooges are comfortable in endorsing the status quo and the hostel system appears to function unproblematically. Further study is needed to probe whether the stooges don't perhaps feel co-opted into the system in their policing-type role and resist it in some way or, indeed, whether they uphold the values in the Vision, Mission Statement and Code of Conduct to the degree that they do (as reflected in their bi-weekly reports) because those documents offer a form of protection to the stooges themselves - quite apart from the role they play in channelling students' behaviour and thinking.

This short article has looked at a modest amount of data collected from a South African all-girls' school. In analysing the bi-weekly reports of four stooges who report on the learners, a number of patterns emerge. The quantitative analysis indicates a concern with the ATTITUDE system of APPRAISAL, as the stooges use instantiations that are largely Judgements on behaviour and comments on Affect i.e. the feelings of the learners in their bi-weekly reports. The article also notes that there are individual differences in the APPRAISAL choices of the stooges and that Appreciation is weakly realised in the data. In addition, the stooges use more instances of Upscaling and Downscaling in the GRADUATION of their sentiments, than they do of Focus. All of these patterns are interpreted in terms of two main arguments. The first is that the reports are a means of monitoring the learners' behaviour. The stooges are concerned with issues of Social Esteem and Social Sanction, making sure that the learners are acting in a manner that is favourable and reflects positive self-esteem for themselves and those around them. The other argument has to do with the stooges' alignment with the school standards. The nature of the APPRAISAL choices indicates that the reports and observations are influenced by the school's Code of Conduct and Vision and Mission Statement. The learners are evaluated with regard to their alignment with the school's core values. Feedback from the matron serves as a means of creating a community of feeling that signals that the stooges are part of the school system and that they and she (and others) work together in achieving the goal of nurturing learners who align with the core values of the school.

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## Notes

<sup>1</sup> For anonymity, all names used throughout the article and appendices are pseudonyms.

<sup>2</sup> **Bold lettering** indicates ATTITUDE instantiations.

Underlined words indicate GRADUATION instantiations.

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## **Appendix A: Extracts from the hostel code of conduct, standards, rules, codes of practice and guidelines for disciplinary procedures**

(August 2007–August 2009, amended June 2008, with effect, 13 July 2008)

### **Preamble (p 2–3)**

- Any hostel is unique in that we try to create a home away from home for the boarders in an environment where many people are thrown together through force of circumstance.
- It is there essential we all strive for consideration, tolerance and sound values in our dealings with each other. Respect for ourselves, each other, the school, hostel and property will help create a mutually beneficial environment.
- Parents, boarders and staff should be committed to give of their best at all times to ensure that the hostels are a happy safe home away from home.
- Boarders should participate in the many opportunities created by the school and hostel for their holistic development. They have to participate in at least one sport and one cultural activity. Community Service is encouraged.
- The school does not permit any initiation whatsoever. We encourage helpfulness, but do not allow a big sister practice that could lead to exploitation and coercion. The hostel supports the concept of progressive maturity and privileges, therefore a senior boarder may have more privileges than a junior boarder. Similarly, more responsible behaviour will be expected from seniors.

### **Visits and outings (p 5)**

- All visiting and outing privileges are subject to:
  - the correct procedure being followed
  - all documents being submitted
  - us not having school, hostel or punishment commitments. If we are gated we will not be allowed out for the period of the gating.
- Bunking out i.e. being off campus without permission is a very serious offence and will result in severe gating or suspension. The boarder could be asked to leave the hostel. Any boarder who is absent from the hostel without permission during the night, will not be allowed to remain in the hostel.

### **Walks & running (p 11–12)**

- We may go for our walks over the weekends:
  - Saturday: from 1400–1700
  - Sunday: from 1500–1700
- Matrics have one walk per day – that includes going to town – from 1615–1715.
- We must walk in groups of at least two. We may never go on our own.
- When we go on walks, we must sign out to exactly where we are going and we must take the shortest, safest, most direct route from and to hostel, which may not include out of bounds areas.

### **Church attendance (p 12)**

- We may not go to church unescorted and without the necessary permission
- We wear formal school uniform (stockings, no scarves, etc.) to church. Boarders could be allowed to church in civvies, but this is determined by the Senior Matron of the hostel.

### **Town outing (p 14)**

- School uniform must be worn on all town outings.
- When walking in front of the school or in town, we always talk softly to one another and make way for others.
- We may go to town on Friday afternoons if all our school and hostel commitments have been met but we will not leave before 1400. We must be back by 1700. For our own safety, we must



walk in groups of 2 or more and may not be in areas that are out of bounds.

- If for some reason, we are unable to go on a particular Friday and wish to go some other time (e.g. for hair appointments, or because of sports commitments), we may put in our cards to be signed, together with a sheet of paper [giving] details. Cards must be filled in for all outings by no later than 1<sup>st</sup> break. Once permission has been given by the Senior Matron, appointments may be made.
- If we have been given permission to go to town for a special reason, the Senior Matron will decide who will accompany us.
- If we have an appointment with a doctor or a dentist, we must have our cards signed by the Senior Matron.

#### **Leaving the school or hostel grounds (p 21)**

- We may not go out of the school or hostel grounds without permission. During school hours permission must be obtained from the Grade Head or Principal (or Secretary, if the staff are not available).
- We may not go out of the hostel if our cards have been signed by the Senior Matron. The staff member on duty will sign us in and out of the hostel.
- We may not enter the hostel during school hours without the permission of the staff on duty.
- Should we desperately need to come back to hostel, a note from the Principal or Grade Head is required.
- We may not go to a hostel other than our own without permission from the staff on duty.
- From 1700 we must be at our hostels and not in the grounds unless we are at official school activities ('at our hostels' include the gardens and/or safe areas around the house and is determined by the staff of the house).

#### **Security measures (p 34)**

- The security of boarders and staff is of paramount importance at all times, therefore the rules of the hostel must be adhered to as they come with the wisdom of experience.
- Any boarder who is found to have placed the lives of other boarders or staff members at risk will be expelled from hostel.

**Appendix B: Eastern Cape Girls High School's vision and mission**

(Adapted from school website; URL omitted for reasons of anonymity)

**Vision**

At Girls High School we support and respect one another in a safe and happy environment. Our broad spectrum of activities and facilities enriches all, as we strive for excellence.

**Mission statement**

- I We provide a broad spectrum of activities and facilities.
- II We encourage a balanced life-style without compromising academic standards.
- III We encourage responsibility towards the community and the environment.
- IV We encourage our learners to develop, to their full potential, confidence, critical thinking skills and self-discipline.
- V We encourage independent and creative thinking.
- VI We encourage social interaction with people from different backgrounds.
- VII We acknowledge effort as well as achievement.
- VIII We value the unique qualities and talents of each learner and staff member.
- IX We provide opportunities for: taking initiative; building confidence and self-esteem; functioning individually and as part of a group.
- X We promote helpfulness, honesty, loyalty, diligence, courtesy, commitment, consideration and respect for all.
- XI We encourage learners to set goals and work towards those goals.
- XII We acknowledge the uniqueness, individuality and specific needs of each learner, educator, general staff member and parent.

## Appendix C: Bi-weekly reports

**Bold lettering** indicates ATTITUDE instantiations.

Underlined words indicate GRADUATION instantiations.

\* All names are pseudonyms.

Original wording of the matron and stooges has been retained.

### Stooge 1: Rebecca\*

#### Group Member 1: Rachel Kyle\*

*First report*

1 She seems a tad bit **private** but she is **vocal**. She has an **enquiring** mind and she is **friendly** and  
2 **cooperative**.

*Second report*

3 She is very **energetic** and **outspoken**. She is **good-mannered** although with a bit of **shyness**.  
4 She says some of her cubemates are **difficult** to live with but she can **cope**. She says she **misses**  
5 **home** very much. She is still very **kind** and **friendly**.

#### Group Member 2: Tracey Beat\*

*First report*

6 She is very **friendly** and a **sweet** person. Brings character to a bunch of people. She is  
7 **inquisitive** and asks a lot of questions.

*Second report*

8 Her inquisity and **willingness** to 'learn' by asking questions can be **misdirected** by **stepping on**  
9 **other mates** toes. She says however that she is **happy** and **content**, except that she does not get  
10 along with one of her cubemates of which she says is very **rude**. However, she is **kind** and  
11 **friendly** person who is **eager** to help when asked.

#### Group Member 3: Lila Stone\*

*First report*

12 A very **quiet** and **reserved** girl. Has **nothing much to say**. Is **cooperative** and **friendly**.

*Second report*

13 She is still very much a **private** person. She says she has made friends and she is **happy**. She  
14 says she does **miss home** though.

#### Group Member 4: Felicity Strait\*

*First report*

15 She has a very **negative vibe** and **does not want to cooperate**. She **does not speak much**  
16 however when spoken to and is very **rude**.  
17 *Matron's comment: Felicity chooses to be* **rude** *when it suits her. However she will learn with time*  
18 *that no one is out to get her and change her* **negative** *behavior*.

*Second report*

19 I have come to know a different side to her. My assumption is that she was assessing me. She has  
20 turned out to be actually a very **nice child** and is quite **private**. She is still very **opinionated**  
21 though and it is **within reason**. She says that she is **happy** and **content** with the term so far.

**Group Member 5: Norma Jean\****First report*

22 She seems a bit shy but when she becomes **comfortable** she is **friendly**. However she is a bit  
 23 **lazy** because initially when asked to participate in reading the code of conduct, she would seem  
 24 **uninterested**.

*Second report*

25 My guess is that she was still assessing me because recently she has taken out time to approach  
 26 me, make little talk, ask me about my day and she is **willing** to help when asked to. She says she  
 27 is **settled well** and **happy** this term so far.

**Group Member 6: Kirby Lee\****First report*

28 She seemed very lazy and **not wanting to do what she was told** although she would do it, it  
 28 would show that she was not keen, seemed to me like she **enjoys attention**.  
 30 *Matron's Feedback: yes she seems to **lack motivation** most of the time – help!*

*Second report*

31 Turns out my assumptions were **mis-directed**. She is a **regular** child who will try to get out of  
 32 having to do something but in essence she is **sweet, talkative** and **friendly**. She seems to be  
 33 **different** though when with Caprice. However she says she is **happy**.  
 34 *Matron's Feedback: Which Caprice?*

**Group Member 7: Shevon Toba\****First report*

35 As a prefect she shows quite good leadership skills. She has been very helpful with certain  
 36 questions that I had as well as uncertainties. She is very kind and **friendly** to her hostel mates  
 37 however can be **stern** if required to be.

*Second report*

38 She has been very consistent. She says she is **happy** and **content** with this term so far. She  
 39 seems a bit private yet **involved** with her students. She also seems **eager** about her studies as she  
 40 will mention her assignments now and again.  
 41 *Matron's Feedback: **Great**, we have come a long way and are **proud** of her **maturity**.*

**Stooge 2: Lara Ann\*****Group Member 1: Flora Jones\****First report*

42 Flora is **enjoying** the school as well as hostel. She **loves** singing in the morning and I have heard  
 43 her several mornings from the bathroom. She is a **lively** lady and **enjoys** talking a lot. I believe she  
 44 has **settled in very well** at hostel.

*Second report*

45 Flora has **settled in very well** in hostel although there have been **hiccups** here and there with  
 46 regards to **making noise**. She has **listened** and does not make any noise.

**Group Member 2: Donnell Verdana\****First report*

47 Donnell is **enjoying** hostel and school and **has not found any problems**. Things are **going well**  
 48 for her.

**Second report**

49 Donnell is a very reserved girl. She **does not say much and hardly complains** about anything.  
 50 always ask her if she is **okay** and she **responds positively**. I usually see her **doing things on her**  
 51 **own** and I believe she is **comfortable**.

**Group Member 3: Shana Crewe\****First report*

52 Shana is finding hostel and school very nice. She **has not encountered any problems** as far. She  
 53 said that she is still learning the rules but it won't be for too long.

*Second report*

54 Shana is a **quiet girl** and she **listens**. She seems **to be afraid** to do a lot of things which is why  
 55 she is hardly in trouble. She **keeps her space** and **communicates** with girls very well.

**Group Member 4: Bernie Crane\****First report*

56 Bernie is found in **unnecessary** confrontations which lead to too many order marks. The first  
 57 week has been **hectic** with regards to the misunderstandings she finds herself in. she is **trying**  
 58 very **hard** not to get involved with **silly** confrontations because she knows her mother will be  
 59 **disappointed**.

60 *Matron's Feedback: Good.*

*Second report*

61 Bernie was gated the precious week but was **not surprised** at the outcome. Bernie is very  
 62 **moody** and **temperamental**. When she is **happy** that's when you can talk to her but when she is  
 63 not in the mood she cuts you off immediately. I find it **difficult** to relate but have learnt **not to**  
 64 **give in**.

65 *Matron's Feedback: Keep trying – she puts up a façade. Thanks for your efforts.*

**Group Member 5: Belinda Grouch\****First report*

66 Belinda is **happy** with hostel life and school. However **disappointed** that she cannot buy herself  
 67 the dress she wanted that is worth R400 together with the matching shoes because her savings  
 68 money was used to pay up the books she lost. I told her that was a **good** lesson for her.

*Second report*

69 Belinda is very cheerful and **stays out of trouble**. She asked me the other day if I **liked** stooging  
 70 and I told her that I **enjoyed** it but she wouldn't believe me. She **works very hard** towards her  
 71 studies.

**Group Member 6: Leanne Ross\****First report*

72 Leanne is a **cheerful girl** and school has been **great** so far. However, she has been sick for the  
 73 past week and has a lot to catch up with. She knows she has to **work hard** for the last days but  
 74 she is not letting that **discourage** her for the lost time.

*Second report*

75 Leanne was **excited** to go home for the break. She also **enjoyed** the term as she was invited to  
 76 the Valentines Dance. She was **glowing** from the night's event and couldn't express it any  
 77 further.

**Stooge 3: Isabella\*****Group Member 1: Janice Oaks\****First report*

78 Janice said she is doing **fine** and that her duties are going **okay** and she hasn't had any problems.

79 *Matron's Feedback: Yes, I can see she's more confident now.*

*Second report*

80 Janice is **okay**. She is a bit sad that she is not going home this weekend but otherwise she is

81 **coping well**.

**Group Member 2: Stacey Bruce\****First report*

82 Stacey is **doing fine**. She has **settled in well** and was involved in helping at the weekend activity

83 this past weekend.

*Second report*

84 Once again Stacey is **doing fine** and **doesn't seem to have any problems**.

**Group Member 3: Tanya Herman\****First report*

85 I spoke to Tanya once she had finished her Severe Gating and she was **happy** to have finished it

86 and stated that she would never get to that stage again. She has **settled in okay** although can be

87 **over excited** at time.

88 *Matron's Feedback: We need to keep encouraging her to realise she's growing.*

*Second report*

89 Tanya is **doing okay**. However, she has **complained** that she gets victimised by some Grade 9s.

90 She commented that Bernie **does not treat her well**. I think she is **struggling** maintaining **good**

91 relationships with them.

92 *Matron's feedback: If she'll be less 'nosy' about other affairs!*

**Group Member 4: Nadia Steyn\****First report*

93 I haven't managed to speak to her but from observation she seems **okay**. However at times she

94 tends **to be a problem** discipline wise.

95 *Matron's Feedback: Remind her she is in Grade 9 and needs to be a **good** role model to the*

96 *Grade 8s.*

*Second report*

97 When I spoke to Nadia she seemed **sad** about something but claimed to be **fine**. She said she is

98 **looking forward to** Leave Out – to going away for a while.

**Group Member 5: Clear Bridge\****First report*

99 Clear has also **settled in well**, having **made friendships** among the Grade 8s and 9s. When I

100 spoke to her she seemed very excited and generally tends to be **hyperactive**.

*Second report*

101 Clear is doing **okay**. She has been sick lately but she says it hasn't affected her school work and  
 102 is getting better. She undecided about Leave Out – whether she is **excited** or not as she is not  
 103 sure where she will spend it.

**Group Member 6: Zoë Fierce\****First report*

104 Zoë said she is **doing fine**. I think she has **settled in well** however at times she comes **close to**  
 105 **breaking the rules**.

*Second report*

106 I did not manage to have proper contact with Zoë. I have observed that she has become  
 107 **comfortable** with Grade 9s that **do not always follow rules**.

**Stooge 4: Cara\*****Group Member 1: Ina Georges\****First report*

108 Ina is **excited** about her matric year but also **nervous**. She **understands** that she has to **work**  
 109 **hard** but is also **very excited** about her Matric Farewell. She's already found a date from PE  
 110 and is **very pleased** with her choice.

*Second report*

111 The matric farewell seems to still dominate Ina's thoughts. She's also **trying** to focus on school  
 112 work and being a visible head of hostel. Bernie and Emilie are both her cousins and although  
 113 Bernie does try take advantage of that fact Ina maintains she...  
 114 *Matron's feedback: ...?*

**Group Member 2: Dion Dane\****First report*

115 Dion **enjoyed** her vac but **misses home sometimes**. She also **misses her mom a lot** as she now  
 116 works in Brazil but she does see **a lot** of her dad though, **on the whole though**, Dion is **happy** in  
 117 hostel.

*Second report*

118 Dion has **settled in well** at hostel. She's **always helping** the other girls whenever she can and is  
 119 one of the few girls that **always manage to stay out of trouble**.

**Group Member 3: Amy Rose\****First report*

120 Amy is still **a little naughty**. I think though that she has **calmed down a lot** since last year. Her  
 121 friendship with Anastacia and Caprice though is **a bit worrying**. She has managed to **keep out of**  
 122 **trouble** though.  
 123 *Matron's Feedback: Lets hope she matures.*

*Second report*

124 Amy is a **sweet** young lady. She's **respectful most of the time** and seems not to let the other girls  
 125 influence her. She can be **noisy** but I think she's learnt to **tone it down a little**.

**Group Member 4: Hellen Shore\****First report*

126 Hellen has a little sister in hostel this year. She says at first she wasn't used to it but now really  
 127 **enjoys** it. She's been **under the water** of late but her sister has been there to cheer her up. In all  
 128 she is **happy** in hostel but says personally she needs to lose weight. I encouraged her to eat  
 129 healthy, exercise and be **happy** with herself.  
 130 *Matron's feedback: Good advice.*

*Second report*

131 Hellen has been feeling **under the weather** so far this term at hostel. She does still however  
 132 **smile** and is still very cheerful. She has grown since last year and is more confident.

**Group Member 5: Natasha Cole\****First report*

133 Natasha arrived a little late at hostel but seems to have **settled in well**. She's already lost her files  
 134 and some papers that I had asked to fill in, hopefully she'll be more careful in future. She's  
 135 been a little sneaky and avoiding me but I'll make more of an effort to interact with her.  
 136 *Matron's feedback: hopefully she's not going to be a problem.*

*Second report*

137 Natasha has been **quiet**; she causes no problems and is **happy** in hostel. She **enjoys** the time she  
 138 spends with her friends in hostel and is generally very happy.

**Group Member 6: Elisa Elridge\****First report*

139 Elisa is a **sweet** child who has **had a few problems settling in**. For the most part she has friends  
 140 that seem to be **taking care of her**. All the stooges are also keeping a close eye on her too. She is  
 141 this years Ms Fresh and hopefully that will boost her confidence.  
 142 *Matron's Feedback: Yes we all have to help her be more confident – it's possible*

*Second report*

143 Elisa seems to be **settling in much better**. She now even **stands up for herself** with the other  
 144 girls. She seems to have **found her place** in hostel but is very inquisitive about everything  
 145 especially the duty room and the happenings there.  
 146 *Matron's Feedback: Good.*

**Group Member 7: Diane Shaw\****First report*

147 Diane seems to have **adjusted well** to hostel life. She is **happy** and **friendly** with most of the  
 148 girls. She has a habit of **questioning authority** but **conforms for the most part**.  
 149 *Matron's Feedback: Encourage her to **abide** by the rules.*

*Second report*

150 Diane is well settled into hostel. She's **happy** and **gets along well** with everyone. She **abides** by  
 151 the rules and **does not question authority**. Generally she's **happy** with her dorm mates and I've  
 152 not had any complaints from prefects or stooges about her.



**Appendix D: Matron's Feedback**

'Felicity chooses to be rude when it suits her. However she will learn with time that no one is out to get her and change her negative behaviour.'

'Yes she seems to lack motivation most of the time – help!'

'Which Caprice?'

'Great, we have come a long way and are proud of her maturity.'

'Good.'

'Keep trying – she puts up a façade. Thanks for your efforts.'

'Yes, I can see she's more confident now.'

'We need to keep encouraging her to realise she's growing.'

'If she'll be less 'nosy' about other affairs!'

'Remind her she is in Grade 9 and needs to be a good role model to the Grade 8s.'

'...?'

'Let's hope she matures.'

'Good advice.'

'Hopefully she's not going to be a problem.'

'Yes we all have to help her be more confident – it's possible'

'Good.'

'Encourage her to abide by the rules.'

**Appendix E: Instantiations of ATTITUDE and their specific categorisations  
ATTITUDE Stooge 1: Rebecca**

L	Instantiation	Appraiser	Affect	Judgement	Appreciation +/-	Inscribed/ Evoked	Appraised
1	private	Stooge		Social Esteem		inscribed	Rachel
	vocal	Stooge		normality	+	inscribed	Rachel
2	enquiring	Stooge		tenacity	+	inscribed	Rachel's mind
	friendly	Stooge		propriety	+	inscribed	Rachel
3	cooperative	Stooge		propriety	+	inscribed	Rachel
	energetic	Stooge		tenacity	+	inscribed	Rachel
4	outspoken	Stooge		tenacity	+	inscribed	Rachel
	good-mannered	Stooge		normality	-	inscribed	Rachel
5	shyness	Rachel		normality	-	inscribed	Cube mates
	difficult	Rachel		tenacity	+	inscribed	Rachel
6	cope	Rachel		tenacity	-	inscribed	Rachel
	Misses home	Stooge	happiness	propriety	+	inscribed	Rachel
7	Kind	Stooge		propriety	+	inscribed	Rachel
	Friendly	Stooge		propriety	+	inscribed	Rachel
8	Friendly	Stooge		propriety	+	inscribed	Tracey
	Sweet	Stooge		normality	+	inscribed	Tracey
9	Inquisitive	Stooge		capacity	+	inscribed	Tracey
	Willingness	Stooge		capacity	+	inscribed	Tracey
10	stepping on other mates toes	Stooge		propriety	+	inscribed	Tracey
	Happy	Tracey	happiness	propriety	-	evoked	Tracey
11	Content	Tracey	satisfaction	propriety	+	inscribed	Tracey
	Rude	Tracey		propriety	+	inscribed	Tracey
12	Kind	Stooge		propriety	-	inscribed	Cube mate
	Friendly	Stooge		propriety	+	inscribed	Tracey
13	Eager	Stooge		propriety	+	inscribed	Tracey
	Quiet	Stooge		tenacity	+	inscribed	Tracey
14	Reserved	Stooge		normality	+	inscribed	Lila
	Cooperative	Stooge		normality	+	inscribed	Lila
15	Friendly	Stooge		propriety	+	inscribed	Lila
	Private	Stooge		propriety	+	inscribed	Lila
16	Happy	Lila	happiness	normality	+	inscribed	Lila
	Miss	Lila	happiness	normality	-	inscribed	Lila

**ATTITUDE Stooge 1: Rebecca:** Continued

L	Instantiation	Appraiser	Affect	Judgement	Appreciation +/-	Inscribed/ Evoked	Appraised
15	Negative does not want to cooperate does not speak much	Stooge Stooge Stooge Stooge		Social Esteem normality	- - - -	inscribed inscribed evoked inscribed	Felicity Felicity Felicity Felicity
16	Rude	Matron		propriety	-	inscribed	Felicity
17	Rude	Matron		propriety	-	inscribed	Felicity
18	Negative	Matron		propriety	-	inscribed	Felicity
20	Nice Private	Stooge Stooge		normality normality	+ +	inscribed inscribed	Felicity Felicity
21	Opinionated Within reason Happy	Stooge Stooge Stooge		tenacity	+ +	inscribed evoked	Felicity Felicity
22	Content Shy comfortable friendly	Felicity Stooge Stooge Stooge	happiness satisfaction satisfaction	veracity	+ + -	inscribed inscribed inscribed	Felicity Felicity Norma Norma
23	Lazy	Stooge		normality	+	inscribed	Norma
24	uninterested	Stooge		tenacity	-	inscribed	Norma
26	Willing	Stooge		tenacity	-	inscribed	Norma
27	Settled	Stooge		tenacity	+	inscribed	Norma
27	happy	Norma	security	tenacity	+	inscribed	Norma
27	happy	Norma	happiness	tenacity	+	inscribed	Norma
28	Lazy not wanting to do what she was told	Stooge Stooge		tenacity	-	inscribed	Kirby
29	enjoys attention	Stooge		propriety	-	evoked	Kirby
30	lacks motivation	matron		propriety	-	evoked	Kirby
31	mis-directed	Stooge		veracity	-	inscribed	Stooge
32	Regular Sweet talkative friendly	Stooge Stooge Stooge Stooge		normality Normality normality	+ + +	inscribed inscribed inscribed	Kirby Kirby Kirby Kirby
33	different Happy	Stooge Kirby	happiness	normality	+ +	inscribed inscribed	Kirby Kirby

**ATTITUDE Stooge 1: Rebecca:** Continued

L	Instantiation	Appraiser	Affect	Judgement	Appreciation +/-	Inscribed/ Evoked	Appraised
35	good leadership skills	Stooge		Social Esteem capacity	+	inscribed	Shevon
36	Helpful Kind friendly	Stooge Stooge Stooge		propriety propriety propriety	+	inscribed	Shevon Shevon Shevon
37	Stern	Stooge		tenacity	+	inscribed	Shevon
38	consistent Happy	Stooge		tenacity	+	inscribed	Shevon
	Content	Shevon	happiness		+	inscribed	Shevon
39	Private involved eager	Stooge Stooge Stooge	satisfaction	Normality normality Tenacity	+	inscribed	Shevon Shevon Shevon
41	Great proud maturity	Matron Matron Matron	happiness satisfaction	capacity	+	evoked inscribed	Shevon Shevon Shevon

**ATTITUDE Stooge 2: Lara Ann**

L	Instantiation	Appraiser	Affect	Judgement	Appreciation	Inscribed/ Evoked	Appraised
				<b>Social Esteem</b>	<b>Social Sanction</b>		
42	enjoying loves	Stooge	happiness			inscribed	Flora
44	lively enjoys	Stooge	happiness	normality		inscribed	Flora
44	settled	Stooge	security			inscribed	Flora
45	settled	Stooge	security			inscribed	Flora
46	hicups making noise	Stooge				evoked	discipline
48	listened enjoying	Stooge	happiness			inscribed	Flora
48	has not found any problems	Stooge	satisfaction			inscribed	Flora
49	going well reserved	Stooge	satisfaction			inscribed	Donnell
49	does not say much	Stooge		normality		evoked	Donnell
50	hardly complains	Stooge		normality		inscribed	Donnell
50	okay responds positively	Stooge	satisfaction			evoked	Donnell
50	doing things on her own	Stooge	happiness			inscribed	Donnell
51	comfortable	Stooge	happiness	capacity		inscribed	Donnell
52	nice	Shana	satisfaction			evoked	Donnell
54	quiet listens	Stooge		normality	valuation	inscribed	school
55	afraid hardly in trouble	Stooge	security			inscribed	Shana
55	keeps her space	Stooge				inscribed	Shana
56	communicates	Stooge		normality		evoked	Shana
56	unnecessary	Stooge		capacity		inscribed	Shana
57	hectic trying	Stooge			valuation	inscribed	confrontations
58	silly	Stooge		capacity	composition	inscribed	weeks
59	disappointed	Stooge	satisfaction		valuation	inscribed	Bernie
61	not surprised	Stooge	happiness			inscribed	confrontations
						inscribed	mother
						inscribed	Bernie

**ATTITUDE Stooqe 2: Lara Ann:** Continued

L	Instantiation	Appraiser	Affect	Judgement	Appreciation	+/-	Inscribed/ Evoked	Appraised
62	moody temperamental	Stooqe		normality tenacity		-	inscribed	Bernie
63	happy difficult	Stooqe	happiness	capacity tenacity		+	inscribed	Bernie
65	not to give in puts up a facade	Stooqe				-	inscribed	Stooqe
66	happy disappointed	Matron	happiness	tenacity	veracity	+	evoked	Stooqe
68	good	Stooqe	satisfaction			+	inscribed	Bernie
69	cheerful stays out of trouble	Stooqe		normality	valuation	-	inscribed	Belinda
70	liked enjoyed	Stooqe	happiness			+	inscribed	Lesson
72	works very hard cheerful	Stooqe	happiness	tenacity	propriety	+	inscribed	Belinda
73	great	Stooqe	happiness	normality		+	evoked	Belinda
74	work hard	Stooqe	happiness	tenacity		+	inscribed	Stooqe
75	discourage excited	Stooqe	happiness	normality		+	inscribed	Stooqe
76	enjoyed glowing	Stooqe	happiness	tenacity	reaction	+	inscribed	Belinda
						+	inscribed	school
						+	inscribed	Leanne
						-	inscribed	Leanne
						+	inscribed	Leanne
						+	inscribed	The term
						+	inscribed	Leanne







**ATTITUDE Stooge 4: Cara:** Continued

L	Instantiation	Appraiser	Affect	Judgment	Appreciation +/-	Inscribed/ Evoked	Appraised
				<b>Social Esteem</b>			
				<b>Social Sanction</b>			
134	careful	stooge		capacity	+	inscribed	Natasha
135	sneaky	stooge		normality	-	inscribed	Natasha
136	Be a problem	stooge			-	inscribed	Natasha
137	quiet	Stooge		propriety	+	inscribed	Natasha
	happy	stooge	Happiness	normality	+	inscribed	Natasha
	enjoys	stooge	Happiness		+	inscribed	Natasha
138	happy	stooge	Happiness		+	inscribed	Natasha
139	sweet	stooge		normality	+	inscribed	Elisa
	Few problems settling in	stooge	security		-	inscribed	Elisa
140	Taking care of her	stooge		propriety	+	Evoked	Elisa's friends
142	confident	stooge		tenacity	+	inscribed	Elisa
143	Settling in	stooge	security		+	inscribed	Elisa
	Stands up for herself	stooge		tenacity	+	inscribed	Elisa
144	Found her place	stooge	Satisfaction		+	Evoked	Elisa
	inquisitive	stooge		normality	-/+	inscribed	Elisa
147	Adjusted well	stooge	Satisfaction		+	inscribed	Diane
	happy	Stooge	Happiness		+	inscribed	Diane
	friendly	stooge			+	inscribed	Diane
148	Questioning authority	stooge		propriety	+	inscribed	Diane
	conforms	stooge		tenacity	-	Evoked	Diane
149	Abide by the rules	matron		propriety	+	inscribed	Diane
150	Well settled	stooge	satisfaction	propriety	+	inscribed	Diane
	happy	stooge	happiness		+	inscribed	Diane
	Gets along well	stooge		propriety	+	inscribed	Diane
	Abides by the rules	Stooge		propriety	+	inscribed	Diane
151	Doesn't question authority	stooge		Tenacity	+	inscribed	Diane
	happy	stooge	happiness		+	Evoked	Diane
		stooge			+	inscribed	Diane

Appendix F: Instantiations of GRADUATION and their specific categorisations  
 GRADUATION *Stooge 1: Rebecca*

L	Instantiation	Force			Focus		Appraised	Appraiser
		Upscaling	Downscaling	Sharpened	Softened/blurred			
1	A tad bit private		+			Rachel	Stooge	
3	very energetic	+				Rachel	Stooge	
4	a bit of shyness		+			Rachel	Stooge	
4	misses home very much	+				Rachel	Stooge	
6	very kind	+				Tracey	Stooge	
6	very friendly	+				Tracey	Stooge	
10	very rude	+				Lila	Stooge	
12	very quiet	+				Lila	Stooge	
13	very much a private person	+				Felicity	Stooge	
15	very negative vibe	+				Felicity	Stooge	
16	very rude	+				Felicity	Stooge	
20	very nice child	+				Felicity	Stooge	
20	quite private				+	Felicity	Stooge	
22	very opinionated	+				Felicity	Stooge	
22	a bit shy				+	Norma	Stooge	
22	a bit lazy				+	Norma	Stooge	
27	settled well					Norma	Stooge	
28	very lazy					Kirby	Stooge	
32	in essence					Kirby	Stooge	
35	quite good					Kirby	Stooge	
35	very helpful					Kirby	Stooge	
36	very kind	+				Shevon	Stooge	
38	very consistent	+				Shevon	Stooge	
39	a bit private	+				Shevon	Stooge	
					+	Shevon	Stooge	

**GRADUATION** Stooge 2: Lara Ann

L	Instantiation	Force			Focus		Appraiser
		Upscaling	Downscaling	Sharpened	Softened/blurred	Appraised	
2	enjoys talking a lot	+					Stooge
3	settled in <b>very well</b>	+				Flora	Stooge
4	settled in <b>very well</b>	+				Flora	Stooge
8	<b>very</b> reserved	+				Donnell	Stooge
	<b>hardly</b> complains		+			Donnell	Stooge
11	<b>very</b> nice	+				Shana	Stooge
14	<b>hardly</b> in trouble		+			Shana	Stooge
16/17	trying <b>very</b> hard	+				Bernie	Stooge
19	<b>very</b> moody	+				Bernie	Stooge
26	<b>very</b> cheerful	+				Belinda	Stooge
27	works <b>very</b> hard	+				Belinda	Stooge

**GRADUATION Stooge 3: Isabella**

L	Instantiation	Force			Focus		Appraised	Appraiser
		Upscaling	Downscaling	Sharpened	Softened/blurred			
80	More confident							
81	A bit sad	+					Janice	Stooge
82	Coping well	+	+				Janice	Stooge
83	Settled in well	+					Janice	Stooge
93	Less 'nosy'						Stacey	Stooge
99	Going away for a while			+			Tanya	Stooge
100	Settled in well	+			+		Nadia	Stooge
101	Very excited	+					Clear	Stooge
105	Generally tends to be						Clear	Stooge
108	Settled in well	+			+		Clear	Stooge
	Do not always follow rules		+				Zoe	Stooge
							Zoe	Stooge

**GRADUATION Stooge 4: Cara**

L1	Instantiation	Force			Focus		Appraised	Appraiser
		Upscaling	Downscaling	Sharpened	Softened/blurred			
110	Work <b>hard</b>	+				Ina	Stooge	
	<b>Very</b> excited	+				Ina	Stooge	
111	<b>Very</b> pleased	+				Ina	Stooge	
116	Misses home <b>sometimes</b>		+			Dion	Stooge	
	Misses her mom <b>a lot</b>	+				Dion	Stooge	
117	See <b>a lot</b> of her dad	+				Dion	Stooge	
	On the whole though				+	Dion	Stooge	
119	<b>Always</b> helping	+				Dion	Stooge	
120	<b>Always</b> manage	+				Dion	Stooge	
121	<b>A little</b> naughty		+			Amy	Stooge	
	Calmed down <b>a lot</b>	+				Amy	Stooge	
122	<b>A bit</b> worrying		+			Amy	Stooge	
125	Respectful <b>most of the time</b>				+	Amy	Stooge	
126	Tone it down <b>a little</b>		+			Amy	Stooge	
127	<b>Really</b> enjoys it	+				Hellen	Stooge	
128	<b>In all</b>				+	Hellen	Stooge	
133	<b>Very</b> cheerful	+				Hellen	Stooge	
	<b>More</b> confident	+				Hellen	Stooge	
134	Arrived <b>a little</b> late				+	Natasha	Stooge	
	Settled in <b>well</b>	+				Natasha	Stooge	
	<b>Already</b> lost her files	+				Natasha	Stooge	
135	<b>More</b> careful	+				Natasha	Stooge	
136	<b>A little</b> sneaky		+			Natasha	Stooge	
139	<b>Generally</b> very happy	+			+	Natasha	Stooge	
141	<b>A few</b> problems				+	Natasha	Stooge	
140	<b>For the most part</b>	+				Natasha	Stooge	
153	<b>More</b> confident	+			+	Elisa	Stooge	
144	Settling in <b>much better</b>				+	Elisa	Stooge	
145	<b>Very</b> inquisitive	+				Elisa	Stooge	
148	Adjusted <b>well</b>	+				Elisa	Stooge	
149	<b>For the most part</b>	+			+	Diane	Stooge	
152	<b>Well</b> settled	+				Diane	Stooge	
152	Gets along <b>well</b>	+			+	Diane	Stooge	
152	<b>generally</b>				+	Diane	Stooge	