SETSWANA

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Paper 3158/01

Language

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Key messages

In order to do well in this examination, candidates should:

- choose a title in **Section A** on which they have something to say and for which they have command of appropriate structures and vocabulary
- read the question in **Section B** carefully and plan their responses to produce well-structured and persuasive arguments
- read the text in **Section C** carefully and write concise responses to the questions in their own words
- ensure in **Section D** that all the words and phrases in a sentence have been translated and carefully proofread their translation.

General comments

Overall, candidates performed well. They demonstrated good linguistic awareness and command of a wide range of structures and vocabulary.

Comments on specific questions

Section A

Composition

The topics catered for various backgrounds, practical life experiences as well as a good understanding of the practical application of proverbs in real life. They were interesting and age appropriate. Candidates displayed creativity and demonstrated that they understood what was expected of them.

Candidates were expected to approach the task in any way and to ensure that the composition was relevant to the topic.

A popular topic was '*Mesola le makoa a thekenoloji mo malatsing a segopieno'* ('Advantages and disadvantages of technology in modern days'). Candidates demonstrated understanding of how technology adds value to people's lives, while condemning negative aspects of the internet and dependence on technology.

Another popular topic was 'HIV/AIDS ke segajaja-ledimo lejabatho' ('The scourge of HIV/AIDS'). Students demonstrated awareness of the effects of HIV/AIDS, such as that on the economy of many African countries.

Section B

Letter writing

The candidates were asked to write a letter of (200–250) words on the subject of immigration and integration. The candidates gave interesting and solid arguments on either side of the debate, emphasising the importance of providing support for refugees.

Section C

Comprehension

The number of marks allocated to each question indicates the number of pieces of information expected. Most candidates gave correct answers, although a few misunderstood the questions, and question (h) was not fully understood.

Section D

Translation

Candidates were offered the choice of translating from Setswana to English, or English to Setswana. Most candidates chose to translate from Setswana into English. The candidates demonstrated good understanding of the source text, and most of the translations were of good quality. In many responses the candidates used a mixture of literal translation and adaptation of ideas adequately. In order to reach the highest achievement levels, candidates need to focus on entire sentences and the context, rather than on individual words.

Comments on use of language
The strongest candidates took care to be accurate with their spelling and grammar, and used a good range of vocabulary.

Weaker candidates had less control over the language. Some examples are included below.

Syllabic consonants

Candidates should understand that when syllabic *–ng* comes before velar nasal *ng* is represented by *n*, e.g.:

n + ngata   >   nngata (strike me)
n + ngwe   >   nngwe (one)
fenya (defeat)   >   *fenngwa* (in the passive form)

Many candidates wrote one syllable which gives the wrong meaning.

Semi-closed vowels *e* and *o*

Candidates should understand that semi-closed vowels *e* and *o* are sometimes raised to *i* and *u* respectively in speech. These vowels must be retained throughout as *e* and *o* in standard writing, e.g.:

etile (has visited)   and not itile
lefatsheng (this world)   and not lefatshing
sesenyi (a waster)   and not sisinyi

In other instances where the vowels *e* and *i* are variants, the more stable vowel *i* is employed, e.g.:

metsi/metse(water) >   metsi
bupi/bupe (meal) >   bupi

Some candidates use the labialized variant of the vowel o/ó which is incorrect in standardized writing, e.g. The first position demonstrative version of the adverb *kwa* (there) remains (*kwano*) and not *kweno*, while the adverbial particle remains *kwa* and not *ko*.

tlaya kwano   and not tlaakweno (come here)
fetela kwa go ena   and not fetela ko go ena (pass to him)
kwa gae   and not ko gae (at home)

Candidates can improve on differentiating double vowel and single vowel words. A double vowel results where it is so clearly heard as doubled that employing it singly would either affect meaning or the quality of the vowel adversely, e.g.

reetsa (listen)	and not retsa
jaaana (like this)	and not jana (eat one another)

Use of semi-vowels *y* and *w*

Many candidates wrote:

Motho **w**o	instead of Motho **y**o (this one)
Ntlo **w**a	instead of Ntlo **y**a (house of)

Use of borrowed words

Many candidates used borrowed words from English and Afrikaans such as:

khompiutara	>	khomphiutara(computer)
tleliniki	>	tleleniki (kliniek/clinic)
mmemo	>	memo (memo)

Choice of words

Many candidates were successful in selecting uncommon words with effective meaning, e.g.:

botsipa (person very clever at deception)	instead of leferefere
ditlholabagwe (window)	instead of letlhabaphefo
mokawana (very few)	instead of di se kae
Ddhutsana (sheep & goats)	instead of dinku le dipodi
thamaga ya boJesu (bible)	instead of beibele

Use of capital letters

Candidates should understand that capital letters should be employed in the following instances:

(a)   At the beginning of a sentence (Tsimologong seele):
- Ba tsamaile. (They have left)
- Sedibeng go iwa ka tsela. (This is the way to the well)
- Ke mang yoo? (Who is that one)

(b)   Initial letter of the word (tlhaka ya ntlha ya leina):
- Josefa, Modise, Tumelo, (personal names)

(c)   Honourable titles (maina a tlotla):
- Morena Modimo (God)
- Motlotlegi Tautona (Sir)
- Kgosi Tawana (King Tawana)

(d)   Mo maineng a a agilweng ka ditlhaka tsa ntlha tsa mafoko (Acronyms):

- AIDS
- BUMO
- BOPA
- BOCCIM

SETSWANA

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Paper 3158/02

Literature

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Key messages

- The presentation of candidates' work needs to be legible and logical.
- Candidates are reminded to ensure that the answer given is focused and relevant to the question in the examination. Pre-rehearsed, generalised essays do not attract marks.
- Quotation from the text is only effective when used judiciously and selectively. Candidates should not include long passages from the text. Brief, relevant quotations, which are integrated into an essay, show the depth of a candidate's knowledge and support the argument.

General Comments

Candidates showed understanding of the prescribed works and most of the responses were accurate.

In **Section B** particularly**,** many excellent analyses which contained detailed arguments with relevant examples were noted. Others needed to develop an understanding of what the questions entails in order to achieve high marks. Candidates can improve on the essay type of questions by underlining the main points of the questions before responding to the question instead of giving the summary or the content of the prescribed work which was not what was required of the candidate.

In **Section C**, the questions based on poems were answered competently. However, there was evidence that poetic devices ('*diponagalo tsa poko'*) were less well understood. For example, there was confusion over the use of linking and repetition. In some centres, candidates did not answer **Question 7.** Candidates are reminded to follow the rubric.

Comments on specific questions

Section A: Short Story and Novel

1 *Mareledi a sa le pele* **– M. O. Mothei**

Candidates who opted for this text did responded very well to the questions.

2 *Mosekela mpeng* **– T. Mbuya**

The best essays were extremely well argued and logically organized. *Mosekela mpeng* was *"Tlhalosa ditsela tse mokwadi wa padi e, a agileng ngangego ka teng gore mmadi a balele kwa pele a se ke a rata go e baya fatshe*." The term '*ngangego*' meaning suspense, seemed to be misunderstood by some candidates. Nonetheless there were also some excellent responses which unpacked all the incidents that caused suspense. The candidates were expected to explain the way the Missionaries who came to Botswana in Suping village were welcomed with open arms by the king. Many of the people's cultural practices and believes were gradually disregarded without communicating with the king and the villagers. The gradual take-over of the village by the Queen of England through her officials caused suspense especially in the way the king was overlooked.

Section B: Drama

3 *Motho ntsi* **– L.M. Mphale**

The question required the candidate to analyse how both the rich gentlemen in this drama use their status and wealth to manipulate the character who is a young girl from a poor family. Many responses made mention of the idea that the rich must be viewed with suspicion, while the poor with pity. Candidates showed consistent analysis, clear style and an ability to consider and judge alternative explanations. They argued and substantiated their arguments with examples. Weaker answers were characterized by a tendency to write more about the mother Ketlaitheng and how the husband and his family members died tragically leaving her and the daughter Matshidiso in poverty. Thus too little time was focused on how the reader feels sorry for these characters for behaving the way they do due to poverty, and how the two older men who proposed love to Matshidiso were viewed with suspicion for luring Matshisiso to fall in love with them.

4   *Ngwanaka, o tla nkgopola* – M. Lempadi

The question focused on how the milieu or background influenced at least four characters, two in each setting, (i.e. in a rural area and in an urban area). Sometimes the question itself was not adequately addressed. Candidates provided an answer for a question they have prepared, in most cases their answers were characterized by a tendency to generalised comments, and were less supported by analysis.

The best answers were those of the candidates who selected two characters in each setting and analysed their behavior – how they carried themselves and how they responded to the same issue in different ways. Weaker responses were those that provided only the summary of the whole drama without focusing on what the question required of them, thus limited to low band marks.

Section C: Poetry

5   *Kgosi Monare Gaborone* (from *Mahura a poko*) – L. Magopane

Most of the responses showed consistent analysis and a good understanding of the poem. There was evidence that candidates understood each stanza and gave appropriate answers to each section. There was sometimes confusion over the meaning of '*tadi e amusa*', '*Motshegare o mogolo*' (midday), and the idiom '*o jelwe ke bogosi*' (meaning he was killed by kingship). The poetic device '*tlogelo*' (elision), it was not well explained in some responses.

6   *Babusa-Batho* (from *Masalela a puo*) – M. Kitchin

Many candidates were able to respond correctly to the short questions set on this poem. In Question (b), candidates were to explain how the poet used imagery in the two selected verses. Responses often lacked analysis of how the poet used this device effectively in portraying how rulers rule. Only the most able candidates could not give an appropriate answer of what a 'theme' is. Most responses were more on the level of a message instead of a theme.

7   Unseen Poem: *Sefofu*

The poem gave a comparison of the situations facing blind people in the past and in the modern days. Responses needed to focus on the differences. Successful responses devoted thought to comparative analysis of the poem. Candidates, who dwelt more on one side of the periods depicting the changes in the lives and the status of blind people, were not as successful at accessing the higher ranges of the 10 marks available.