SETSWANA

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Paper 3158/01

Language

</div>

Key message

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

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

General comments

Candidates performed better this year than in November 2010, especially in **Sections A** and **C**. A minority of candidates struggled to come up with sufficient facts to substantiate their views in **Section A**, but the large majority had plenty to say on social and environmental issues. There was a small number of candidates who performed well in **Section A**, **Section B** and **Section D**, but did poorly in **Section C**, probably because they did not leave sufficient time to complete all the comprehension questions.

Comments on specific questions

Section A

All four sub-questions were well covered in this section. Candidates who reached high marks were those who could give a logical structure to their argument and who were able to back up their opinions with relevant facts.

Question 1(a)

This sub-question required candidates to write about something they value about the place they live in, which meant that it was essential for them to mention the particular place they wanted to discuss and to give sufficient details about this place.

Most candidates were able to structure their essays, and wrote effective introductions and conclusions to their arguments. In some cases, the introductions were overlong and/or the conclusion left out. A small number of candidates wrote essays in which the arguments, facts and opinions were rather vaguely presented, which meant that their answers lacked clarity and persuasiveness.

It was clear that many candidates were very proud of their heritage and were able bring a vast amount of knowledge of their home villages and towns to bear on their essays, which was to their credit.

Questions 1(b) and 1(c)

These sub-questions were often tackled with confidence and insight into childhood and traditional ways of life. Many candidates wrote persuasively and even movingly on the conflict between the requirement to maintain aspects of traditional life and the demands and pressures of modern life and the wisdom needed to reconcile and integrate these seemingly opposing ways of life.

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Question 1(d)

The number of candidates who chose this sub-question was small, but nearly all performed very well. They showed that they were well prepared and were able to support the facts and views presented in their essays.

Section B

Although candidates did better in **Section A** this year than last year, the performance in **Section B** is still stronger. This is the norm rather than the exception as the writing task in **Section B** is more structured and provides more contextual information and support which helps candidates to focus on the task in hand.

Most candidates were well prepared for this task and wrote very good introductions. The body of their essay was also better structured than in **Section A**. Most candidates remembered and knew how to write an effective conclusion.

Although candidates were given information to help them write their answer they still had to show their own initiative by coming up with proposals to prevent the extinction of traditional games. Some candidates struggled to support their opinions with pertinent facts and coherent arguments. Others appeared not to have read the whole question or to have read the question carefully enough as important information was left out. As a rule of thumb, in order to be successful in this question, candidates should give at least three facts or arguments to support their position.

In order to improve their performance further, candidates are advised to avoid technical terms for which they do not know the Setswana word.

Section C

This question was tackled better than last year. At the same time, it should be said that some candidates appear not to treat this part of the exam with the same care and attention which they devote to the other parts. There were some outstanding answers and even some of the weaker candidates managed to gather a good number of marks because they made consistent attempts to formulate concise answers in their own words. Some candidates appeared not to have read the text with due care and took a rather haphazard approach to answering the questions. Candidates must note that, if a question has been allocated two or more marks, it means they are required to base their answer on more than one piece of information from the text.

A number of words appear to have been misunderstood by a small group of candidates. One of these words was the Setswana word for baby, *losea*. On occasion, this word was incorrectly used by candidates mean 'orphan' or 'family dog'. Had they read the passage with sufficient care and attention, they would have realised that *losea* could only refer to a baby in the context of the text.

Answering questions using one's own words is highly recommended in this section as it shows that a candidate has understood the passage and because it will have a positive influence on the mark awarded for the quality of language used in this part of the exam. Extensive lifting of phrases and sentences from the texts will, on the other hand, significantly lower the mark awarded for quality of language.

Section D

Most candidates tackled the translations successfully. More candidates opted for the translation from Setswana into English but both translations were tackled equally well well. Some candidates struggled with words such as 'monument', 'museum' and 'taxi' in the middle section of the English passage, even though these words are commonly used.

Some candidates who lost marks gave a free translation and used their own words and style, instead of letting themselves be guided by the diction and register of the source text. It is therefore recommended that candidates take a careful approach to this task and ensure that they have covered all the words and phrases in a sentence before moving on to the next one.

SETSWANA

Key message

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

- be thoroughly familiar with their chosen set texts and poems
- read the question with care and think about what they are asked to do
- plan their answer and organise their material with close attention to the question
- take care to include analysis and argument, and avoid simply retelling the story in **Sections A** and **B**.

General comments:

Questions requiring relatively straightforward answers were answered very well, e.g. some of the sub-questions in **1(a)** in **Section A** and **2(b)** in **Section B,** while the answers to some of the other questions needed more careful planning before answering to avoid giving answers which were too general and without sufficient detail. In all three sections, answers needed to contain apposite references to the prescribed texts to support arguments and opinions. In the last question (**Question 4**), candidates should also have included references to the unseen poem printed in the question paper.

Discussions in **Section B**, **Question 2(a)** on language and style had to include examples from the given text with reference to the effect of the words and phrases on the reader. Many candidate were suitably prepared for this type of question and did very well as a result.

In **Section A, 1 (a) (iii)**, answers needed to contain arguments to support the reason for why Naledi's mother was doubtful that her daughter would be able to complete high school. There were several negative signs which she picked up on in her role as parent that made her doubt Naledi's sincerity. Some of these signs are not mentioned explicitly by the narrator but are rather implied in the language Naledi's mother uses, which meant candidates were required to have read the text closely.

To score high marks in **Section C**, discussion of poetic devices and effects should always be made with close reference to examples from the poem under discussion. Questions that require the candidate to discuss the content of the poem *in their own words* should be answered without quoting lines or chunks of verse from the poem.

An example of how to tackle a question on poetic devices is given below for reference:

Poetic devices: (a) *Tlhatlagano* and (b) *Mothofatso*

Example from the poem: <u>*Ke tswa*</u> *mpeng ya thaba ke sesefetse*
                              <u>*Ka tswa*</u> *ke thepologa ka tšhaama*

Discussion:

(a)   ***Tlhatlagano*** *ya mafoko ke sekao sa mafoko a a thaletsweng. Tlhatlagano ya mafoko e supa kgatelelo ya se mmoki a ratang go se re ruta.*

(b)   ***Mothofatso.*** *Mela yotlhe e mebedi e e nopotsweng fa godimo e mothofaditswe. Mmoki o bua ka noka e kete ke motho. Noka e ipua ka motho wa pele – e re* <u>*'ke'---*</u>*.*

Comments on specific questions

Section A: Short Story and Novel

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

Many candidates were able to answer this question well. However, as already indicated above, the best answers to **Question (iii)** were the ones that included examples from the texts showing that the mother doubted her daughter, for example when she says: *Kemmonnye a sa je di welang ka morwadie, e seng a le montle jaana. -----Ga a dire jaaka gale-----;* and *Fela gompieno o a nametshega jj.* These are some of the examples from the text that show the difficult times the mother had to endure with Naledi.

1(b) *Mosekela mpeng* **– T. Mbuya**

This year, there was a distinct improvement in the selection and the quality of discussion of the examples of conflict between Western and Batswana culture. The best essays were very well argued and logically organized.

Section B: Drama

2(a) *Motho ntsi* **– L.M. Mphale**

There were many responses which showed consistent and substantial analysis of the language, idiom and style used in the text, with close reference to the events and verbal interactions presented in the play. Candidates who answered this question based on general knowledge with only occasional reference to what they had learnt in grammar lessons were limited to marks in the lower bands.

An example of the type of response looked for is given below:

Ke raya o moporofiti:
Karolo ya puo: Sekapuo sa tshwantshiso.

Mowa o o renang: ke mowa wa kutlobotlhoko le wa go itlhoboga gore mmaagwe o ne a bonela pele gore o a tlhokofala e bile o tlile go sia mmaagwe le ngwana yo a mo tshotseng.

2(b) *Ngwanaka, o tla nkgopola* **– M. Lempadi**

Most candidates were able to argue and substantiate their arguments with examples based on events and interactions from the play. Weaker answers were characterized by a tendency to retell the story in chronological order without giving reasons for why certain events unfolded in the way they did.

Section C: Poetry

3(a) *Mahura a poko* **– L. Magopane**

Most responses showed consistent analysis and a good understanding of the poem. It was pleasing to see evidence that candidates observed and understood each of the subheadings by providing appropriate responses to each.

3(b) *Masalela a puo* **– M. Kitchin**

Candidates were asked to identify the poetic devices used in this poem and to explain their effect and importance. Candidates who did not substantiate their answers with examples of such devices from the poem were limited to lower marks.

4 **Unseen Poem: 'Seitlhamo a Ramapulana'**

This question is usually found to be the most challenging exercise in the exam, and this session was no exception. Quite a large number of candidates struggled to address the task adequately or found it difficult

to interpret what the poem was about. Some candidates rewrote the poem or quoted most of the words from the poem without clearly showing an understanding that the poem was about hunting a lion.

Use of language

Common spelling errors are given in the table below. N.B.: slang words – i.e. errors in register – used by the candidates are printed in bold.

Incorrect	Correct
fafatshe	*fa fatshe*
ebile	*e bile*
leele	*seele*
ga pedi	*gabedi*
moanelwa-mogolo	*moanelwamogolo*
siane	*seane*
mogodisitseng	*mo godisitseng*
gotwe	*go twe*
nyaa	*nnyaa*
ekela	*ikela*
magwe	*mmaagwe*
eteme	*itime*
mahala	*kwa ntle ga go lefela*
jola	*ratana*
bowela	*boela*
irela	*direla*
ethuta	*ithuta*
seameng	*siameng*
strateng	*mmileng*
sepiti	*lebelo/lobelo*
disentence	*dipolelo*
sokodisa	*tshwenya/tlhobaetsa/o letshwenyo*
pasa	*falola*
go gatetsa	*go gatelela*
banne	*baagi/banni*
semolola	*simolola*
bosewa	*busiwa*
tota kgosi	*tlotla kgosi*
tamaletseng	*tlhamaletseng*
*sechaba (**archaic orthography**)*	*setšhaba*
tisitseng	*tlisitseng*
Kgatetse (Southern Sotho)	*lapile*
mototo	*motlotlo*
goi tshasa	*go itshasa*
mafuko	*mafoko*
engwe	*nngwe*
itsisi	*itsise*
e le ngwe	*e le nngwe*
busigo	*bosigo*
ga pedi	*gabedi*
bulela	*bolela*
bulaya	*bolaya*
pulela	*bolela*
botlhoku	*botlhoko*
enyedisa	*inyadisa*
bothoko	*botlhoko*
fethe	*fete*
sumolola	*simolola*
jisa	*jesa*
tsega	*tshega*
ka bo jotlhe	*ka bojotlhe*

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