

SETSWANA

Paper 3158/01
Language

Key messages

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

Choose a title in **Section A** for 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 response 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.

In **Section D** ensure that all the words and phrases have been translated and that the translation is carefully proofread.

General comments

Section B

Overall candidates appeared to be well prepared for this paper. **Section A** was well answered by most candidates. However, a number of candidates struggled with **Section D, Question 8**. This was mainly due to the fact that candidates lack the correct vocabulary in English.

Comments on specific questions

Section A: Composition

Section A had four essays from which candidates were to choose one. Of the four essays, **Questions 1** and **4**: 'Thuto ya bojale le bogwera: A mme e santse e tlokega mo malatsing a segompieno?' and 'Tihaloso ya boleng le molemo wa ngwao mo setšhabeng' were well attempted by most candidates. **Question 2**: 'Se tshege yo o weleng mareledi a sa le pele' was based on a proverb and some candidates clearly did not understand the meaning of the proverb. They therefore failed to write a convincing essay. In responses to **Question 3**: 'Fa puso e sa tlhokomele pipamolomo le bobodu, di ka e phutlhamisa' some candidates did not understand the term, 'pipamolomo' which means 'to bribe'. As a result, their essays lacked content and were unconvincing.

Candidates should be encouraged to plan their compositions carefully and use a clear structure: 1) introduction, 2) body and 3) conclusion. Many essays did not flow and lacked cohesion.

Section B: Letter writing

On the whole, candidates performed well in response to this task. However, candidates are expected to know the difference between the tone and language required in a formal letter and in an informal letter. In some responses, the content was more like an informal letter with some unnecessary information included.

Section C: Comprehension

The number of marks allocated to each question indicates the number of pieces of information expected. Most candidates responded well to the comprehension questions. However, some candidates could not answer **Question 6(h)** which was about figures of speech (in this case: personification). In **Question 6(j)** there were three words given from the text, and candidates had to give their meaning. Some candidates were unable to do so.

Section D: Translation

Candidates were offered the choice of translating from Setswana to English or English to Setswana.

In **Question 7**, candidates had to translate a text from English into Setswana. Most candidates did well in this section.

In **Question 8**, candidates were required to translate a text from Setswana into English. A number of candidates did not succeed in this section due to lack of vocabulary in English and lack of understanding of the text.

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 their use of language. Some examples are included below.

Wrong Word	Correct Word
Motlhofo	botlhofo
Kapari	moaparo
Dimutlwa	memmutlwa
Matlhogonolo	masego
Senka	batla
Khotso	kagiso
Gobane	ka gonne
Ikitshe	intshe
Ira	dira
Iragalelwa	diragalelwa
Kgetsi	kgetse
Bolwetsi/molwetsi	bolwetse
Phelelong	bokhutlong
Ka mantswa a mangwe	ka mafoko a mangwe
Tihompho	Tlotlo
Basha/baša	bašwa
Bereka	dira
Kgotsana	kgosana
Tsei	tsie
Dipatelela	bookelo/maokelo
Ngwe	nngwe
Tirisanyo mmogo	tirisanommogo
Tshono	tšhono
Putso	potso
Gwa	go a
Itshesa	itshedisa
Sampe	santse

Use of borrowed words

Borrowed words may only be used if there are no Setswana terms. Most candidates used borrowed words from English and Afrikaans.

Kompone	setlamo
Bereka	dira
Pasitse	falotse
Unibesithi	Yunibesithi
Goromente	mmuso/puso

Words that are combined instead of being separated

tsame	tsa me and not tsa ka
o seke	o se ke
ebong	e bong
eleng	e leng
ebile	e bile
lantlha	la ntlha
ngwe le ngwe	nngwe le nngwe
bare	ba re
larona	la rona
gotwe	go twe

Use of capital letters

Some candidates did not use capital letters where they needed to be used. Capital letters should be used in proper nouns such as names of people, towns/cities, nations, when starting a sentence and not in the middle of sentences. For example: Bojale or bogwera the 'b' should be a capital letter when starting a new sentence but when in the middle of a sentence it should be a small letter.

motswana	Motswana
Setswana	Setswana
botswana	Botswana
mafikeng	Mafikeng
hammanskraal	Hammanskraal

SETSWANA

Paper 3158/02
Literature

Key messages

Candidates' work needs to be presented legibly and logically.

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 selectively. Candidates should not include long passages from the text. Brief, relevant quotations which are integrated into the essay show understanding and help to support the argument.

General comments

Section A (Questions 1 and 2) required knowledge of the content of the prescribed book. In **Question 1**, answers needed to contain arguments to support the reason why Neo left Modise for Kangkangwane and why this action led to Neo's misery and string of misfortunes.

In **Section B (Questions 3 and 4)** the questions were to be answered after careful planning. Subtopics based on the plot structure were provided to help in answering the question.

In **Section C**, a question that requires the candidate to give the content of the poem in their own words should be answered without quoting the verse lines. The short questions required good understanding of the content and the vocabulary used before answering. There was some evidence that poetic devices were not well understood.

Comments on specific questions

Section A: Short Story and Novel

Question 1

Fa a lelela legodu – P.T.M. Marope.

Candidates were able to answer this question in a competent manner that showed good understanding of the term 'dikgaba': bad luck that happens because one has been disobedient to one's parents.

OR

Question 2

Diselamma – T.K. Mouwane

The best essays were extremely well argued and logically organised. On the whole, candidates performed reasonably well on this question.

Section B: Drama

Question 3 + Question 4

Mmoko wa talane – T.K. Mouwane and Pelo e ja serati – J.M Ntsime

In both dramas, candidates were given subtopics that are aligned to plot structure in order to clearly show how the conflict began and how it ended: Tshimologo (Beginning); Tlhaologo (clear revelation of conflict); Phuthulogo (Precision); Tsielego (Predicament) Setlhoa (Climax); Tharabologo (Unravelling) and Bokhutlo (Ending). Very few responses used the given structure. Most candidates gave the core facts about the conflict between King Serame and his son Dithole who wanted to marry a foreigner instead of his cousin Mosidi in *Pelo e ja serati* – JM Ntsime. King Mmopela in *Mmoko wa talane* – T.K.

Mouwane: the conflict was between King Mmopela and Lesedi whose father was one of the workers at the king's palace. The king wanted Lesedi to take over his father's job in the palace although the king's late father sent Lesedi to school because he was intelligent.

Section C: Poetry

Question 5

**Borobe jwa puo – M.R.T. Makgeng
Poem – Tsa loapi**

Candidates struggled with question (a). A number of candidates could not give a correct answer. The other responses showed understanding of the poem except where a question was based on a proverb (d). Some candidates did not know the meaning of the proverb. Nonetheless, there was evidence that candidates understood some of the questions and were able to give appropriate answers.

Question 6

**Motlhaolosa – M. Moreri
Poem – Lorato**

On the whole, candidates answered this question competently. However, a number of candidates quoted the poetic lines themselves when explaining the content of the poem. Candidates have been clearly instructed not to do that for this question, but they still quoted the verse lines. This is an indication that the candidates could not explain what the poem is about using their own words.

Question 7

Poem: Letlhabula

This question was adequately addressed by candidates. Some candidates quoted most of the words from the poem without clearly showing an understanding that the poem was about spring. On the whole, however, candidates interpreted the contents of the poem correctly, thus scoring high marks in this question.