

# SETSWANA

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Paper 3158/01

Language

## General comments

Generally, most candidates did well.

Those candidates who received good marks were able to structure their work better than weaker candidates. Strong candidates wrote in paragraphs, presented their arguments in a logical fashion, used punctuation correctly (where appropriate) and showed a good command of Setswana grammar and spelling.

Some of the work in the writing sections (**A** and **B**) was rather disjointed. Candidates should be encouraged to structure their work in paragraphs, maintain relevance and establish a logical development for their argument. This will help candidates avoid repetition and jumping from one point to another.

There were some candidates who showed a poor knowledge of Setswana grammar and spelling, though in some cases it was clear that errors were the result of carelessness. Candidates should be reminded to take care of their language as it forms an important part of the assessment of their work.

Candidates should be dissuaded from using obscure jargon in their writing as this often makes it difficult to follow their argument. Slang should also be avoided and candidates should be encouraged to write legibly, as some handwriting was very difficult or impossible to read.

## Comments on specific questions

### **Section A**

**Questions (b) and (d)** were the most popular choices. Many candidates were able to provide solid arguments for their views on the topics, probably because the issues they cover are topical in Botswana today.

### **Section B**

Though candidates approached this section from different angles and wrote in different formats, the central message was well presented in most cases. Candidates typically cast their response in the format of a newspaper article, a speech for TV or radio or a deposition at the *kgotla*.

Many candidates were able to mention the many causes that lead to the wasting of water, including leaving taps to drip, washing cars using hosepipes, watering gardens with drinking water and the use of swimming pools in times of drought.

Candidates also presented a variety of solutions, such as increasing water tariffs, introducing water meter cards and reusing water (e.g. dish water to wash cars and water gardens). Some also wanted the use of drinking water to wash cars to be made illegal in Botswana.

### **Section C**

This section proved to be the most challenging for many candidates. Some appeared not to have properly understood aspects or even large parts of the passage, as for instance shown by the fact that some did not finish answering questions, while others wrote answers that were not relevant or copied large parts of the text indiscriminately. Candidates must prepare much better for this part of the question paper in future through more practise. They should also be actively encouraged to read widely in order to develop their comprehension skills and to build their vocabulary. A strong vocabulary will give candidates the confidence to answer questions in their own words and to show that they have understood both text and questions.

**Section D**

Unlike previous years where the majority opted to translate from Setswana into English, candidates were equally divided between the two translations on offer. Perhaps because some had not planned properly and were running out of time as a result, candidates did not always apply sufficient care to their translation. A small group of candidates produced translations that were too literal, and lost some of the meaning of the original as a result.

# SETSWANA

Paper 3158/02

Literature

## General comments

Compared to 2006, Examiners have seen an improvement in the way the questions were answered; there was more focus on what the questions demanded instead of generalizing or relating the storyline only. There are still a few candidates who approached the questions on this Literature paper as if they were answering comprehension questions. Such candidates found it very difficult to articulate literary appreciation and struggle with high order questions that ask them to think at a more profound level.

The few candidates who performed very poorly were mostly those who answered only one or two questions in the whole paper or who misunderstood what was required of them.

Orthographical and spelling mistakes as well as dialectal influences occurred less frequently than in the past two years. Examples of these have been captured in the table below for reference.

## Comments on specific questions

### *Section A: Novel*

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

The question was about the language and style of the abstract provided. Some candidates answered this question based on their grammatical rather than literary knowledge. The answers they produced were not based on the given text. A few candidates showed little awareness of the use of literary devices and made little attempt to understand how certain words and phrases in the extract were used to build up tension or create atmosphere. For example words and phrases such as:

- **nkadingala** (traditional doctor) and
- **mogoga** (food eaten at a funeral)
- **go tlolwa (ke pelo)** (to lose your temper or to get angry)

were not interpreted or explained in relation to the context in which they occurred, which meant that some candidates lost out on marks.

#### (b) *Mosekela mpeng* – T. Mbuya

This question is based on the influence which both African and Western cultures have on individuals in the novel and how this can give rise to conflict and misunderstanding. Most of the candidates who answered this question understood what was required and wrote good responses.

### *Section B: Drama*

#### (a) *Motho ntsi* – L.M. Mphale

Candidates were asked to categorize characters according to their importance in the play and explain how each contributed to the plot.

Many candidates did not divide the different characters into *mokgannatiro*, *mogapatiro*, *molotlhanyi* and additional characters (*batlalelets*), who are less important but have a role in making events move forward. They only spoke about the characters as being either important or less important but forgot to argue how they were important in furthering the plot.

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

The question asked candidates to discuss the unravelling, denouement, climax and end/conclusion play.

The candidates did not always know how to divide up the action according to the different stages set out in the question. The subheadings were meant to help candidates structure their answer, but some missed the opportunity.

**Section C: Poetry****Question 1****(a) Mahura a poko – L. Magopane**

The question is based on the poetic devices used in the poem. Some candidates struggled to answer this question. They approached the poem based on content only. They did not know the terms used for poetic devices nor their role in the poem.

**(b) Masalela a puo – M. Kitchin**

The question asked for an interpretation of the poems in the candidate's own words according to the following points:

- the theme of the poem
- the emotional response evoked by the poet
- the poet's stance on the theme of the poem
- the reader's feelings about what the poet is trying to address
- how the reader would have approached what the poet is trying to address

Although most candidates did well in this question, they often relied too much on citing many quotations from a poem without commenting on them in detail. This mars the interpretation of the poem in the candidate's own words. In many cases, most subheadings were ignored and only the last two points would be addressed.

**Question 2****Unseen poem: Kalogo ya Bogwera**

The task was to write about the message of the poem.

In general, most of the candidates understood what the concept of initiation stood for in the context of the poem. They based their answers on the poem itself and did not fall into the trap of answering the question merely on the basis of their general knowledge or experience. As a result, most candidates performed well in this section of the paper.

Below is a list of frequently occurring errors in spelling and orthography which will need to be addressed.

INCORRECT	CORRECT (standardised Setswana)
<i>ebile/ibile</i>	<i>e bile</i>
<i>ele</i>	<i>e le</i>
<i>bare</i>	<i>ba re</i>
<i>bane</i>	<i>ba ne</i>
<i>Mo padi ena</i>	<i>Mo pading e</i>
<i>ye e</i>	<i>e e</i>
<i>mobadi</i>	<i>mmadi</i>
<i>seka</i>	<i>se ka</i>
<i>tsega</i>	<i>tshega</i>
<i>meleng</i>	<i>mmeleng</i>
<i>tloetse</i>	<i>tlwaetse</i>
<i>tlaloganyo</i>	<i>tlhaloganyo</i>
<i>tlokomela</i>	<i>tlhokomela</i>
<i>Go re</i>	<i>gore</i>
<i>maesemane</i>	<i>maesimane</i>
<i>kantlha</i>	<i>ka ntlha</i>
<i>ko</i>	<i>kwa</i>
<i>gotwe</i>	<i>go twe</i>
<i>dikanna</i>	<i>di ka nna</i>
<i>ebong</i>	<i>e bong</i>
<i>yeo</i>	<i>eo</i>
<i>lantlha</i>	<i>lwa ntlha</i>
<i>setlogo</i>	<i>setlhogo</i>
<i>tsegeditse</i>	<i>tshegediste</i>
<i>ka go nne</i>	<i>ka gonne</i>
<i>motshaba</i>	<i>mo tshaba</i>
<i>tlaka tlakane</i>	<i>tlhakatlhakane</i>
<i>se kapuo/ se ka puo</i>	<i>sekapuo</i>
<i>malwa</i>	<i>mmalwa</i>
<i>morrwarragwe</i>	<i>morwarraagwe</i>
<i>garologanang</i>	<i>farologanang</i>
<i>natihisa</i>	<i>natefisa</i>
<i>wana</i>	<i>ngwana</i>
<i>latlelwa</i>	<i>latlhelwa</i>
<i>hagori</i>	<i>ka go re</i>
<i>banngwe</i>	<i>bangwe</i>
<i>ane</i>	<i>a ne</i>
<i>bane</i>	<i>ba ne</i>
<i>seswa</i>	<i>sešwa</i>
<i>enngwe</i>	<i>e nngwe</i>
<i>bagakololole</i>	<i>ba gakolole</i>
<i>ikgantsa</i>	<i>ikgantsha</i>
<i>a sina ditlong</i>	<i>a se na ditlhong</i>
<i>tswantsanya</i>	<i>tshwantshanya</i>
<i>tsola</i>	<i>tshola</i>
<i>ithana</i>	<i>itaana</i>
<i>senngwe</i>	<i>sengwe</i>
<i>fetlhogile</i>	<i>fatlhogile</i>
<i>tlomileng</i>	<i>tlhomileng</i>
<i>kagone</i>	<i>ka gonne</i>
<i>tlola</i>	<i>tlhola</i>
<i>Naka ya Setswana</i>	<i>Ngaka ya Setswana</i>
<i>mpepeneng</i>	<i>pepeneneng</i>
<i>utlwing</i>	<i>utlweng</i>
<i>bothokwa</i>	<i>botlhokwa</i>
<i>dikologo</i>	<i>tikologo</i>
<i>molai</i>	<i>mmolai</i>

<i>itsiwi</i>	<i>itsiwe</i>
<i>bothoka</i>	<i>botlhokwa</i>
<i>bulaya</i>	<i>bolaya</i>
<i>botshewa</i>	<i>botsenwa</i>
<i>bowela</i>	<i>boela</i>
<i>wanyana</i>	<i>ngwanyana</i>
<i>mmaka</i>	<i>maaka</i>
<i>sechaba</i>	<i>setšhaba</i>
<i>monelwa</i>	<i>moanelwa</i>
<i>ekete</i>	<i>e kete</i>
<i>sello</i>	<i>selelo</i>