

SETSWANA

Paper 3158/01
Language

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:

Generally, candidates performed better this year than last year, and also appeared to be better prepared. Some candidates struggled to come up with enough relevant facts to support their arguments and opinions in **Section A**. Some also ran into difficulties in some of the questions in **Section C**. A small group of candidates preferred to tackle the comprehension exercise last, and did manage to finish it.

Section A

All four topics were chosen and many candidates were able to show their productive language skills to good effect. Some candidates wrote essays which went beyond the recommended word limit and ran out of time in the rest of the exam. Candidates are strongly advised to observe the limit and to manage the time available to them in this exam effectively. They must also be reminded to stick to their chosen topic, as some essays this year were barely relevant, resulting in very low marks.

Question (a)

This question invited candidates to evaluate whether school uniforms are a good or a bad thing. Most candidates were able to devise a structure for their essay. Some introductions were very effective, while others were too drawn out. The facts presented in the discussion part of the essay were often quite vague. The best answers were able to discuss the issue even-handedly before coming to a satisfactory conclusion based on solid reasoning. Weaker essays did not go into sufficient detail, or were one-sided in their approach to the question.

Question (b) and (c)

The candidates who attempted these questions showed confidence in tackling the topics. Many were able to deploy their impressive knowledge to back up their arguments and opinions.

Question (d)

The essays on this topic were amongst the best in **Section A**. Most candidates were well prepared and able to support their arguments with relevant knowledge about government initiatives in the areas of the fight against AIDS, tourism and financial support (e.g. CEDA) etc.

Section B

This section was tackled noticeably better than last year. Candidates were well prepared and the body of the composition was better structured compared to compositions in **Section A**. They were more successful with writing a suitable conclusion than they had been in the previous section.

In a small number of cases, the reader was left unsure where the candidate ultimately stood with the regards to the proposed opening of a bar in the middle of the ward. As a rule of thumb, candidates have to offer at least three facts to support their stance to achieve a good degree of success in this part of the examination.

Section C

Comprehension

On the whole, this exercise was not attempted to the same standard as the other exercises in this paper. A number of responses to the comprehension questions showed that some had not read the text thoroughly. They appeared to guess, or copied from the text without tailoring their response to the question, which led to a loss of marks. Candidates should take note that if a question is worth two marks or more, the onus is on them to find more than one bit of information from the text. Candidates are also strongly advised to answer the questions in their own words to show they have understood the passage.

Some candidates struggled to construe the meaning of certain words or expression from the context of the passage. An example of this is the word *lekgwelwa* (someone who leaves their country for a very long time with out coming back). The word was misinterpreted in a variety of ways, e.g. *legodu* (thief) or *lekgoa* (white person), which appeared to show that some candidates did not read the passage closely enough.

Section D

Most candidates successfully conveyed the meaning of the Setswana passage into English. Fewer candidates chose to translate the English into Setswana, and some of them did not perform very well. Some candidates started off strongly but found it difficult to maintain the same standard in the middle section of the passages, perhaps because they ran out of time or because their concentration on the task started to lapse. Words which proved to be particularly challenging this year were *mmadikole* (university) and *madi a bogosi* (royal blood).

Some candidates lost marks because their translations were too loose. It is recommended that candidates try to stay close to the meaning and the style and register of the source passage throughout.

SETSWANA

Paper 3158/02

Literature

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**.

Section 3

General comments:

To do well in this paper, answers should always be fully relevant to the questions. Candidates should avoid generalisation and refer closely to the text under consideration throughout their response.

Comments on specific questions

Section A: Prose

Question 1

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

A number of answers merely retold the story, without answering the question. Such answers scored low marks. Most answers were fully relevant to the task set, however.

(b) ***Mosekela mpeng* – T. Mbuya**

On the whole, the answers to this question were more relevant to the specific task than those given to **Question 1(a)**. Most candidates performed very well.

Section B: Drama

Question 2

(a) ***Motho ntsi* – L.M. Mphale**

Most candidates were able to substantiate their arguments with well-chosen examples from the play. Weaker answers showed a tendency to give a summary of the story line in chronological order without giving reasons for why certain events unfolded the way they did.

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

Candidates were able to unpack the demands of the question very well. They gave apposite examples from the text to support their arguments and substantiated many of their findings through their knowledge of the genre. Good candidates also showed an ability to consider the playwright's use of language. An example of a good answer to the this question was: "*Leele: Ke segiwa ke lela la tsala. O utlisiwa bothoko ke go belega ngwana yo gompieno a swang jaaka ntsi. Mmelegi o tsholetse Tiroeng bothole ka mo teyeng mme a bo a tlhokofala.*"

Section C: Poetry

Question 3

(a) ***Mahura a poko* – L. Magopane: ‘Johane Mokolobetsi’**

The poem is based on the biblical John, and most responses showed good analysis and understanding of the poem. It was pleasing to see that candidates addressed each sub-question appropriately. They were able to refer to the contents of the poem without quoting entire lines of verse. On the whole, most of them did very well.

(b) ***Masalela a puo* – M. Kitchin: Tumagole**

Candidates had to consider a good range of poetic devices used and discuss their importance in the poem. To be able to explain a specific poetic device and the effect it has on the reader shows that the candidate has understood how the poem works. Some candidates repeatedly mentioned the same poetic device while others important features were left out of their discussion. Because of this, a large number of candidates did not do very well.

Below is an example of how poetic devices might be discussed:

Ngamelo/Neeletsano: *Ngamelo ke mofuta wa poeletso e e fitlhelwang mo mola wa leboko o feleleng teng mme lefoko leo e nne lona lwa ntlha go simolola mola o o latelang.*

Botlhokwa: *Neeletsana e gatelela botlhokwa jo bo rileng ka ga kakanyo e e rileng.*

*Wa mophato wa thaka **ya Maretela** –
Ka o reteleitse thakana ya gagwe.*

(c) **Unseen Poem: Bosiela**

Success in this part of the examination is achieved by identifying a good range of the poetic devices with an explanation of their particular function in the poem. Candidates are advised to be selective when quoting from the poem.

Candidates generally had a good understanding of what an orphan is. Some candidates rewrote the poem, or copied most of the words from the poem, without clearly showing that they had understood it. A few identified the link between the concept of being orphaned and the word *Ledimo* (a giant) but only rewrote the line in which the word occurred, instead of commenting that the poet compares the feeling of being orphaned with being attacked by a giant. Most candidates did very well in this question, however.

Orthography and standardization

Very few spelling or orthographical mistakes were made, which was a marked improvement on previous years. Examples of mistakes that did occur this year are given in the table below.

Cambridge General Certificate of Education Ordinary Level
3158 Setswana November 2012
Principal Examiner Report for Teachers

Incorrect	Correct
<i>Jile</i>	<i>Jele</i>
<i>Ebile</i>	<i>e bile</i>
<i>Ngwe</i>	<i>Nngwe</i>
<i>Go lo</i>	<i>Golo</i>
<i>kganeng</i>	<i>kgannyeng</i>
<i>Took</i>	<i>Thoko</i>
<i>sepheshale</i>	<i>O bothhokwa</i>
<i>gotwe</i>	<i>go twe</i>
<i>Nyaa</i>	<i>Nnyaa</i>
<i>Moanelwa mogolo</i>	<i>moanelwamogolo</i>
<i>magwe</i>	<i>mmaagwe</i>
<i>sechaba</i>	<i>setšhaba</i>
<i>bantshu</i>	<i>bantsho</i>
<i>Ntšha</i>	<i>ntšhwa</i>
<i>magwe</i>	<i>mmaagwe</i>
<i>Irela</i>	<i>Direla</i>
<i>ethuta</i>	<i>lthuta</i>
<i>seameng</i>	<i>siameng</i>
<i>Tisa</i>	<i>Tlisa</i>
<i>semolola</i>	<i>simolola</i>
<i>Ntlu</i>	<i>Ntlo</i>
<i>bereka</i>	<i>Dira</i>
<i>phasa</i>	<i>Falola</i>
<i>go gatetsa</i>	<i>go gatelela</i>
<i>banne</i>	<i>baagi/banni</i>
<i>Utwā</i>	<i>Utlwa</i>
<i>bosewa</i>	<i>busiwa</i>
<i>tota</i>	<i>tlotla</i>
<i>tamaletseng</i>	<i>tlhamaletseng</i>
<i>Moki</i>	<i>Mooki</i>
<i>Lucky</i>	<i>Lesego</i>