

SETSWANA

Paper 3158/01
Language

Key messages

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

- choose a title in **Section A** about 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

Overall candidates appeared to be well prepared for the paper.

Comments on specific questions

Section A: Composition

Candidates demonstrated good writing skills in this part of the examination and most ensured the content of their essay was relevant to their chosen topic. **Section A** consisted of four topics, namely:

1. *Dilo tse ke di ratang thata mo botshelong*
2. *Nkabo ke ngwana wa morago.*
3. *Fa go ka twe o itlhophele tumedi o ka tlhopha efe?*
4. *Goreng kontinente ya Aforika e aparetswe ke lehuma le kakgaakgego?*

Many candidates chose the first topic and wrote about their hobbies or other things that bring joy to their lives. Candidates mentioned a wide variety of things, including the relationship with their parents and their passion for technology, including cell phones, cars, machines, the internet, aeroplanes, tractors, television and radio. Others wrote about going to church, fashion and food. A good number of candidates took on the fourth topic and wrote about the challenges facing Africa. Some candidates mentioned the devastating effects of diseases such as HIV/AIDS, tuberculosis, malaria and Ebola on societies, families and economies in Africa. Some candidates mentioned that Africa is rich in minerals, has arable land and has weather conditions beneficial to agriculture but that it is important to manage these resources well. Others discussed political problems in some countries in Africa and the importance of improving access to good education. The second and third topics were chosen less frequently but the essays written on them were often thought-provoking and enjoyable to read.

Section B: Letter

Candidates were asked to write a letter of 200-250 words to a newspaper editor about the health hazard created by the bad sewerage system at school and the polluted environment around the school. Candidates expressed their views very well could provide detailed accounts of the detrimental effects of pollution on the school and the diseases it can bring. Many pointed out that waste water and sewage needs to be properly treated before they can be disposed of in an environmentally friendly way.

Section C: Comprehension

Candidates were asked to answer all the questions in this section of the examination. Most candidates answered the majority of the questions correctly while a small number of candidates misunderstood the questions and/or the comprehension text.

Section D: Translation

Candidates were asked to translate a passage from English into Setswana or from Setswana into English. Each passage is split into 25 one-mark portions. Each portion is allocated one mark only.

Many candidates chose to translate from Setswana into English. Most of the translations were of good quality, especially translations from Setswana into English. Candidates usually demonstrated a good knowledge of the source text and used a variety of translation strategies to convey the meaning of the source text adequately in their translation. In some instances candidates left out words they did not understand or mistranslated words and phrases.

Common linguistic errors

Below is a section of the report which lists common linguistic errors made in this year's examination in **Sections A, B, C** and in the English to Setswana translations in **Section D**. Teachers may find it useful to bear these observations in mind when preparing future candidates.

Common spelling errors

Ra masedi > Ramasedi
Rabela > Rapela
Rramasedi > Ramasedi
Thaloganya > Tlhaloganya
Ba seka > ba se ka
Same > sa me
Polastiki > Polasetiki
Diphologo > Diphologolo
Matlaka > Matlakala
Rragwe > Rraagwe
Ekare > O ka re
Tlhwafala > Tlhwaafala
Dikhubo > Dikobo
Bathuti > Baithuti
Botseme > Boitseme
Ditsopelo > Ditsompelo
Tileng > Tlileng
Maragane > Maranyane
Pasitseng > Phasitseng
Go dimo > Godimo
Iphutlha > Iphutha
Motswana > Motswana
Mabate > Mabati
Tirisanyommogo > Tirisanommo
Santla > Santlha
Ngwe > Nngwe
Ikitaya > Ititaya
Batswaa re... > Batswana ba re...
Ngwe tsa > Nngweya
Rutla > Ruta
Basha > Baša
Tlokafatsa > Tokafatsa
Tlhwafalo > Tlhwaafalo
Itshupi > Itshupe
Nnelwa > Neelwa
Tshono > Tšhono
Se se golo > Se segolo

Borukuti > Borukhutli
Dibone > Di bone
Motseleng > Mo tseleng
Thola > Tihola
Thothoetso > Thotloetso
Ebile > E bile
Tlhakantshuke > Tlhakantsuke
Rragwe > Rraagwe
Mmagwe > Mmaagwe
Kgwetsa > Kgweetsa
Phišwana > Phešwana
Tshididi > Tsididi
Iketile > iketlile
Boretlhe > Borethe
Tleng > Teng
Nkgatla > Nkgatlha
Monyala > Mo nyala
Moipolae > Moipolai
Se golwane > Segolwane
Mothofo > Motlhofo
Phata > Phatla
Ntšhanyana > Ntšanyana
Mmantwane > Mantlwane
Difedile > Di fedile
Temothuo > Temothuo
Fatshe > Lefatshe
Dikgone > Di kgone
Letlhapa > Letlapa
Go bua le mogala > Go bua ka mogala
Difele > Di fele
Ba sweu > Basweu
Lefatse > Lefatshe
Sepatela > Sepetlela
Kgatlego > Kgatlhego
Sena > Se na
Tsameka > Tshameka
Lantlha > La ntlha
Dimolemo > Di molemo
Tlhatlobo > Tlhatlhobo
Tlwetse > Tlwaetse
Ena > Eno
Matswao > Matshwao
Mantla > Mantle
Utlusa > Utlwisa
Rutloetsang > Rotloetsang
Dintse > Dintsi
Mmonyne > Monnye
Modimo > Modimo
Nkutlusa > nkutlwisa
Dikubodikhutshwane > Dikobodikhutshwane
Mosopologo > Musopologo
Fetlhelela > fitlhelela
Marekisitsong > Marekisetso
Pasitse > Phasitse
Itirelelafela > itirelafela
Mmaphereko > Mmapereko
Ntiletsa > Nteletsa
Go buwa > Go bua
Tsedidi > Tsididi
Se golwane > Segolwane
Ngwaga yo > Ngwaga o
Rumilwe > Romilwe
Mamogolo > Mmemogolo

Buleletswe > Boleletswe
Ditlhokegang > Di tlhokegang
Retsa > Reetsa
Tlokega > Tlhokega
Duwela > Duela
Bowelagae > Boelagae
Mamphorwaatlamelababolai > Mamphorwanamaatlhamelababolai
Thuto ye > Thuto e
Diriwa > Dirwa
Rotoetsa > Rotloetsa
Mokgwelo > Mokgweleo
Lephatla > Lephata
Thabololo > Tlhabololo
Phutego > Phuthego
Kgotlhatsa > Kgothatsa

Problems with syllabic consonants

Many candidates were not aware that when syllabic *ng* comes before a velar nasal it is represented by *n*, e.g.:

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

Many candidates only wrote one syllable which gave the wrong meaning.

Semi-closed vowels *e* and *o*

Semi-closed vowels *e* and *o* are sometimes raised to *i* and *u* respectively in speech. However, these vowels must be retained as *e* and *o* in standard writing, i.e.:

etile (has visited) and not *itile*
Lefatsheng (this world) and not *lefatshing*
Lefisa (make someone pay) and not *lifisa*
Sesenyi (a waster) and not *sisinyi*
Lomile (bite) and not *lumile*
Pelong (in the heart) and not *pelung*
Romile (send) and not *rumile*
Moromi (sender) and not *murumi*
Ntlong (in the house) and not *ntlung*

A large number of candidates used incorrect vowels instead of those used in corrected examples given above.

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

Ruri/rure (indeed) *> ruri*
Metsi/metse (water) *> metsi*
Bupi/bupe (meal) *> bupi*
Gaufi/gaufe (near) *> gaufi*

In some instances candidates used different spellings for the same word in one paragraph. Some candidates use the labialized variant of the vowel *o/ó*, which is not accepted in standardized writing. The first position demonstrative version of the adverb *kwa* (there) remains (*kwano*) and not *kweno*, while the adverbial particle remains *kwa* and not *ko*, as it appears in some candidates' work. In others words, as shown in the following examples, it should be:

- *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)

Some candidates struggled to differentiate between double vowel and single vowel words. A double vowel applies where it is clearly heard as doubled and where a single vowel would either affect the meaning or the quality of the vowel adversely, e.g.:

Reetsa (listen) and not *retsa*

Jaana (like this) and not *jana* (eat one another)

Jaanong (now) and not *janong*

Fapaana (clash) and not *fapana* (bandage each other)

Seeleele (a dunce) and not *selele* (a weed)

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

Some candidates wrote:

Motho wo instead of *motho yo* (this one)

Polao wa instead of *polao ya* (killing of)

Ntlo wa instead of *ntlo ya* (house of)

Use of borrowed words

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

<i>khompiutara</i>	>	<i>khomphiutara</i> (computer)
<i>tleliniki</i>	>	<i>tleleniki</i> (kliniek/clinic)
<i>mmemo</i>	>	<i>memo</i> (memo)
<i>nnôtô</i>	>	<i>nôtô</i> (naught); (lefela)
<i>wulu</i>	>	<i>ulu</i> (wool)
<i>dokete</i>	>	<i>tokete</i> (docket)
<i>dolara</i>	>	<i>tolara</i> (dollar)
<i>dairi</i>	>	<i>tairi</i> (dairy)
<i>oli/ole/wele</i>	>	<i>ole</i> (oil)
<i>liki</i>	>	<i>lliki</i> (league)
<i>rephaboliki</i>	>	<i>ripabobiki</i> (republic)

Use of capital letters

Some candidates used capital letters inaccurately. Capital letters should only be employed in the following instances:

1 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?)

2 With proper names (*tlhaka ya ntlha ya leina*):

- *Josefa, Modise, Tumelo* (personal names)

3 With honourable titles (*maina a tlotla*):

- *Morena Modimo* (God).
- *Motlotlegi Tautona* (Sir).
- *Kgosi Tawana* (King Tawana).

4 With acronyms and abbreviations (*Mo maineng a a agilweng ka ditlhaka tsa ntlha tsa mafoko*):

Cambridge Ordinary Level
3158 Setswana November 2018
Principal Examiner Report for Teachers

- *AIDS*
- *BUMO*
- *BOPA*
- *BOCCIM*

SETSWANA

Paper 3158/02
Literature

Key message

In order to do well, candidates should bear in mind the following:

- their work needs to be presented legibly and logically
- they should ensure that the answer given is focused and relevant to the question in the examination. 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

Candidates who chose *Fa a lelela legodu* by P.T.M. Marope usually answered **Question 1(a)** and **1(b)** correctly. **Question 1(c)** required two bits of information and most candidates focused only on the last part of the question. Very few candidates gave the core reasons why Neo does not want to see Modisa anymore despite the fact that they are engaged to be married. **Question 2** was based on *Diselammapa* by T.K. Mouwane and most candidates who chose to answer the questions on this text did quite well. A good number of candidates who answered **Question 2(c)**, for example, provided a detailed characterization of Morolong and the motivations for his actions in a way that was commensurate with eight marks allocated to the question.

On the whole candidates did very well in essay **Questions 3** and **4**. The only general weaknesses encountered in **Question 3** on *Pelo e ja serati* were evident in some answers to the first part of the question. Some candidates only gave their opinion on the advantages and/or disadvantages of arranged marriages but failed to make the link to *Pelo e ja serati* and to what Dithole and Nombini did in defiance of the old tradition of selecting a partner for a prince based on bloodline. Most of the candidates adopted the right approach, however, and obtained good marks for this question. **Question 4** was well answered by the majority of the candidates.

Section C: Poetry

There was an error in this year's question paper as the poem in **Question 5** was not on the syllabus. Measures were put in place to ensure that the very small number of candidates who chose to answer this question over **Question 6** were not disadvantaged. Most candidates did very well in **Section C** when summarising the content of a poem in their own words. However, there were quite a few candidates who rewrote the verse lines as their answer.

To score good marks for questions that require discussion of certain poetic devices examples from the poem should be given, supported by reasons why the examples provided are relevant. The importance of the relevant poetic device for the poem should also be addressed briefly.

Spelling and orthography need further urgent attention. Although there are seven dialects in Setswana the standard orthography is the same for Botswana, Namibia and South Africa. Some candidates still used the old spelling for words such as *Sechaba* (instead of *Setšhaba*). Quite a number of non-standard words were also in evidence, for example 'sokola' from the Afrikaans verb *sukkel* (instead of *sotlega*) and 'jola', the slang word for 'being in love (instead of *go ratana*).

Comments on specific questions

Section A: Short Stories/Novel

Question 1: *Fa a lelela legodu* – P.T.M. Marope

Some candidates gave the similar answers to **Question (e)** and **(f)**. Candidates could have discussed a number of relevant developments in response to **Question (e)** in relation to what befell Neo after she left Modise. Jonah and wife could have been more usefully discussed in response to **Question (f)** (instead of **Question (e)**), as well as the fact that Modisa became very successful after Neo left him. **Question (f)** was also based on the idiom '*Nko ga e dupe*', meaning one cannot predict what the future will hold. Candidates were expected to mention, or at least show awareness of, the fact that after Neo divorced Modisa because of his lack of education Modisa became an executive manager at a bank. He did very well in his career and married someone else. Very few candidates mentioned this.

Candidates are reminded to read questions carefully and always to bear in mind the number of marks allocated to a particular question. In some cases candidates gave long answers – sometimes up to ten lines long – to one-mark questions requiring only a small amount of detail, such as the name of a character.

Question 2: *Diselammapa* – T.K. Mouwane

Question 2 (e) centred on a proverb "*Ga twe khutsana e e sa sweng e letile monono*", which literary means: 'An orphan that does not die immediately after its mother passes away awaits prosperity or a good life'. This referred to the fact that although Matlhomola was treated badly by her late husband's secret girlfriends she eventually met and married Pastor Williams, had a son with him called Legakwa and lived comfortably thereafter. Legakwa went on to do very well in school and eventually got married himself. Candidates had to fully understand the meaning of the proverb to be able to give a correct answer based on the content of the story.

Section B: Drama

Question 3: *Pelo e ja Serati* – J.M. Ntsime

Answers on this text showed great improvement on last year. The best essays were very cogently argued and logically organised. Candidates were able to substantiate their observations with relevant examples from the play. Weaker answers were characterized by a tendency to generalise and insufficient reference to the play.

OR

Question 4: *Mmoko wa talana* – T.K. Mouwane

This question focused on King Mmopela's schemes against the minority Bantšhe group in his kingdom. Most candidates responded very well to the question and demonstrated a clear understanding of the chain of cause and effect created in the story.

Section C: Poetry

Question 5: *Borobe jwa puo* – M.R.T. Makgeng

'Tlhaselo ya Seetebosigo a le 20, 1988'

Only a very small number of candidates chose to answer this question. The poem was not on the syllabus for November 2019 and measures were put in place to ensure candidates were not disadvantaged as a result of this.

OR

Question 6: *Motlhaolosa* – M. Moreri

'Tlhoka motsadi'

Most candidates showed good understanding of each stanza and gave appropriate answers to each part of the question. Most responses managed to sustain consistent analysis and a good understanding of the poem. Many candidates scored full marks.

Question 7 (unseen poem:) 'Fa le tšhaba' – M. M. Kgaboesele

Most candidates struggled with some aspects of the question. Candidates had to identify the type of poem but many did not know that it is a sonnet. **Question 7(b)** and **(c)** gave some clues to this as they asked candidates to comment on the first eight lines and the last six lines of the poem. **Question 7(b)** and **7(c)** were generally well attempted although some candidates gave the answer relating to the last six lines (**Question 7(c)**) in response to **Question 7(b)**.

General comments (continued)

A number of spelling/linguistic mistakes will need to be addressed in preparation for future examinations:

Incorrect usage	Correct usage
dodge	go tšila
di babereketse	di badiretse
chommy	tsala
dibining	tšhipi tša matlakala
jola	go ratana
komplications	mathata a pelegi
small house	ntlo e nnye
dibati	Madimabe
sechaba	Setšhaba
morafhe	Morafe
bothoko	Botlhoko
seretho	Sereto
tshiriane	Tshereana
tshutshu	Tšhutšhu
utlusa	Utlwisa
fetlheile	Fitlhegile
torokong	Toronkong
mokai	Mokae
kilo e e golo	kilo e kgolo
a seretse	a sa reetse
kwelegelong	Kgolegelong
go motlhola	go mo tšhola
bogoseng	Bogosing
Tsila	Tseela
ratewe	Ratiwa
bobe mo matlhong	bobi mo matlhong
Nya	Nnyaa
letloo	Letlhoo
mmaka	maaka
Aska	a se ke a
Yotle	Yotlhe
tšhentsha	Fapaanya
seamo	Siama
bitsa	Betsa
chommy	Tsala
motlogela	mo tlogela
bokgosi	Bogosi
Gago	ga go
ipakanya	Ipaakanya
Are	a re
ditamorago	Ditlamorago
diile	di le
moanelwa mogolo	Moanelwamogolo
Retse	Reetse
serete	Seriti
morafhe	Morafe

Cambridge Ordinary Level
3158 Setswana November 2018
Principal Examiner Report for Teachers

<i>Sha</i>	<i>dišwa/ša</i>
<i>botselo</i>	<i>Botshelo</i>
<i>thokomelang</i>	<i>Tlhokomelang</i>
<i>motogela</i>	<i>mo tlogela</i>
<i>Toka</i>	<i>Tlhoka</i>
<i>tlokomela</i>	<i>Tlhokomela</i>
<i>sotiwa</i>	<i>go sotliwa</i>
<i>morafi</i>	<i>Morafe</i>
<i>pilo</i>	<i>Philo</i>
<i>One</i>	<i>o ne</i>
<i>ikwatlaya</i>	<i>Ikwatlhaya</i>
<i>Ntha</i>	<i>Ntlha</i>
<i>tswanetse</i>	<i>Tshwanetse</i>
<i>botselo</i>	<i>Botshelo</i>
<i>nyetsweweng</i>	<i>Nyetsweng</i>
<i>bagagwe</i>	<i>ba gagwe</i>
<i>Nale</i>	<i>na le</i>
<i>amantshi</i>	<i>a mantis</i>
<i>tlolegang</i>	<i>Tlholegang</i>
<i>Itsi</i>	<i>Itse</i>
<i>Tsedi</i>	<i>tse di</i>
<i>Debe</i>	<i>Dibe</i>
<i>Ebile</i>	<i>e bile</i>
<i>esupa</i>	<i>e supa</i>
<i>a e ponatsa</i>	<i>a iponatsa</i>