

SETSWANA

Paper 3158/01
Language

General comments

Candidates generally performed better in the translation and text comprehension exercises (**Section C** and **Section D**) than in the composition exercises (**Section A** and **Section B**). The main reason for this is the relatively large number of grammatical errors and spelling mistakes they made in their essays and letters. To help candidates and support teachers prepare more effectively for future exams, a section with linguistic guidance has been added at the end of this report.

Comments on specific questions

Section A

Most candidates demonstrated impressive continuous writing skills in their chosen topics, which catered for the full range of ability and interest. The topics were formulated broadly to allow candidates to approach them in a variety of ways. Only a few candidates wrote essays that were irrelevant to the task set and/or too long or too short.

Most candidates chose **Question 3** (*A mme thuto ya rona e maleba go lepalepana le dikgwetlho tsa gompieno?*) and demonstrated a very good understanding of the topic. Many candidates mentioned the merits and demerits of current educational practice and discussed a variety of educational techniques and teaching aids, such as the internet, which made knowledge easily accessible. Strong essays also discussed disadvantages of resources such as the internet, including instant access to fake news, age-inappropriate material and abusive content. Some candidates argued that education is at least in part irrelevant as they felt it did not sufficiently teach them the life skills they felt they needed. Many candidates usefully employed relevant proverbs, such as *more wa mafoko ke go buiwa*, to bolster their argument.

Section B

Candidates were asked to write a letter of to a newspaper editor about the significance of celebrating Africa Day. Most of them expressed their views very well. Many letters focused on Africa's unique natural features, celebrating its plants, animals, rivers, mountains and plains. Stronger essays also emphasized that it is important to celebrate Africa's freedom from slavery, colonization and exploitation. On the whole, candidates gave interesting and solid arguments in favour or against Africa Day.

Section C

Most candidates answered most of the questions correctly, while only a small number consistently misinterpreted or misunderstood the questions and/or the parts of the text the questions related to. Strong candidates were able to use their own words effectively and scored high marks for their use of language in addition to high marks they achieved for the content of their answers. Weaker candidates struggled and relied heavily on copying from the text, which was to the detriment of their marks for language and content.

Section D

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

Many candidates chose to translate from Setswana into English. Most translations were of good quality, demonstrating good knowledge of the source text and the target text. In many passages the candidates struck a good balance between literal and free translation to convey meaning adequately. In some instances

candidates left out words they could not (or forgot to) translate, while in other cases words were mistranslated because the meaning of the source text had been misconstrued.

Linguistic guidance

Some candidates used different spellings for the same word, including in the same sentence or paragraph. Common spelling errors and their corrections are:

Iphutlha > *Iphutha*
motswana > *Motswana*
Mabate > *Mabati*
Tirisanyommogo > *Tirisanommogo*
Santla > *Santlha*
Ngwe > *Nngwe*
Ikitya > *Ititaya*
Batswaa re ... > *Batswana ba re...*
Ngwe tsa > *Nngweya*
Rutla > *Ruta*
Basha > *Baša*
Tshono > *Tšhono*
Se se golo > *Se segolo*
Borukuti > *Borukhutli*
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*
Tlhatlobo > *Tlhatlhobo*
Tlwetse > *Tlwaetse*
Dintse > *Dintsi*
Mmony > *Monnye*
modimo > *Modimo*
Nkutlusa > *nkutlwisa*
Dikubodikhutshwane > *Dikobodikhutshwane*
Mosopologo > *Musopologo*
Fetlhelela > *fitlhelela*
Marekisitsong > *Marekisetso*
Pasitse > *Phasitse*
Itirelafela > *itirelafela*
Mmaphereko > *Mmapereko*
Ntiletsa > *Nteletsa*
Go buwa > *Go bua*
Mokgwelo > *Mokgweleo*
Lephatla > *Lephata*
Thabololo > *Tlhabololo*
Phutego > *Phuthego*
Kgotlhatsa > *Kgothatsa*

Many candidates were not aware that when syllabic –ng precedes a velar nasal ng is represented by n, e.g.:

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

Misspellings often resulted in the wrong meaning being conveyed.

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

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*

Many candidates used wrong vowels instead of the 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*

Some candidates used 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) is (*kwanó*), not *kweno*, while the adverbial particle is *kwa* and not, as it appeared in many candidates' work, *ko*. Relevant examples found in candidate scripts include:

tlaakweno
fetela ko go ena
ko gae

It is still challenging for some candidates to differentiate between double-vowel and single-vowel words. A double vowel results where it is so clearly heard as doubled that employing it singly would either adversely affect the meaning or the quality of the vowel, 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)

Regarding the use of semi-vowels *y* and *w*, many 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)

Many candidates used incorrect spellings of words borrowed from English and Afrikaans, such as:

Khompiutara > *khomphiutara* (computer)
tleliniki > *tleleniki* (*kliniek*/clinic)
mmemo > *memo* (memo)
wulu > *ulu* (wool)
dokete > *tokete* (docket)
dolara > *tolara* (dollar)
dairi > *tairi* (dairy)

oli/ole/wele > *ole* (oil)
liki > *lliki* (league)
rephaboliki > *ripabobiki* (republic)

Many candidates attempted to use their rich vocabulary instead of more commonly used words and expressions, often to good effect. Examples include:

Botsipa (a clever deceiver) instead of *leferefere*

Ntlwana ya boitiketso (toilet) instead of *boithusetso*

Ditlholabagwe (window) instead of *letlhabaphefo*

Mokawana (very few) instead of *di se kae*

Dihutsana (sheep and goats) instead of *dinku le dipodi*

Thamaga ya boJesu (bible) instead of *beibele*

Kgerisa (ill-treat) instead of *tlhorisa*

Ditsompelo (facilities) instead of *ditlamelo*

Bodipa (arrogant) instead of *bogoma*

In many instances capital letters were used inaccurately and/or inconsistently. Capital letters should be employed:

At the beginning of a sentence (*Tsimologong seele*), e.g.:

- *Ba tsamaile.* (They have left.)
- *Sedibeng go iwa ka tsela.* (This is the way to the well.)
- *Ke mang yoo?* (Who is that?)

For the initial letter of a name (*tlhaka ya ntlha ya leina*), e.g.:

- *Josefa, Modise, Tumelo*

With honorifics (*maina a tlotla*) e.g.:

- *Morena Modimo* (God)
- *Motlotlegi Tautona* (Sir)

Teachers are also encouraged to keep the following guidance in mind:

Kgaolwana e e rulaganya ka bokutshwanemelawana ya go kwala le go peleta e e sekasekilweng mo lokwalong lo. Ditlhaloso tse di tletseng le mabaka mangwe a ditshwetso tse di dirilweng mo mokwalong di ka bonwa mo dikgaolong tse di latelang.

Ditlhaka tse di sa kaeng medumo ya Setswana jaaka c, x, v, z, di ka dirisiwa mo mopeletong a maina a mafatshe le a batho.

Molao wa go peleta

(i) *Mafoko a kwalwa ka ditlhaka tse di emetseng medumo jaaka e utlwala mo ditsebeng.*

(ii) *Ditlhaka tse dintsi di kgona go emela modumo o le mongwe.*

(ii) *Ditlhaka dingwe di ka supa telefatso: (mm), (nn), (rr), (aa), (ee), (ii), le(ôô). Dikai:*

- *mme*
- *nna*
- *rre*
- *lee*
- *siile*
- *poo*

(iv) *Go kwala (w) go tshwanetse go elwa tlhoko ka gore melawana mengwe ya thutapuo ga e letle go kwala (w), jaaka:*

- o a itse mme e seng waitse
- o a ja mme e seng waaja
- wa me mme e seng o a me

(v) Gokwala(y) le gone go tshwanetse go elwa tlhoko ka gore go laolwa ke melawana ya thutapuo. Medumo (y) le (e), (a)e utlwala ka go tshwana mme ga se modumo o le mongwefela. Ka jalo e tshwanetswe go elwa tlhoko mo mokwalong. Dikai:

Ela tlhoko:

(vi) Ditumanosi (i) le (e) ga di nke di sala sekatumanosi (y) morago. Dikai:

- ba tsamaile e seng ba tsamayile
- ke beile e seng ke beyile
- ile e seng yile
- laile e seng layile
- laela e seng layela
- swaile e seng swayile
- loile (soka) e seng loyile

(vii) Ke fela mo mabakeng a se kae mo go ka fitlhelwang popego e e kgatthanong le molwana o. Fa e leng gore (y) ke ene modi mo karolong ya puo go raya gore go mo tlogela go raya go fetola karolo ya puo boleng jaaka mo sekaing tse di fa tlase.

- Ke batla gore o ye kwa morakeng e seng Ke batla gore o e morakeng.

Mo sekaing se se fa godimo (e) ka nosi ga a a nonofa gore a lemotshege jaaka lediri ka tota e le tomanosi ya bofelo ya noko e kwa ntlheng e ne e le modumo (a).

(viii) Modumo (y) o salwa morago ke (e) mo nokong ya bofelo ya lediri la modiro taelo. Dikai:

- ntiteye e seng ntitee
- neye e seng nee
- apeye e seng apee
- tsamaye e seng tsamae
- bolaye e seng bolae
- itheye e seng ithee
- otlhaye e seng otlhae
- tshwaye e seng tshwae
- ipolaye e seng ipolae
- beye e seng bee
- reye e seng ree

Mafoko a, a buiwa ka modumo wa (y) o le bokoa mo nako tse dingwe o sa utlwaleng. Ka jalo fa go buiwa ka bonako/apeye/o utlwalega jaaka/apee/itheye/ene o utlwalega jaaka/ithee/.

(ix) Tlogelo ya ditlhogo tsa maina

Fa e se fela mo mokwalong o o faphegileng jaaka wa maboko, mafoko otlhe a puo a tshwanetse go kwalwa ka botlalo: Dikai:

- Dikgomo tsa me di timetse e seng Kgomo tsame di timetse
- Lorato lwa ga gwe e seng Rato lwa ga gwe

SETSWANA

Paper 3158/02
Literature

General comments

Candidates generally did not perform as well as in recent sessions. Some responses were not well planned and/or were insufficiently linked to the demands of the question. There was a tendency in some responses to make general assertions without supporting reference to relevant textual detail.

It appears that candidates were less familiar with the content and structure of the prescribed works than their predecessors in past examination sessions, which meant their grip on the requirements of the questions was much less assured, resulting in some relatively low scores.

Some candidates appeared not to have read the novels prescribed for **Section A**, or not to have read them thoroughly. A small number of candidates obtained very low marks because they effectively only rephrased the question in their answer.

There was a tendency in the work of some candidates to retell the story in general instead of explaining the relevance of carefully chosen parts of the story with close reference to the question set. In **Question 2**, for example, some candidates gave the main points of the story but omitted to discuss the last part which shows how Matlhomola manages to overcome the challenges of being an orphan. Ridiculed and facing considerable obstacles for most of his young life, he eventually succeeds at school with the help of the kind Mr Moiteela, gets a better job and marries Mokgadi. Some candidates might have achieved higher marks had they provided a fuller account of Matlhomola's development as a character and his mental fortitude.

Most candidates started off well in **Section B, Question 3** but provided little detail on how the plot plays out. This was an imported aspect of the question. Some assertions made in weaker scripts about the main character were untrue, for example, that the sisters wanted Loeto to be murdered (they wanted Loeto for themselves, not dead). Unfortunately, due to such inaccuracies some candidates scored low marks.

Fewer candidates chose to answer **Question 4** than **Question 3**. Answers needed careful planning to avoid generalisation and irrelevance. The question provided the scaffolding for an effective answer in the shape of key developments in the plot but this was often ignored and only a short general summary of the play was provided instead. Some candidates appeared not to have a very assured grasp of key literary concepts such as plot and conflict as their answers would otherwise have been more relevant to the requirements of the task.

A good number of candidates successfully answered **Question 5** and **Question 6** in **Section C**. However, while candidates were asked to analyze the poem in their own words some quoted the poem at length or rewrote it instead of using their own words to discuss its theme and content. Candidates who succeeded in analyzing the poem effectively in their own words achieved good marks.

Some candidates did not fully understand the poem in **Question 7** and its use of personification. Stronger answers picked up on the sarcasm portrayed by the cat and other subtleties in the poem.

Spelling and orthography still need further attention in all sections of the paper. The use of non-standard and English words in cases where Setswana equivalents are readily available is on the increase. Candidates are reminded of the importance of adhering to the standard Setswana orthography used in Botswana, Namibia and South Africa.

Common errors and their corrections include the following:

Incorrect	Correct
<i>chaille</i> (Fanakalo)	<i>fedile</i>
<i>pasa</i> (non-standard from 'pass')	<i>falola</i>
<i>sokola</i> (from Afrikaans <i>sukkel</i>)	<i>sotlega</i>

<i>sepiti</i> (from speed)	<i>Ka bonako/ka lebelo</i>
<i>hiriwa</i> (hired)	<i>go thapiwa</i>
<i>ineng</i> (from earning)	<i>amogela letseno</i>
<i>tšhaile</i>	<i>fedile</i>
<i>tsoholo</i>	<i>tshotlego</i>
<i>nya</i>	<i>nnyaa</i>
<i>Diphateng tse di tshosang</i>	<i>Diphateng tse di bolelo</i>
<i>nkukuagwe</i>	<i>nkokoagwe</i>
<i>nnela</i>	<i>neela</i>
<i>fufureg</i>	<i>foforega</i>
<i>ituta</i>	<i>ithuta</i>
<i>montsa</i>	<i>montsho</i>
<i>kagore</i>	<i>ka gore</i>
<i>ene</i>	<i>e ne</i>
<i>one</i>	<i>o ne</i>
<i>asa</i>	<i>a sa</i>
<i>kaofela</i>	<i>botlhe</i>
<i>thabile</i>	<i>itumetse</i>
<i>ngwe le ngwe</i>	<i>nngwe le nngwe</i>
<i>magwe</i>	<i>mmaagwe</i>
<i>ragwe</i>	<i>rraagwe</i>
<i>gakola</i>	<i>gakolola</i>
<i>tsogisa</i>	<i>tsosa</i>
<i>ithetelela</i>	<i>itetelela</i>
<i>hekelediwa</i>	<i>fekeetswa</i>
<i>tlhogetse</i>	<i>tlogetse</i>
<i>ko mmerekong</i>	<i>kwa tirong</i>
<i>itsheela</i>	<i>itseela</i>
<i>ditshweetso</i>	<i>ditshwetso</i>
<i>utswela</i>	<i>utswetsa</i>
<i>a lelwa</i>	<i>alelwa</i>
<i>le kgoba</i>	<i>lekgoba</i>
<i>jarateng</i> (from 'in the yard')	<i>fa lapeng</i>
<i>mokau</i>	<i>lekau</i>

Comments on specific questions

Question 1

The question essentially required that candidates discuss the negative impact that Semakaleng's mother had on her daughter. Some candidates did not take this into account and others tended to focus on Semakaleng's son and his friends instead of on Semakaleng herself. Candidates could usefully have focused on the following:

- A detailed description of Mmanto's behaviour and its effect on her daughter, Semakaleng
- Semakaleng's relationships and her love of money, e.g. Semakaleng's marriage to Ntheboleng and her hopes of appropriating church money
- Mmamosamaria's and Mokgothu's role in the story
- Semakaleng's divorce and the role of played by her divorce lawyer
- Mokgothu's and Semakaleng's arrest and sentencing
- The effect of Semakaleng's behaviour on her son.

Question 2

Some candidates did quite well while others did poorly. Candidates were required not only to show a full understanding of how Matlhomola became an orphan but also of how he overcame the significant challenges posed by his orphanhood. As mentioned earlier, some candidates mentioned the resolution of Matlhomola's struggles only in passing, if at all. Weaker answers lacked purpose and structure and tended to describe the challenges Matlhomola faced haphazardly.

Question 3

This question was reasonably well attempted by most candidates. However, many candidates stated that Mothanka was influenced by the sisters to kill Loeto, which was not the case.

While many candidates showed that they were conversant with the plot, some struggled to discuss the significance of the ending of the play in sufficient detail. Candidates could usefully have discussed:

- poisoning and its consequences
- the roles played by the sisters and Mothanka's mother-in-law
- the function of traditional medicine in the play
- Tshotlego's death and its consequences
- The sisters' refusal to help Mothanka in the face of death.

Question 4

Very few candidates attempted to answer this question. As mentioned before, some responses showed a weak understanding of the basic literary concepts of plot and conflict and resorted to giving a general summary of the play.

Question 5 and Question 6

A large number of candidates did quite well in these prescribed poetry questions. Some candidates were diffident about using their own words to discuss the poem and relied heavily on copying lines from the source, which had a negative impact on their achievement.

Question 7

- (a) Most candidates did well in this question except those who rewrote the poem instead of offering an interpretation rooted in the text.
- (b) Most candidates answered correctly.
- (c) Most candidates did well in this question.
- (d) This question proved challenging, and some candidates were unable to obtain the mark.