

# SETSWANA

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Paper 3158/01  
Language

## Key messages

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

- choose a title in **Section A** on 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
- ensure in **Section D** that all the words and phrases in a sentence have been translated and carefully proofread their translation.

## SECTION A

### Writing a composition

The topics covered a wide range of situations, practical life experiences as well as a good understanding of practical application of proverbs in real life. Most candidates displayed creativity and demonstrated that they understood what was expected of them.

The strongest candidates wrote compositions that were relevant to the topic chosen, included an adequate amount of detail and elaboration, and were written in fluent Setswana, using a wide range of vocabulary and grammatical structures.

## SECTION B

### Writing a letter to the editor

The candidates were asked to write a letter of (200-250) words. In addition to adhering to letter-writing conventions and showing very good awareness of their target audience, the strongest candidates supplied interesting and solid arguments to support their opinion.

## SECTION C

### Comprehension passage

Most candidates performed well and were able to extract the required information from the passage. Candidates are reminded that it is important to answer in their own words, and that the number of marks allocated to each question indicates the number of pieces of information they are expected to write.

## SECTION D

### Translating a passage

Many candidates chose to translate from Setswana into English. The candidates demonstrated good understanding of the source text, and most of the translations were of good quality. The examiner is looking for a coherent piece that respects the meaning of the source text, so candidates are reminded that they need to focus on whole sentences and the context rather than individual words.

## **Conclusion**

Overall the candidates performed very well and demonstrated good language awareness and command of a wide range of structures and suitably varied vocabulary.

# SETSWANA

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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 and organise their answers
- take care to include analysis and argument, and avoid simply retelling the story in Sections A and B.

## General comments

Candidates who performed well demonstrated good understanding of the prescribed genres and focus of each question. The best responses are supported by frequent references to the texts and show that candidates have taken time to plan before they start writing. Weaker responses tend to be unstructured and from candidates who repeat the same answers. Candidates are advised to check their spelling and use only standard Setswana.

## Comments on specific questions

### Section A: Short Story and Novel

#### Question 1

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

Candidates did very well in this question.

OR

##### (b) Mosekela mpeng – T. Mbuya

There is great improvement from last year. The best essays were extremely well argued and logically organised.

### Section B: Drama

#### Question 2

##### (a) Motho ntsi – L.M. Mphale

The task required the candidates to identify both the good and the negative sides of Ketlatheng's parenthood. Candidates were able to substantiate their arguments with textual references. Weaker answers showed a tendency to focus on one side only.

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

This question deals with key moments in the passage where closure had to be made concerning the daughter-in-law Mmelegi. The strongest responses correctly focused on what happened to all the wealth she kept for herself.

Weaker candidates would have benefitted from addressing all the parts of the question to demonstrate an understanding of the idiomatic expression used by Akofang.

**Section C: Poetry**

**Question 3**

**(a) Mahura a poko – L. Magopane**

**Kgorogo ya Losea**

Most of the responses showed consistent analysis and good understanding of the poem. It was pleasing to see evidence that candidates understood each stanza and gave appropriate answers to each section.

**(b) Masalela a puo – M. Kitchin**

**Botho jwa motho mo bathong**

The question was phrased in such a way that the focus was **(a)** on the vocabulary or unusual words used to explain “Botho” and **(b)** the characteristics of “Botho” (Humanity). Most of the candidates understood the nature of the task well and gave their viewpoints about the vocabulary used and the characteristics of the term “Botho” in this poem.

**Question 4**

Candidates had to consider all the poetic devices used in this poem and provide reasons for focusing on one in particular. Weaker candidates would have benefitted from giving examples from the poem to substantiate their assertions.