PRINCIPAL EXAMINER'S REPORT

BOTSWANA
EXAMINATIONS
COUNCIL

JCE SETSWANA

2022

SETSWANA LITERATURE

GENERAL COMMENTS

The 2022 cohort presented strengths as well as weaknesses in answering their questions. Generally, candidates presented partially satisfactory work characterized by errors and a lack of skills required in some areas. There were also a significant number of errors and a lack of skills displayed in some areas. A significant number of candidates presented pieces of work that were marked by several negative issues leading to their work wanting. The cohort also tended to leave blank spaces, use vulgar language and replicate the question without making any attempt to answer.

STRUCTURE OF THE QUESTION PAPER

The question paper consists of four sections namely:

Section 1: Prose (Unseen text)

2 Poetry

3. Summary

4. Translation

The questions for 2022 were based on the syllabus objectives that have been used all these years. In section 1, candidates had to choose two out of three questions and for section 2 they had to answer one question out of two while in sections three and four they answered a compulsory summary and translation question respectively.

Section 1 (Prose/Unseen text)

In this section, the questions which were attempted by a large number of candidates were questions 1 and 2 with question 3 as the unpopular question.

Section 2 (Poetry)

Out of the two questions, the most common question answered was question 4 which was moderately answered and the least answered was question 5.

Section 3 (Summary)

This section is compulsory however some candidates left blank spaces without making any attempt to answer it.

Section 4 Translation

This section is also compulsory, however, a good number of candidates left blank spaces without answering.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1 PROSE/UNSEEN TEXT

Question 1 *Tlhalosa ka botlalo botho jwa ga Kepadile. Rurifatsa ka ditiragalo tse di maleba.*

- This was a common question among candidates.
- Most of the candidates were able to come up with various character traits and using relevant evidence to support the stated character trait.
- Some candidates came up with the appropriate character traits and gave irrelevant evidence which did not correlate or correspond with the character traits given.

- Some candidates gave inappropriate character traits which did not correspond with the evidence given.

Question 2 *A ditiragalo tsa palo e, di a dumelesega. Netefatsa ka go ntsha dikai go tswa mo palong.*

- This was a common question among candidates.
- Majority of candidates were able to tell that the events were realistic except for a few who responded by saying that they are unrealistic.
- Some candidates were able to use key terms, select an event, support it with relevant evidence and analyze the evidence relating it to real life. However, some left the evidence hanging without analyzing it in relation to realism.
- Some candidates had a tendency to select weak events which were not key to the plot and structure their responses based on that.

Question 3 *Tlhalosa ka botlalo se o se ithutileng mo palong e,mme o se amanye le botshelo.*

- Most of the candidates were able to come up with the correct theme and identify the character which portrays it. They were also able to use key terms of the question, give evidence and analyze it justifying why they argue that " ke ditiro tse di maswe" " moanelwa o mo mathateng." However, there are still more instances where candidates leave the evidence hanging without analyzing it.

- Majority of candidates were not able to use their own words when giving evidence thus compromising their ability to demonstrate knowledge and understanding of the text. They dwelt much on concentrated lifting. A small number of candidates tried to use their own words even though they struggled.

- Some candidates were able to briefly relate the theme to real-life situations without going over the events again. They gave a summative statement showing the applicability of the theme to real-life situations.

- Some candidates used proverbs as a thematic statement and they were not able to explain those proverbs correctly. Some even used inappropriate proverbs.

- Some candidates used words in the proverbs as key terms of the question instead of using words from the interpretation of the theme.

-

SECTION 2 POETRY

Question 4 *Tlhalosa ka botlalo se mmoki a buang ka gas one mo lebokong.Dirisa dikinolo go rurifatsa karabo ya gago.*

OBSERVATIONS

- This question was common among candidates.

- Candidates did not do well. Most of them did not understand the poem. They misinterpreted the subject matter.

- Majority of candidates had a weakness in using their own words. Some of those who tried distorted meaning.

- Majority of candidates had a weakness in using quotations. However, few candidates were able to quote skillfully and effectively.
- Regarding the use of stylistic devices, a large number of candidates did not use stylistic devices however there were few who were able to do that skillfully by naming the poetic aspect, quoting the relevant lines and explaining the significance of that aspect.

Question 5 *Mmoki o supa maikutlo afe mo lebokong.Rurifatsa ka dikinolo tse di maleba go tswa mo lebokong.*

OBSERVATIONS

- Few candidates answered this question.
- Majority of candidates managed to identify mood except for a few who gave the incorrect mood and some even giving double-barreled mood.
- Majority of candidates were not able to interpret the mood after stating it.
- Majority of candidates were not able to explain clearly how the devices reflect the mood.

SECTION 3 SUMMARY

Question 6 *Soboka palo e,ka mafoko a a fag are ga lekgolo go ya go lekgolo le masome a matlhano.*

OBSERVATIONS

- Majority of candidates displayed a weakness in demonstrating summary writing skill.
- Most of them were not able to select main points, use their own words and substitutes.
- An insignificant number of candidates were able to select main points, condense ideas and use their own words.
- The use of coherence markers to link ideas from different paragraphs is still a challenge as most candidates wrote fragmented sentences which were not linked.

- A significant number of candidates gave examples and illustrations from the passage instead of condensing.

SECTION 4 TRANSLATION

Question 7 *Ranolela polelwana e e latelang mo Setswaneng.*

OBSERVATIONS

An insignificant number of candidates managed to translate the passage accordingly however majority had weaknesses ranging from the following: literal translation, meaning distortion and avoiding target words (terms)

RECCOMMENDATIONS

- On the theme learners should be encouraged to use straight forward language when giving the theme instead of figurative language such as proverbs.
- Emphasis should be made on the use of key terms of the question.
- Learners should be taught to analyze evidence instead of living it hanging.
- In poetry learners should be encouraged to use their own words instead of lifting.
- Learners should be encouraged to use quotations and poetic aspects skillfully.
- Regarding summary writing usage of own words, selection of main points, of coherence markers as well as substitutes should be emphasized in learning and teaching.

CONCLUSION

In conclusion, it is worrisome to note that the same concerns that are raised year in and year out keep on recurring which could be an indication that the report is not being used to inform the teaching and learning process. It is worth noting that appropriate use of the information provided in the report is likely to translate into better learner performance.

PAPE R 3

SECTION 1 ARGUMENTATIVE / PERSUASIVE ESSAY

STRENGTHS

Most of the candidates performed fairly well.

- The question was accessible to all candidates.

- Generally, the candidates understood the subject matter and mostly acquired good to very good relevance to the item.

- They understood the type of the composition (argumentative) on average; the candidates' vocabulary was wide and appropriate.

- Candidates were able to infuse what they have learned from other subjects in their compositions.

- They most often linked the topic to Setswana Culture.

- It was evident candidates watched, read or learned about hunting.

WEAKNESSES

- On punctuation marks, candidates restricted themselves to the use of full stops and commas.

- Paragraphs lacked coherence and unity.

- Some candidates did not address the topic, in addition, there is a candidate's tendency of using vulgar language while some drew illicit pictures.

- On observation, a good number of the candidature had limitations in the command language which was evident in their failure to use of figurative language and vocabulary.

SECTION 2 NEWS-PAPER REPORT

STRENGTHS

Candidates performed fairly well.

- candidates were guided hence they responded generally well to the task and they wrote the heading well.
- candidate's language use was most appropriate to the type of report.
- candidate's introduction was fairly performed and on average they were able to select and present their ideas.

WEAKNESS

Candidates failed to present their ideas well.

- Instead of a newspaper report some candidates wrote speeches, letters and police reports.
- Candidates did not conclude the matter they were reporting on but it was evident that they knew the concluding format.

CENTERS

There have been concerns noted in some centres as sampled below.

- Some candidates insulted whoever was going to mark their script and some drew pornographic pictures.
- Some centres did not package their scripts in chronological order and in some instances, centre's mixed the main stream with special education.
- An error in packaging and labeling was evident in terms of numbering envelopes.
- Failure to write candidates details (names and surname) as well as centre number were evident in certain centres.