

SETSWANA

Paper 3158/01
Language

Key messages

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 and comments on specific questions

Section A

Many learners demonstrated impressive creative writing skills in their chosen topic. The topics catered for different interests and allowed many learners to express themselves in sufficient and engaging detail. Most answers demonstrated that candidates understood what was expected of them.

Many candidates chose the topic *Ditshono tse di tliswang ke thekenoloji mo thutong*. They mentioned the benefits of modern technology for education and included examples, such as search engines, email, messaging systems and video sharing platforms, to support their views. They also demonstrated how technology helps a learner to know what is happening worldwide. Candidates wrote about the significance of virtual meeting programs which allowed them to attend classes from home. Being able to have group discussions using messaging apps, exchanging knowledge using social media and getting vital information from websites were some of the other examples discussed.

A good number of candidates took on the topic *Digwetlho tsa thutafalo ya lefatshe le phetogo ya seemo sa loapi*. Candidates expressed themselves freely regarding the damages caused by global warming. They mentioned natural disasters such as veld-fires, floods and droughts. Many mentioned that Africa was particularly vulnerable to diseases as an indirect result of global warming.

A good number also chose *Gorramotho go thebe phatswa*, the proverb which expresses the idea that there is no place like home. Many candidates agreed with the saying and supported their opinion with a sufficient range of ideas.

A few candidates chose *Maikaelelo le keletso ya gago ya isago*, the topic on future ambitions. They explained why a particular ambition was important to them and what they want to achieve. Professional examples included doctor, pilot, soldier, engineer, lawyer, teacher and scientist.

Section B

The task was to write a letter about an educational excursion to the coast of KwaZulu-Natal. Candidates stressed the significance of the journey to the coast by mentioning beneficial key activities, including learning about sea plants, whales, fish (especially sharks!) and about tourism in general. Many candidates gave interesting and solid arguments in relation to the topic.

In **Section A** and **Section B** many candidates made effective use of rich vocabulary and expressions, such as:

Botsipa (person very clever at deception)
Ntlwana ya boitiketso (toilet)
Ditlholabagwe (window)
Mokawana (very few)
Dihutsana (sheep and goats)
Thamaga ya boJesu (bible)
Kgerisa (ill treat)
Ditsompelo (facilities)
Bodipa (arrogant)

Section C

Candidates were asked to answer all comprehension and language questions. Some questions carried one mark, whilst others carried two marks.

Many candidates answered most of the questions correctly; only a few misinterpreted or misunderstood most or some of the questions. **Question 6(a)** was answered correctly by nearly all candidates, while only a few of the strongest candidates gave the incorrect answer to **Question 6(j)**.

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.

Many candidates chose to translate from Setswana into English. Most of the translations were of good quality. Candidates generally demonstrated a good understanding of the source text through their target text. The best candidates produced idiomatic translations that covered the sense of the source text in sufficient detail. In some instances candidates left out words they could not translate or produced mistranslations of more challenging parts of the source text.

Some common linguistic mistakes are given below. It would be good if candidates could be made aware of them.

Common spelling errors (**Section A** and **Section B**) were:

Dikhubo > *Dikobo*
Bathuti > *Baithuti*
Botseme > *Boitseme*
Ditsopelo > *Ditsompelo*
Tileng > *Tlileng*
Maragane > *Maranyane*
Pasitseng > *Phasitseng*
Go dimo > *Godimo*
lphutlha > *lphutha*
motswana > *Motswana*
Mabate > *Mabati*
Tirisanyommogo > *Tirisanommogo*
Santla > *Santlha*
Ngwe > *Nngwe*
lkitaya > *ltitaya*
Batswaa re ... > *Batswana ba re...*
Ngwe tsa > *Nngweya*
Rutla > *Ruta*
Basha > *Baša*
Tlokafatsa > *Tokafatsa*
Tihwafalo > *Tihwaafalo*
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
Mmonyie > 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

Many candidates remain unaware that when syllabic *-ng* comes before 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)

Many candidates only write one syllable, which gave the wrong meaning.

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*

In certain 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 many 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 standardized writing.

The first position demonstrative version of the adverb *kwa* (there) remains (*kwanó*) and not *kweno*, while the adverbial particle remains *kwa* and not *ko*, as it appeared in some work.

It is still difficult 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 affect 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)
Seelele (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)

Many candidates spelled words borrowed from English and Afrikaans, such as the following, incorrectly:

Khompiutara > *khomphiutara* (computer)

Tleliniki > *tleleniki* (*kliniek*/clinic)

Mmemo > *memo* (memo)

Nnôtô > *nôtô* (naught); (*lefela*)

Wulu > *ulu* (wool)

Dokete > *tokete* (docket)

Dolara > *tolara* (dollar)

Dairi > *tairi* (dairy)

oli/wele > *ole* (oil)

liki > *lliki* (league)

rephaboliki > *ripabobiki* (republic)

In many instances candidates used capital letters inaccurately and/or inconsistently. Capital letters should be employed in the following instances:

- At the beginning of a sentence:
 - *Ba tsamaile*. (They have left.)
 - *Sedibeng go iwa ka tsela*. (This is the way to the well.)
 - *Ke mang yoo?* (Who is that?)
- As the initial letter of certain words, e.g. with personal names and titles/honorifics:
 - *Josefa, Modise, Tumelo*
 - *Morena Modimo* (God)
 - *Motlotlegi Tautona* (Sir)
 - *Kgosi Tawana* (King Tawana)
- In acronyms:
 - *AIDS*
 - *BUMO*
 - *BOPA*
 - *BOCCIM*

SETSWANA

Paper 3158/02
Literature

Key messages

To do well, candidates should bear in mind the following:

- answers need to be presented legibly and logically
- answers should be focused and relevant to the question
- Quotation from the text is only effective when used selectively. Candidates should not include long retellings of the original text. Only brief and relevant quotations which are integrated into the answer show understanding and help to support the argument.

General comments

- Candidates performed well in **Section A: Question 1**. They demonstrated good understanding of what character analysis is. The candidates had to comment on how realistic the characters were. Many excellent responses contained detailed opinions, examples, and reasons for why the characters are human and believable. In **Section A: Question 2**, many candidates repeated the general story line without focusing on what the question required of them, that is to discuss how some characters cheated and cheated on each other in different ways, not just in personal relationships. Most answers had only limited success because the candidate gave only one part of the answer looked for.
- **Section B: Question 3**: The answers to this question needed careful planning before writing to avoid answering in a generalised way. In some cases candidates knew the storyline but struggled to provide the detailed information needed, and, as a result, could not achieve greater rewards. Very few candidates answered **Section B: Question 4**. While many candidates adopted the right approach, their answers were often not comprehensive.
- **Section C: Question 5 and Question 6**: Several questions were asked that focused on the content of the poems. The tendency in most answers was to paraphrase the whole the poem without explaining or referring to specific parts of the poem that were relevant to the task, especially in **Question 5**. As a result, many candidates struggled. Candidates did relatively well in **Question 6(b)** and in questions that focused on the identification and use of poetic devices, however.
- **Question 7**: A question that requires candidates to discuss the content of the poem in their own words should be answered without quoting at length from the poem. Quotations should be used judiciously and be fully relevant to the point the candidate attempts to make.

Comments on specific questions

Section A

Question 1 and Question 2

Many excellent responses in **Question 1** contained arguments on either side of the discussion and ample examples from the text were given to support arguments for why candidates believed that the characters in question were convincing. This was a great improvement on last year. The best essays were extremely well argued and logically organized. Candidates were able to substantiate their arguments with from the novel. Weaker candidates did not appear to understand what *Bannelwa ba madi le nama* (characters of flesh and blood) meant.

In **Question 2** many responses required deeper and stronger arguments to achieve high marks. Many responses lacked detail. A few candidates retold the story only, without focusing on the different incidents that occurred in the book in relation to the focus of the question, namely *sekakaseka thitokgang ya tsietso*

(analyse the theme of 'cheating'). Other answers were too brief and focused only on one incident. As a result of this, many candidates could not achieve high marks for this question.

Section B

Question 3 and Question 4

Candidates generally knew the content of the prescribed plays well. However, focus was not always on the questions asked. Good answers require a clear understanding of the question.

In **Question 3**, candidates were to focus on bad choices in life, especially pertaining to the main character Motlhanka, who was blackmailed by his sisters and their friend Molete because they knew the secret of his murder of Loeto to enable him to marry Tshotlego. The details about each choice and their consequences were key to this question. Many candidates focused more on retelling the storyline instead of on the circumstances and choices that eventually lead to Tshotlego and Motlhanka's death. There was a lack of detailed arguments, and many answers were too brief and lacking in detail.

In **Question 4** many candidates were unable to achieve greater rewards because they struggled to comment fully on the consequences of the actions undertaken by Bothakga and Tsemeletso. From when they were learners at the teacher training college, they never took their studies seriously. They continued with this attitude in their profession as teachers. The principal and the school inspector were called to discipline them, but they remain adamant, especially Bothakga. Eventually the community complained to the king about people in general in the community who are not serving the community appropriately through their works. A village meeting was held by the king. Bothakga and Tsemeletso expressed repentance and went to apologize to the principal and the school inspector. Weaker answers tended to leave out one of the most important parts, that is the meeting with the king, and instead relied on making general statements about Bothakga and Tsemeletso which were not based on the book.

Section C

Question 5

This poem explores the contrasts between the modern and the olden days. Candidates were expected to discuss the contrast between the two eras, which are clearly mentioned in the poem, particularly in response to **Question 5(b)(ii)** which carried 10 marks. Some candidates would have done better had they answered in their own words instead of relying heavily on quotation. It is important that candidates comment on what they have read to show they have understood the poem.

Question 6

Candidates did well here, especially in **Question 6(b)**, which carried 6 marks. Most responses showed consistent analysis and understanding.

Question 7: Although some candidates did not understand that the poem is about sleep and its association with death, most gave excellent responses. Candidates were reminded of the need to discuss the poem in their own words and to avoid relying extensively on quotation (*Ela tlhoko: Fa o raba potso e, o se ke wa nopola mela ya leboko jaaka e ntse, o tlile go latlhegelwa ke maduo*). Some did not take this into consideration. Many excellent responses came from candidates who took the advice on board and demonstrated that they understood the poem in a personalised commentary.

Spelling and orthography still need urgent attention. There are seven dialects in Setswana but the standard orthography is the same in Botswana, Namibia and South Africa. Spelling and other linguistic errors can make it harder for Examiners to understand what the candidate is trying to convey and may adversely affect marks awarded. Teachers are advised to make their learners aware of this. Examples of the incorrect orthography are given in the list below:

Incorrect	Correct
ska	o se ke

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<i>chaile</i>	<i>feditse/fedile</i>
<i>tsela</i>	<i>tseela</i>
<i>magwe</i>	<i>mmaagwe</i>
<i>ebile</i>	<i>e bile</i>
<i>tšhefu</i>	<i>botlhole</i>
<i>sesha</i>	<i>sešwa</i>
<i>monelo</i>	<i>mo neela</i>
<i>hithiwa</i>	<i>fitlhiwa</i>
<i>kagore</i>	<i>ka gore</i>
<i>kutlo botlhoko</i>	<i>kutlobotlhoko</i>
<i>ko</i>	<i>kwa</i>
<i>ira</i>	<i>dira</i>
<i>koore</i>	<i>ke gore</i>
<i>tura</i>	<i>tłhwatłhwagodimo</i>
<i>Chaile</i>	<i>Fedile</i>
<i>Sokola</i>	<i>Sotlega</i>
<i>Jarateng</i>	<i>Setsheng</i>
<i>Hirileng</i>	<i>Thapilweng</i>
<i>Kgathala</i>	<i>Tshwenyga</i>
<i>Nya</i>	<i>Nnyaa</i>
<i>Kore</i>	<i>Ke gore</i>
<i>Ikutsa</i>	<i>Ikhutsa</i>
<i>Tsega</i>	<i>Tshega</i>