

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE ENGLISH

2023



COMPONENT 2

This is a written paper assessing language use and written communication skills. There are two sections in the paper, that is, Sections A and B.

Section A: In this section candidates were given a topic on which to write a composition of approximately three hundred (300) to three hundred and fifty (350) words, inclusive. Candidates were expected to demonstrate the ability to use sentences of different lengths and types, showing control of the mechanics of language and vocabulary. Candidates were to write relevant and coherent pieces showing organization and communication.

This section will be worth **40 marks**.

Section B: In this section candidates were required to write a newspaper report in displaying effective use of appropriate vocabulary, style, and register. Candidates should use the correct format of the presentation. The length of the piece of writing was expected to be about one hundred

and fifty (150) to two hundred (200) words even though the length may be governed by the type of specialized task given.

This section will be worth **20 marks**

Question 1

In the 2023 series, the candidates were asked to write a composition about a time when hard work brought them success. The candidates clearly understood the question and were able to show what they did to succeed. They addressed all the points and even gave their own detail to make their composition interesting. They used correct vocabulary such as determined, committed, achieved, warn etc. The question was accessible to all the candidates.

Question 2

In 2023 candidates were asked to write a speech to sensitize students about bullying, its effects on young people, how they can prevent it and what should be done to help those affected. The candidates answered the questions correctly using the appropriate register and layout. All aspects of speech were there. Therefore, this question was accessible to all the candidates.

- Recommendations

1. More practice on speech writing
Spelling games and exercises recommended.
Students to be exposed to extensive reading to enhance reactivity.
2. Encourage wider reading of newspapers and fiction.
Grammar exercises to be intensified to improve the use of verb tenses.
Students need to be taught differences between letter writing and report writing.

Candidates. They responded positively to both questions 1 and 2 though limited in the vocabulary used. Students scored fairly well...



COMPONENT 3

This is a written paper assessing candidates' level of understanding, analysis and evaluation of literary texts. The paper has two sections, that is, Sections A and B. Section A is poetry and section B is short story. The short story has both structured and essay question.

SECTION A: POETRY

The poem: A NEW DAWN BY OSWALD MBUYISENI MTSHALI

The poem is about a schoolboy who had been suspended from school for stealing a p100.00 note, the suspension has ended, and he is going back to school with a determination to mend his ways to avoid another suspension. The candidates are asked to analyze (in full) the actions in relation to the persona and the environment he finds himself in.

SECTION B: THE SHORT STORY

The short story: JOSEPH WICKEDNESS BY LINDA PIKERT

The short story addresses the issue of choice and responsibility. It looks at social status and academic success versus moral values.

THE ANALYSIS

Question 1- POETRY

- a) The item required the candidates to lift a line from the first stanza that is a simile and after writing down, they had to give it a meaning according to context. Almost all the candidates were able to identify the line but some of them were not able to give the correct meaning. Some even gave the meaning of simile, which was not the requirement of the question. The question was QUOTE a simile from stanza 1 and explain what it means. The response is dress up as smart as a gentleman" and the meaning is "he dressed in full school uniform." from stanza 1
- b) The word significance in this question means symbolize/show. The candidates were supposed to unpack the phrase "bright sun." The response was bright sun signifies /shows new beginnings, starting afresh, hope and the evidence is "the boy has a chance to start." This is a question on symbolism and most candidates were not able to give the correct response, they gave the literal meaning of the sun coming up in the morning so that the boy could go to school, which was wrong.
- c) Part (i) of the question required that candidates give a name of a poetic device that is represented by the line "Blazer blazing I am a king" and most candidates wrote "alliteration" which is correct., a few wrote "metaphor" which is also correct. This question was well done.
 - (ii) The question was for the candidates to give the use of the device (alliteration/metaphor) in poems in general. Unfortunately, some



candidates gave the meaning of the line blazer blazing, I am a king which was NOT the required though most of the candidates gave the correct response which is “emphasis/shows/stress a point/musical or sound effect.

- d) The item required to analyze the mood of the persona when he left home and when he entered the school. This on its own one could have indicated to the candidates that the item requires them to separate types of mood. The correct response was that the boy was happy to go back to go back to school but the he became sad that the staff was not welcoming. Most candidates only responded to the first part of the question which penalized them.
- e) The item required the candidates to state the reason for the boy’s suspension from school using stanza 4. Most candidates gave the correct response, which is “he stole P100/he stole money. Some candidates gave extra information which ended up making their responses wrong. They wrote “the boy stole P100 from the teachers.
- f) The item was for the candidates to determine the mood of the persona and say why they believe that, that is the mood. Most candidates were able to say the mood is /happy/ has been suspended. Mood is derived from the general on the whole poem.
- g) This was an item on the theme/ the central message of the whole poem. The theme is a lesson that is learnt by the reader about life, therefore theme can never be negative. The correct theme in determination/mindset change/new beginnings/hope and the evidence is “I didn’t want suspension again/ I didn’t want suspension again/but determined I was, I will turn a new leaf. Responses like theft/suspension/stealing are not acceptable because these are not positive.

QUESTION 2- Short Story

- a) The item required the candidates to state the reason for Joseph’s anxiousness for the wedding ceremony to end most candidates were able to give a correct response that “he wanted to spend some time with Ogone (away from the prying eyes of the villagers).”
- b) The item required the candidates to describe Joseph’s wickedness according to the author. The response is he leaves Ogone with children to marry another woman/He marries Ame and during the ceremony he is thinking of Ogone/He wants the ceremony to end so he could spend time with Ogone/He marries Ame for social status and not for love/He has no



respect for women hence he is comfortable with going out with both of them (any 3) most candidates gave only one piece of evidence.

c) The item required candidates to give two different feeling for each of the characters, which in total would amount to four (4). Almost all the candidates gave one for each character. The responses are:

i) **Ogone**

Pity- for being jilted by Joseph/for another women

-For being abandoned with children.

Admiration- for humble and content

-for quietly accepting the situation/for not brooding over the

jilting

ii)

Ame

▪ **Disgusting** for disrespecting people (relatives)

▪ For looking down on people

▪ For accepting to get married to a man who does not love her

▪ **Admiration**

▪ For satisfying herself and not minding about other

▪ For being strong willed /adamant to get married to Joseph for her own reasons.

d) The item required candidates to analyze Ame's personal traits and to pick examples from the story. Most candidates were able to come up with the correct traits though some could not produce evidence from the text.

e) The item required candidates to analyze the behaviour of the parents in as far as the mistakes that Joseph makes in decision making is concerned. The correct responses are that Joseph wanted to study music engineering but his parents made him to study medicine/Joseph had children with Ogone but his parents made marry Ame for social status.

QUESTION 3

The item required the candidates to say how Joseph's personality negatively affected other characters in the story. The candidates needed to state Joseph's trait and who it affected in order for them to score marks for the explanation and example. If the response does not specify the trait, the whole answer would be wrong.

ESSAY



JOSEPH'S TRAIT	CHARACTER AFFECTED	HOW IT AFFECTED THE CHARACTER	EXAMPLES
Selfish/Inconsiderate / Cruel	Ogone	He wants to continue their relationship even though he is married to another woman	He wished that the wedding ceremony would end so that he could spend some time with Ogone
Cruel	Ame	Marries her to please his parents but continues his relationship with another woman.	He spent most of his time in Ogone's home and continued to shower her with all kinds of gifts.
Selfish/Inconsiderate	Twins	He abandons his children as he goes to marry Ame	He marries Ame because she will be loved by his parents since she is a successful doctor / Ame fits the bill perfectly.
Disrespectful/ deceitful	Ogone's family	He leaves their daughter with twins and marries Ame to satisfy his parents' demands	Joseph disrespected and betrayed their daughter by marrying another woman/ he made them a laughing stock in the village.
Disobedient	Joseph's family	He impregnates Ogone, an illiterate woman who is below their social status.	You couldn't find any young beautiful doctor in Serowe or anywhere else in Botswana?

Essay marking guide



- **Character- 1 mark**
- **Explanation-2 marks**
- **Identification of a character- 1 mark**
- **Example- 1 mark**

COMPONENT 4

This is a Listening and summary question paper that comprises of two sections.

Section A is listening to comprehension which is read to the candidates in seven minutes. Section A contains structured questions which carry 20 marks. Section B is a written passage from which the candidates attempt the task from the passage. This section carries 10 marks divided as follows: 5 marks for the points identified and another 5 for style (cohesion, punctuation, grammar, and spelling)

SECTION A: Listening Comprehension (The benefits of eating red meat)

The passage was about The benefits of eating red meat. The passage was very interesting therefore motivating the candidates to listen attentively since it was accessible to the general candidature of varied backgrounds, for example agriculture, home economics and integrated science. Most of the questions were simple recall questions hence the paper was accessible to the majority of the candidates

Individual question analysis

1 (a). The question required candidates to state one nutrient found in red meat. It was a simple recall question which the majority of the candidates scored a mark.

(b) The question required the candidates to give a reason why the benefits of red meat are sometimes not taken seriously. Most candidates across all levels of ability scored but the word cause was the discriminatory factor as those who omitted it lost a mark.

(c)The question required candidates to state two health benefits promoted by protein's nutritive value. The majority of the candidates did very well except a few who denied themselves marks because of division.

(d) The question demanded from the candidates two reasons for the inclusion of red meat in children's diet. This proved to be a challenging question which was accessible to high and average achievers. The majority of the candidates managed either a mark or a zero.

(e) The question required candidates to state the advantage animal protein has over vegetable protein. The candidates were mostly confused and as such omitted the element of comparison.

(f) Candidates were required to state two ways in which fat in red meat benefits the diet. The majority of the candidates scored .



(g) Candidates were required to state two ways in which meat eaters can reduce dangers of consumption of red meat. Above average and average performers scored easily while below average performers struggled to score because they disregarded the word “added”

(h) This was a mark as a whole question which was moderately accessible and the majority of the candidates across all levels of ability scored except a few who thought it was a two-part question.

(i) The question required candidates to state two roles played by vitamin B12 in the body. Most of the candidates confused the question with question J. Above average candidates scored the two marks while the average and below average either scored 1 mark or zero mark

(J) Candidates were required to state two functions of iron in the body. Above average candidates scored the two marks while the average and below average either scored 1 mark or zero mark

(k) The candidates were required to state DR Marumo’s view regarding media reports on red meat. The majority of the candidates did not perform well in this question because the subject of the question was media reports but most candidates mistakenly thought red meat was the subject.

(l) Candidates were required to give a summative statement about the passage. The question was problematic for the majority of the candidates since they could not provide

a summative statement for the passage.

SECTION B: Summary

The summary task demanded from the candidates to spell out the tips one needed to be confident. The question was generally tackled well though some candidates missed on the main points because they opted for illustrations as opposed to stating the main points. The summary was mostly on recall and points could be easily lifted from the passage. The summary had four main points as opening sentences for some of the paragraphs