

# PRINCIPAL EXAMINER'S REPORT



BOTSWANA  
EXAMINATIONS  
COUNCIL

## JCE SETSWANA 2021

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## General Comments

The Setswana Language assessment for Papers 2 and 3 is based on the following assessment objectives:

1. Knowledge and understanding which assesses understanding and interpretation of information read, following the writer's argument, drawing inferences and forming conclusions.
2. Language use and communication which assesses the ability to express ideas, fact and opinions using appropriate and effective vocabulary and grammatical structures and forms. Handling of language mechanics, organisation and presentation of information in a given format such as Speech and Reports.
3. Literary skills which focus on the candidate's ability to explore analyse and appreciate literary texts. Candidates should show good analysis and evaluative skill in poetry, prose or drama.

## Paper 2

### Question 1

#### Requirements

Candidates were expected to recall facts and basic concepts. They were to explain and analyse the type of conflict in the play.

#### Observations

A lot of candidates answered this question. They were able to identify the type of conflict and relate it with the main character of the play. Good knowledge and understanding of the text was displayed by most candidates. They were able to select and organise ideas. They showed significant improvement in the use of technical terms. For those who scored low marks was a result of poor selection of ideas that affected the structure of the response and justification.

## Recommendations

- ✚ Emphasis should be made on “kgwetlho” and “setlhoa” for this item/question.
- ✚ Emphasise on key words of the question.
- ✚ Climax should be a single event.
- ✚ Kgwetlho should be a major event of the story not character trait or botho. Example: kgwetlho CANNOT be “go tlhoka boikarabelo”.

## Question 2

### Requirements

The candidates were expected to analyse the theme of the play.

### Observations

- ✚ The question was well answered by most candidates.
- ✚ They were able to identify theme and relate it to the main character.
- ✚ Candidates were able to select the right material; take a stand and justify with relevant examples from the text.
- ✚ Some had more than one theme hence they failed to structure a response and stick to the terms of the question.
- ✚ Some were tempted to explain molaetsa/theme even though it was not figurative.

### Recommendations

- ✚ Candidates should be encouraged to stick to theme not themes. This will help them to focus and organise the material to support points made.
  - ✚ Emphasis should be on the use of key terms which are derived from the selected theme.
  - ✚ Encourage candidates to depict theme in simple language NOT figurative.
- NB: some phrases appear as figurative but are not, such as, *Monate o fela ka botlhoko*.

## Question 3

### Requirements

Explain how place setting of the story influences characterisation.

### Observations

- ✚ Most of the candidates did not answer this questions.
- ✚ A few that attempted the question focussed on time setting instead of place setting.
- ✚ Candidates only concentrated on the main character ignoring other characters.
- ✚ They addressed *kgonagalo le tumelesego ya ditiragalo* NOT addressing the demands of the question that is *botho*.

### Recommendations

- ✚ Emphasis should be made on both aspects of time and place setting.

NB: the syllabus objective is packed and many items can be asked from it.

- ✚ Educators to make it a habit to assess the objective for practice purposes.

## Question 4

### Requirements

The candidates were required to interpret the poem and justify what the poem is about with relevant quotations and stylistic devices.

### Observations

- ✚ Most candidates showed good ability to interpret and refer to the poem.
- ✚ The use of stylistic devices was minimal in most response.
- ✚ Some candidates quoted before interpretations which resulted in poor structure and less appreciation of the poem.
- ✚ Some ignored the poem displayed and talked about the subject in general.

## Recommendations

- ✚ Incorporate the use of stylistic devices in their justifications and use own words for expression.
- ✚ Justify with relevant quotations **not** the whole stanza.
- ✚ Interpretation of the poem to be holistically **not** stanza by stanza.

## Question 5

### Requirements

Candidates were to analyse the poem in relation to mood and justify with relevant quotations.

### Observations

- ✚ The question was well answered
- ✚ Justification was appropriate and relevant.
- ✚ Those with poor interpretation skills reproduced the poem or diverted to *tlhaloso ya leboko* [poor structure].
- ✚ Less appreciation of the way the author used stylistic devices.

## Recommendations

- ✚ Incorporate the use of stylistic devices in their justifications
- ✚ Justify with relevant quotations not the whole stanza
- ✚ Differentiate key terms of interpretation of the poem, mood and theme.
- ✚ Interpretation of the poem to be holistically not stanza by stanza

## Question 6

### Requirements

Candidates are to read and comprehend the text. They are to select and create by condensing information with the use of cohesive devices to produce a new original working while retain.

## Observations

- Most candidates did well on the item.
- They were able to select the relevant points but could not condense the information. They gave examples from the text.
- Most candidates did not use cohesive words.

## Recommendations

- Emphasis on the use of substitutes to enhance clarity and also own words
- The use of cohesive devices should be emphasised even in everyday teaching.

## Question 7

### Requirements

Candidates were expected to translate a text from source to target (English to Setswana).

### Observations

- The item was well answered.
- Candidates were able to convey meaning with precision and accuracy.
- Those with good knowledge and understanding of both source and target languages scored higher marks.
- Those with limited understanding of source language had serious errors of literal translation and distortion of meaning.

### Recommendations

- Encourage candidates to answer this item at all times.
- Candidates must be given more practice on translation.
- Attention should be paid to cultural differences.

## Paper 3

### Section 1 Factual composition

#### Strengths

Most of the candidates performed fairly well.

The item was generally accessible to a large population of candidates. Most candidates decoded the question well thus a high number of candidates at Bands 4 and 5 in relevance. A handful of candidates wrote argumentative composition. Some failed to link paragraphs instead listed points and not discussing them in a paragraph. Those who linked paragraphs more often addressed more than one issue. Due to the nature of the question, candidates managed to excel in vocabulary and figurative language.

#### Weaknesses

Candidates, though a handful, deviated to write about land not country.

- ✚ Punctuation is restricted to a comma [,] and full stop [.]
- ✚ Paragraphs lacked coherence and unity
- ✚ **Candidates [some centres] ignored the task and politicised the question and discussed their political affiliation; some insulted elders [political leadership] in their deliberations.**

### Section 2 Report

#### Strengths

Candidates performed well on the question.

- ✚ The item was guided hence accessible to most.
- ✚ Those below average answered the guide.
- ✚ Some wrote letters but still got average marks

#### Weaknesses

- ✚ Candidates failed to present their ideas well.
- ✚ The headings for reports were incomplete as per the standard.

✚ These errors were seen in all levels of performers

## **Centres**

There has been a negative noted in some centres. Some candidates were mischievous. Insults were noted in some Centres where elders are insulted. It should be noted however that a number of centres did not package the scripts as expected – they were randomly packaged.