

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE SETSWANA 2024

INTRODUCTION

This marking report constitutes feedback on candidates' performance from the 2024 JCE Setswana examination which was made up of 3 components: Paper 1: Multiple Choice; Paper 2: Literature, Summary and Translation and Paper 3: Continuous and Extended Writing. The report is meant to help Centres to acquaint themselves with what is expected of the candidates and how the teaching syllabus is examined.

PAPER 1: MULTIPLE CHOICE

General Comments

The candidates' performance was about average in this paper. The mean mark was 24.08 out of a total of 40 marks, which was just above the 50% threshold. There were six (6) items where at least 70% of the candidates got the item correct and twenty-two (22) items where less than 50% of the candidates got the item correct. The rest of the items, twelve (12), had between 50% and 69% of the candidates getting the item correct. Generally, the minimum proportion of candidates expected to get an item correct is 25% which is considered the guessing factor for a Multiple-Choice item with four options. There were five (5) items where less than 25% of the candidates got the item correct. These 5 items are as follows: 2 items on selection of a phrase and a topic sentence, 1 item on main idea, 1 item on determining the authors intention and 1 on contextual meaning.

Candidates are encouraged to look for items that provide them with more opportunities to interact with application of the skills as outlined in the assessment guide. The item reports are given as tables that include key information as indicated:

N the number of candidates who selected each of the options

Key the option that was taken as the answer

Comments on Individual Questions

Item 1: Inference

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 4897 | B | Well done. The candidates were to explain the meaning of the expression "ke konokono" and the majority of the candidates were able to choose B, which related the expression to how important Agriculture is in the nation of Botswana. |
| B | 32848 | | |
| C | 2251 | | |
| D | 3409 | | |

Item 2: Seelana: Locate and select a phrase

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 8732 | C | Poorly done. While the response for this item was C, candidates were drawn to D given how it explained Agriculture as the foundation of Botswana's economy, forgetting that this did not so much have to do with Culture as required by the task. |
| B | 4637 | | |
| C | 19468 | | |
| D | 10568 | | |



Item 3: Tlhaloso ya mafoko - Inference

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 3409 | B | Fairly done. Generally, candidates were able to interpret the statement <i>“Batho ba Modimo ba a bo ba lebile go oba letsogo fela...”</i> and chose the correct answer, although a good number of candidates were confused by the intentions of the writer in using such a statement. |
| B | 30951 | | |
| C | 5346 | | |
| D | 3699 | | |

Item 4: Tlhaloso - Reasoning

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 19583 | A | Poorly done. Candidates were to explain the reason why farmers had to sell their harvest at a low price. Although the distractors were good and plausible, they were clearly wrong. Candidates predominantly opted for B and C, with less than 50% being able to infer the right interpretation from the passage on how and why farmers were struggling to sell off their produce. |
| B | 10991 | | |
| C | 8165 | | |
| D | 4666 | | |

Item 5: Maikaelelo a mokwadi - Specific information

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 7330 | B | Fairly done. Candidates' performance was satisfactory, with a significant portion who were able to identify the one statement which was not consistent with things that would hinder farmers from getting a bountiful harvest. With the question in the negative, it is possible that some candidates misinterpreted the task of the question. |
| B | 27582 | | |
| C | 4423 | | |
| D | 4070 | | |

Item 6: Implicit information

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 6031 | C | Fairly done. The majority candidates were able to deduce from Paragraph 6 that farmers were being said to be not taking care of their livestock as the main crux of the matter. Other candidates opted for A which they interpreted to mean that times have changed after referring to the last sentence of the paragraph on the need to see farming as a business. |
| B | 3551 | | |
| C | 30201 | | |
| D | 3622 | | |

Item 7: Maikaelelo a mokwadi - Author's intention

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 6245 | C | Poorly done. The proportion of candidates who got the item correct was roughly 28%. Most candidates failed to deduce the gist of the writer's intentions with this passage and erroneously opted for Option D. Other candidates were equally confused and chose options A and B. |
| B | 6725 | | |
| C | 12182 | | |
| D | 18253 | | |



Item 8: Tlhaloso ya mafoko a a reng “e mekamekane” - Inference

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 3591 | D | Poorly done. The candidates failed to understand the statement “e mekamekane” and interpreted it as a positive effort which the government was doing to help farmers by choosing option B. Rather, the expression meant to explain the pains experienced in helping the farmers. |
| B | 21462 | | |
| C | 4741 | | |
| D | 13611 | | |

Item 9: Seele sa tlhogo - Topic sentence

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 14334 | A | Poorly done. A good proportion of the candidates were unable to deduce the right statement concerning Paragraph 6. The largest proportion of candidates opted for C as the correct answer while a significant number of candidates identified A as the correct response. Candidates seem to have relied on guess work because C expands on the topic sentence A. |
| B | 3926 | | |
| C | 23164 | | |
| D | 1981 | | |

Item 10: Tlhaloso ya lefoko “seo” mo temana 3 - Coherence marker

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 20946 | A | Fairly done. While a good proportion of the candidates were able to explain the significance of “seo”, a significant number of them misunderstood how the word was applied referring to the unfavourable ground and not the lack of resources as represented by option D. |
| B | 3426 | | |
| C | 4202 | | |
| D | 14831 | | |

Item 11: Se mokwadi a tsibosang balemi ka sone - Drawing conclusions from writer’s argument

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 25290 | A | Well done. Most of the candidates identified the answer on how farmers ought to deal with challenges associated with agriculture. However, numerous candidates were drawn to option B on how farmers ought to work together. This was, however, not the emphasis of the passage. |
| B | 12175 | | |
| C | 4699 | | |
| D | 1241 | | |

Item 12: Setlhogo sa palo - Title

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 1484 | B | Fairly done. The candidates were expected to demonstrate their understanding of the passage and suggest an appropriate title that would best describe what the passage is about. Most chose B, while others erred by choosing C yet the passage was specifically about Botswana and not speaking in general terms. |
| B | 20560 | | |
| C | 16710 | | |
| D | 4651 | | |



Item 13: Kgakololo morago ga go bala polelwana - Draw inferences and form conclusions

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 2486 | B | Fairly well done. Just about half of the candidates managed to get the correct answer as an indication of having well deduced what one can surmise from the passage. Other candidates erroneously chose D and other C. |
| B | 21712 | | |
| C | 8825 | | |
| D | 10382 | | |

Item 14: Tlhaloso ya lefoko **tota** - infer meaning of a word

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 9476 | D | The candidates were to identify the expression that represents the meaning of the word "tota" as one that seeks to validate something. However, only an average number of candidates managed to choose D as the correct answer, while other chose A and C. |
| B | 3358 | | |
| C | 5436 | | |
| D | 25135 | | |

Item 15: Ntlhakgolo ya temana 4 - Main idea

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 3589 | C | Well done. This item required candidates to identify the statement that represents the main idea conveyed in paragraph 4. Most of the candidate were able identify C as the correct answer, although other candidates were equally confused between the rest of the remaining options. |
| B | 6727 | | |
| C | 28985 | | |
| D | 4104 | | |

Item 16: Go tokafatsa boleng jwa leruo la barui - Draw Inference and form conclusions

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 17757 | D | The item shows that the passage was not well understood by the majority of the candidates. A significant number of them opted for A as their response, which was not correct answer. While others considered C as a viable solution to the question, it did not suffice as a suitable intervention. |
| B | 2575 | | |
| C | 7046 | | |
| D | 16027 | | |

Item 17: Go agelwa mosako - Contextual meaning of figurative language

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 6194 | C | Poorly done. Only a small proportion of the candidates were able to pick C as the correct explanation of the phrase in question. However, a significant portion of the candidates opted for B which was not the correct interpretation. |
| B | 19328 | | |
| C | 13363 | | |
| D | 4520 | | |

Item 18: Ba jewe ntsoma - Contextual meaning of figurative language

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 5418 | C | Fairly done. The candidates were able to pick C as the correct explanation of being cheated. However, a significant portion of the candidates opted for B which was not the correct interpretation as it did not convey the element of being cheated when selling what they have. |
| B | 11285 | | |
| C | 23742 | | |
| D | 2960 | | |



Item 19: Di ba inisa ka je - Contextual meaning of figurative language

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 27460 | A | Well done. Most candidates were able to interpret the expression provided well. Some candidates failed to infer the meaning of the expression as used in the passages and opted predominantly for B and other C. |
| B | 8183 | | |
| C | 4821 | | |
| D | 2941 | | |

Item 20: Di gosomana - Contextual meaning of figurative language

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 31868 | A | Well done. The candidates were able to identify the correct interpretation of the expression as utilized in the reading passage. |
| B | 3086 | | |
| C | 5074 | | |
| D | 3377 | | |

Item 21: Seele se se kwadilweng ka mokwalo o o amogelesegang

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 1850 | D | Fairly done. While candidates generally had the right understanding of the proper usage of the speech sound “f” some still had challenges therefore going for options with “h and g”.s“ go fenya ” using some misunderstood the meaning of the statement and ended up choosing option C due to the word “ go hema ” which was not relevant for this context, but rather “ go fema ”. |
| B | 1137 | | |
| C | 25129 | | |
| D | 15289 | | |

Item 22: Seele se se kwadilweng ka mokwalo o o amogelesegang - Orthography

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 16809 | B | Well done. Candidates generally differentiated between the words which should be written conjunctively and disjunctively. noted the correct written statement as B. However, there were candidates that selected “ se na ” and failed to understand that the statement required “ sen a ” as one word to convey the message in the past perfect tense and not the negative. |
| B | 22069 | | |
| C | 1591 | | |
| D | 2935 | | |

Item 23: Tiriso sentle ya matshwao a mokwalo le ditlhakakgolo - Punctuation and Capitalization

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 4509 | C | Well done. The majority of the candidates were able to identify the direct speech which needed quotations marks as well as how to apply the capital letters for the statement to be well written. |
| B | 2498 | | |
| C | 34821 | | |
| D | 1576 | | |

Item 24: Tiriso sentle ya matshwao a mokwalo le ditlhakakgolo - Punctuation and Capitalization

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 1592 | D | Well done. Most candidates selected the correct punctuation which required an exclamation mark and a question mark. The strongest distractor was B and some candidates were drawn to it as a result of being confused by whether or not punctuation was between the two utterances. |
| B | 10224 | | |
| C | 1589 | | |
| D | 29999 | | |



Item 25: Dipaka tsa diele - Tense

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 7672 | D | Well done. Almost all the candidates were aware that the statement used was in the present tense, while a few opted for A and this was not the correct tense since it represented the present continuous. |
| B | 786 | | |
| C | 694 | | |
| D | 34252 | | |

Item 26: Dipaka tsa diele - Tense

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 19147 | A | Fairly done. The distribution of the candidates' selection shows an element of guess work. Option B had a strong pull of candidates although the correct answer was A. They were generally unable to differentiate between " <i>paka pheti</i> " and " <i>paka e e fetileng</i> ". |
| B | 14217 | | |
| C | 4632 | | |
| D | 5408 | | |

Item 27: Tiriso sentle ya ngotlo mo seeleng - Diminutive

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 3566 | C | Well done. The candidates were able to note that C was a statement which was positive in nature and represented an aspect of love. Other candidates appeared to have guessed A as a response, though without much understanding what the statement meant. |
| B | 1102 | | |
| C | 37827 | | |
| D | 909 | | |

Item 28: Tiriso sentle ya ngotlo mo seeleng - Diminutive

| Option | C | Key | Comment |
|--------|-------|-----|---|
| A | 6687 | C | Well done. Most candidates were able to identify the correct option which tied in with question task that required one to choose as statement that showed compassion. |
| B | 1085 | | |
| C | 34508 | | |
| D | 1124 | | |

Item 29: Dikarolo tsa seele – Selection Parts of speech-Adjective

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 4322 | B | Fairly done. While some candidates ought to be commended for being able to identify the adjective as being " <i>ba gagwe</i> ", there were many others who were confused which option to select and appeared to rely on guess work. |
| B | 26130 | | |
| C | 3559 | | |
| D | 9393 | | |

Item 30: Dikarolo tsa seele – Tiri-Selection of Parts of Speech-Predicate

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 5612 | C | Fairly done. Like the adjective, candidates also struggled to identify the action word within the given sentence, with only a few candidates who were able to choose " <i>O rata</i> " as the correct answer. |
| B | 3015 | | |
| C | 25786 | | |
| D | 8990 | | |



Item 31: Dithamalakane - Riddle

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 32322 | A | Well done. Candidates were mostly able to identify the riddles in the listed statements. However, significant other groups of candidates remained confused if some of them were riddles, especially statement viii , " Se nkganang se nthola morwalo " which caused them to settle for option B. |
| B | 5326 | | |
| C | 3114 | | |
| D | 2639 | | |

Item 32: Diane - Proverbs

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 4281 | D | Fairly done. Candidates were able to identify the correct response by choosing option D. However, it was evident that few other candidates were guessing as their responses were evenly distributed among the rest of the distractors. |
| B | 4275 | | |
| C | 5415 | | |
| D | 29429 | | |

Item 33: Maele - Idioms

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 6789 | B | Fairly done. While the majority of the candidates were able to correct answer, the rest of the candidates were equally distributed amongst the other distractors which were incorrect. |
| B | 27405 | | |
| C | 4167 | | |
| D | 5039 | | |

Item 34: Seele sa lekopanyi - Conjunctive

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 6436 | B | Fairly done. This item proved to be a challenge for most candidates, although a significant proportion of the candidates managed to get the correct answer which was " le mororo ". |
| B | 25862 | | |
| C | 7497 | | |
| D | 3605 | | |

Item 35: Seele sa letlhalosi - Adverbs

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 2630 | D | Well done. The candidates were generally able to choose the correct statement with the appropriately used vocabulary. The remaining few candidates were uncertain which option to choose and were equally spread among the three distractors. |
| B | 3102 | | |
| C | 2153 | | |
| D | 35515 | | |

Item 36: Sekai sa moila wa puo - Culture-Taboo

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 6421 | C | Fairly done. While some candidates were able to identify the correct answer, others simply relied on guess work and went for different alternatives according to what they thought might be the answer. |
| B | 7011 | | |
| C | 22516 | | |
| D | 7451 | | |



Item 37: Ditiro tsa basimane mo ngwaong ya Setswana - Cultural practices

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 33954 | A | Well done. Most candidates managed to identify how boys were culturally raised with the intentions of preparing them to be men of stature through hard work. Other candidates chose B which was a good distractor since boys are usually associated with greater strength. However, this could not suffice as a reason for why boys were being made to work harder. |
| B | 5062 | | |
| C | 2222 | | |
| D | 2157 | | |

Item 38: Tumelo mo mafiseng ya Batswana - Cultural practices

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 6262 | C | Fairly done. Candidates generally understood the reason why “ Mafisa ” was a culturally observed activity, although some candidates clearly did not have a clue and relied on guess work. |
| B | 4974 | | |
| C | 28082 | | |
| D | 4068 | | |

Item 39: Tlhaloso ya lebaka bo rre ba sa tsene mo ntlong ba rwele tlhoro - Culture-taboos

| Option | N | Key | Comment |
|--------|-------|-----|---|
| A | 1114 | D | Well done. Candidates were required to demonstrate their understanding of why men are discouraged from entering the house why putting on a hat. Most candidates were able to identify the correct answer, which was taken as a sign of respect. |
| B | 1777 | | |
| C | 2014 | | |
| D | 38432 | | |

Item 40: Mosola wa meila ya Setswana - Culture-taboos

| Option | N | Key | Comment |
|--------|-------|-----|--|
| A | 1931 | B | Well done. The candidates were able to demonstrate their understanding and how children are encouraged to go towards good choices in life. They predominantly opted for B as the answer which was correct. Only a few candidates resorted to guess work. |
| B | 35988 | | |
| C | 2074 | | |
| D | 2808 | | |

PAPER 2: LITERATURE SUMMARY AND TRANSLATION

General Comments

The general quality of work displayed by the candidates showed a slight improvement from the 2023 cohort that had struggled with responding to certain tasks based on literature. This time around, better efforts were observed on the literature tasks, where the candidates also showed slight improvement in analysing texts while also showing better competencies in the use of key words. Nevertheless, there still a lot of room for improvement in most Centres. Below is a more detailed analysis of candidates' general performance in the different elements of the component tasks that the candidates interacted with in their examination.

Comments on Individual Questions

1 SETTING A: While this item was done fairly well, it was observed that some candidates tended to analyse the setting by giving examples instead of using reasons and justifications. Centres are advised to accord all candidates sufficient practice in dealing with questions where they will be required to advance good reasons and justifications as they develop their analytic skills.

2 CHARACTER TRAITS: Candidates were required to analyse the character of the main character. They were to select ideas which determinate his character and come up with words that describe the main character, while giving relevant examples or evidence from the text.

Observations: Candidates would come up with words that are not relevant to analysing a character. Also in other instances, relevant words would be used although the supporting evidence would either be weak or irrelevant.

Recommendations: Candidates ought to be trained in words that describe character traits and their meanings, with ample examples taken from real life, for justification. It is worth noting that candidates generally opted for this objective and did fairly well.

3 THEME: Candidates were required to interpret the theme after reading the story. They were to stick to the relevant keywords when analysing their theme.

Observations: Irrelevant themes were noted while it was also noted that re-telling of the story is a constant occurrence when it comes to this objective.

Recommendations: Candidates ought to be trained and reminded that the theme is in two parts and selection of points (bad actions, bad result) is very important. They ought to be encouraged to avoid using idioms as themes but rather simplify it to actions (good / bad) and results (success or consequences). In terms of 2024 Examinations, Theme could be simplified as *Bad actions (Ditiro tse di maswe)* or *Bad results (Mathata)*

These terms (*tse di maswe, mathata*) should be used consistently to avoid re telling the story.

4 INTERPRETATION OF POEM: Candidates were required to analyse the poem using interpretation, justifying with relevant quotations and poetic devices.

Observations: Most candidates failed to interpret the poem properly because they did not realise (through their responses) that the poet mentioned two sides (both the good and bad) about money. In addition, it must be noted that the poem emphasized more of the bad side rather than the good side, although the latter was also highlighted. Lastly, a common feature that was also observed is that Poetic devices were ignored by most candidates.

Recommendations: Candidates ought to be given practice on getting to understand a poem fully by grasping the gist of the message.

- 5 THEME OF THE POEM:** Candidates were required to analyse the theme of the poem. They were to stick to the terms of the question (*molaetsa wa leboko*) i.e. *Le fa madi a tswa a siame, a nale ditlamorago tse di maswe / madi ga a siama*. Support with quotations and poetic devices is necessary.

Observations: Candidates who opted for this objective could not state the theme but ended up interpreting the poem. Most of the themes stated by the candidates were wrong. Quotations and poetic device were not recognised.

Recommendations: Candidates ought to be assisted in learning how to clearly state the theme. In addition, they must be trained on the use of keywords (*madi ga a siama ka gore... se sengwe gape se se maswe ka madi ke gore*). Candidates must also be trained to always support the points that they make with evidence from the poem, as well as how to identify and mention or use poetic devices skilfully.

- 6 SUMMARY:** Candidates were to read the text and proceed to summarise it using their own words. They were to select only the main points and also use coherent markers.

Observations: It was a challenge for most candidates to use their own words. A lot of candidates only picked the topic sentences and made no effort to use their own words or to use word connections. Wholesale copying of text was also noted, while cultural differences were not observed.

Recommendations: Candidates ought to be taught on how to paraphrase or report information using their own words. They should also be assisted on summarising each paragraph using their own words, with specific emphasis also placed on using coherent markers for a better flow of the paragraph.

- 7 TRANSLATION:** Candidates were required to translate text from English to Setswana, to use alternatives and also demonstrate mastery of both source and the target language. They were to also capture the main ideas.

Observation: There was a general lack of alternatives which resulted in word for word translation and deviation from the intended meaning.

Recommendations: Candidates ought to be advised to read extensively (on their own), both English and Setswana texts, so as to enhance their vocabulary. In addition, they ought to be trained to identify Cultural Differences (*Mme/Rre*). Finally, candidates must be given ample practice on how to capture main ideas.

PAPER 3: CONTINUOUS AND EXTENDED WRITING

General Comments

This report shall highlight on the strengths and weaknesses of these areas in enhancing writing skills, fostering clarity, and promoting critical thinking for future improvement. It has been observed that a slight improvement in-terms of quality work has been made as compared to the previous year 2023 in both sections. Centres are advised to give regular practice to candidates' in-order to further improve on the quality pieces of candidates work.

Comments on Individual Questions

1 Composition (25 Marks)

Sentence structure

1. **Subject/Object Concord Errors:** A significant number of candidates demonstrated difficulties in maintaining subject-object concord. This issue was particularly evident in sentences where the subject and object were not immediately adjacent. For example, in sentences such as "The book which the students read were interesting," candidates often failed to match the verb "were" with the singular subject "book".
2. **Incorrect Use of Conjunctions:** Candidates frequently misused conjunctions, leading to sentence fragments or run-on sentences. This problem was observed in instances where candidates attempted to join multiple clauses without the appropriate conjunctions. The correct usage of conjunctions to join independent and dependent clauses needs to be emphasised in classroom instruction.
3. **Sentence Patterns:** A lack of understanding of basic sentence patterns was another common issue. Candidates often constructed complex sentences and because of the length of such a sentence, they end up losing touch with the subject. Mostly candidates have been found wanting in constructing simple sentences. This limitation restricted their ability to convey more nuanced ideas and resulted in monotonous writing.

Recommendations:

- **Intensive Grammar Drills:** Teachers should incorporate more targeted grammar exercises that focus on subject/object concord, conjunctions, and varied sentence patterns. Regular practice and immediate feedback will help reinforce these concepts.
- **Interactive Learning Methods:** Introducing interactive and engaging methods, such as sentence construction games and peer reviews, can help students grasp sentence structures more effectively.
- **Focus on Writing Skills:** Emphasis should be placed on writing longer pieces, such as essays and compositions, to encourage the use of complex sentences and varied structures. Providing examples of well-structured sentences and paragraphs can serve as a useful guide for students.
- **Teacher Training:** Continuous professional development for teachers in the latest pedagogical techniques for teaching grammar and sentence structure will ensure that they are well -equipped to address these weaknesses.

Vocabulary

1. **Basic Language Usage:** Candidates adhered to the use of basic Setswana vocabulary, ensuring clarity and simplicity in their writing. This approach is especially beneficial for understanding and readability, which are crucial for effective communication.
2. **Substitutes for Borrowed Words:** A notable improvement was observed in candidates' efforts to incorporate indigenous Setswana words as substitutes for borrowed terms. For instance, the use of "*kokelo*" instead of a borrowed term illustrates a conscious effort to maintain the linguistic purity and cultural heritage of the Setswana language.
3. **Creativity and Expression:** Despite the simplicity of the vocabulary used, candidates displayed a remarkable level of creativity and expression in their writing. Their ability to convey complex ideas using straightforward language is commendable and reflects a deep understanding of the subject matter.

Areas for Improvement:

1. **Special Diction:** While the use of basic vocabulary is advantageous, there is a need to encourage candidates to explore and incorporate more specialised diction. This would enhance the richness and depth of their writing, allowing them to articulate more nuanced and sophisticated ideas.
2. **Grammar and Syntax:** Although candidates demonstrated a good grasp of basic grammar, some errors in syntax and sentence structure were noted. It is essential to reinforce the rules of grammar and syntax to ensure that candidates can construct well-formed and coherent sentences.
3. **Cultural References:** While candidates effectively used substitutes for borrowed words, there is scope for further improvement in incorporating cultural references and idiomatic expressions. This would enrich their writing and provide a more authentic representation of Setswana culture and heritage.

Recommendations:

- **Enhanced Vocabulary Training:** Introduce targeted vocabulary training sessions focusing on special diction and advanced vocabulary. This would equip candidates with a broader range of words and expressions, enabling them to write more eloquently and persuasively.
- **Grammar Workshops:** Conduct regular workshops and practice sessions to reinforce grammar and syntax rules. This would help candidates construct sentences with greater accuracy and coherence.
- **Cultural Integration:** Encourage the inclusion of cultural references and idiomatic expressions in writing assignments. This would provide candidates with the opportunity to practice using culturally rich language, thereby preserving the essence of Setswana heritage.
- **Reading and Writing Exercises:** Promote extensive reading and writing exercises to expose candidates to various writing styles and vocabularies. This would enhance their language skills and inspire them to experiment with different forms of expression.
- **Feedback Mechanism:** Establish a robust feedback mechanism where candidates can receive constructive criticism and guidance on their writing. This would help them identify areas for improvement and work towards enhancing their skills.

Spelling

1. Misspelling of Double Consonants: A prevalent error was the incorrect spelling of words containing double consonants. Candidates frequently omitted or added extra consonants, particularly in words such as *mmaagwe* (his/her mother), which was often misspelled. This suggests a lack of understanding of Setswana orthography and syllabification.
2. Basic Level Spelling Errors: Beyond double consonants, many candidates struggled with the spelling of common, everyday words. These errors were not limited to complex vocabulary but extended to basic terms expected of JCE level students. This points to a fundamental weakness in core spelling skills.
3. Impact on Comprehension and Expression: These spelling errors often hindered comprehension of the candidates' written responses. In some cases, the misspellings were so severe that the intended meaning was obscured, impacting on the assessment of content and expression.
4. Potential Contributing Factors: While this report focuses on the observed errors, it is important to consider potential contributing factors. These may include:
 - (a) Insufficient emphasis on spelling and grammar in classroom instruction.
 - (b) Limited exposure to written Setswana outside of the classroom.
 - (c) The influence of other languages, particularly English, on Setswana orthography.

Recommendations:

To address these concerning trends, the following recommendations are proposed:

- Reinforced Emphasis on Spelling and Grammar: Centres should prioritise the teaching and reinforcement of Setswana spelling and grammar from an early stage. This should include explicit instruction on orthographic rules, syllabification, and common spelling patterns.
- Increased Exposure to Setswana Literature: Encouraging students to read Setswana literature, including books, newspapers, and other written materials, can significantly improve their spelling and vocabulary.
- Targeted Teacher Training: Providing teachers with professional development opportunities focused on Setswana language pedagogy, including effective strategies for teaching spelling and grammar is crucial.
- Curriculum Review: A review of the Setswana curriculum may be necessary to ensure that adequate emphasis is placed on foundational language skills.

Orthography

1. General Orthographic Proficiency: Candidates performed relatively well in orthography, demonstrating a good understanding of spelling rules and the correct use of words. This indicates a strong foundation in the basics of written Setswana.
2. Disjunctive and Conjunctive Words: One area that requires attention is the use of disjunctive and conjunctive words. A significant number of candidates were found to be incompetent in correctly

applying these words. The confusion often led to grammatical errors and affected the overall coherence of their writing.

3. **Consistency in Spelling:** Despite the challenges with disjunctive and conjunctive words, candidates showed consistency in spelling regular words correctly. This consistency highlights their grasp of standard orthographic rules.

Areas for Improvement:

1. **Disjunctive Words:** Emphasize the correct usage of disjunctive words, which are written as separate words. Candidates need to understand the context and grammatical rules that govern when to use disjunctive forms.
2. **Conjunctive Words:** Provide clear guidelines on the use of conjunctive words, which are written as combined forms. Helping candidates differentiate between conjunctive and disjunctive forms will reduce confusion and improve overall sentence structure.
3. **Practice and Reinforcement:** Consistent practice and reinforcement of the rules governing disjunctive and conjunctive words are essential. Regular exercises and drills can enhance candidates' ability to apply these rules accurately.

Recommendations for Teachers:

- **Targeted Orthography Sessions:** Conduct sessions specifically focused on disjunctive and conjunctive words. These sessions should include detailed explanations, examples, and practice exercises to help students grasp the differences and proper usage.
- **Orthographic Drills:** Implement daily or weekly orthographic drills that cover a range of words, including disjunctive and conjunctive forms. Repetition and practice are key to mastering these rules.
- **Contextual Practice:** Encourage students to practice writing sentences and paragraphs using both disjunctive and conjunctive words in various contexts. This will help them understand the practical application and improve their accuracy.
- **Interactive Activities:** Use interactive activities such as word sorting games, sentence construction exercises, and peer review sessions to make learning orthography engaging and effective. These activities can reinforce the correct usage of disjunctive and conjunctive words in a fun and collaborative manner.
- **Feedback Mechanism:** Provide regular and constructive feedback on students' use of orthography. Highlight errors related to disjunctive and conjunctive words and offer clear explanations for corrections. Positive reinforcement for correctly used words will also encourage continued improvement.
- **Resource Materials:** Develop and distribute resource materials, such as handouts or reference guides, which summarise the rules for disjunctive and conjunctive words. These materials can serve as quick reference tools for students during writing assignments.
- **Reading and Writing Integration:** Promote extensive reading and writing activities that incorporate a variety of texts and genres. Exposure to well-written examples will help students internalise correct orthographic practices and improve their overall writing skills.

Punctuation

Performance Highlights:

1. **Capitalization Errors:** One significant concern is the widespread issue with capitalization. More than half of the candidates failed to follow basic capitalization rules, such as capitalising the first word of a sentence and proper nouns. This suggests a need for strengthened emphasis on these fundamental rules.
2. **Moderate Competency in Commas and Full Stops:** On a positive note, a sizable number of candidates displayed competency in using commas and full stops correctly. This indicates that candidates have a foundational understanding of punctuation but lack consistency in their application.
3. **Overall Punctuation:** Beyond commas and full stops, candidates showed varying levels of proficiency in using other punctuation marks, such as question marks, exclamation marks, and quotation marks. The inconsistent use of these marks indicates areas that require focused attention.

Areas for Improvement:

1. **Capitalization Rules:** Emphasize the importance of capitalising the first word of a sentence, proper nouns, titles, and other appropriate instances. Candidates' writing will become more polished and professional with proper capitalization.
2. **Comprehensive Punctuation Training:** Beyond commas and full stops, there is a need to reinforce the rules and applications of other punctuation marks. Proper usage of question marks, exclamation marks, quotation marks, colons, and semicolons should be instilled.
3. **Consistency in Application:** Encourage candidates to apply punctuation rules consistently throughout their writing. Inconsistencies often lead to confusion for the reader and detract from the overall quality of the written work.

Recommendations for Teachers:

- **Punctuation Workshops:** Organise workshops and interactive sessions focused specifically on punctuation rules and their applications. These workshops should provide practice exercises that cover a wide range of punctuation marks and their proper usage.
- **Capitalization Drills:** Conduct regular drills and short exercises that reinforce the rules of capitalization. Use practical examples from everyday writing to help students internalise these rules and recognise their importance.
- **Writing Assignments with Emphasis on Punctuation:** Design writing assignments that specifically require careful attention to punctuation. Encourage students to peer-review each other's work with a focus on identifying and correcting punctuation errors.
- **Punctuation Practice Sheets:** Provide students with practice sheets that include sentences and paragraphs requiring correct punctuation. These exercises will help students become more familiar with the rules and their proper application.

- **Reading Aloud:** Incorporate reading aloud sessions into the curriculum. When students read their work aloud, they are more likely to notice missing or incorrect punctuation, aiding in self-correction and improvement.
- **Feedback and Correction:** Offer constructive feedback on punctuation in students' written assignments. Highlight both correct usage and areas needing improvement and provide clear explanations for any corrections made.
- **Punctuation in Context:** Teach punctuation rules in the context of actual writing rather than isolated drills. Show candidates how punctuation affects meaning and clarity in real-world writing scenarios.

Relevance

1. **Adherence to Topic:** A majority of candidates demonstrated a clear understanding of the topics, staying within the scope and addressing the specific demands of the prompts. This indicates that they were well-prepared and able to focus on the task.
2. **Composition Types:** Candidates displayed competence in writing different types of compositions, including narrative, descriptive, argumentative, and expository essays. Their ability to switch between these forms as required is commendable and reflects a strong grasp of various writing styles.
3. **Topic Development:** Many candidates effectively developed their topics, providing relevant details, examples, and insights. This depth of content contributed to the overall quality of their compositions and demonstrated thorough understanding and engagement with the subject matter.

Areas for Improvement:

1. **Consistency:** While many candidates adhered to the relevance of their topics, some struggled with consistency. In some cases, compositions started strongly but then diverged from the central theme, leading to a loss of coherence and focus.
2. **Focus and Precision:** A few candidates included extraneous information or went off on tangents that, while interesting, were not directly related to the main topic. Emphasizing the importance of staying focused and precise in addressing the prompts could mitigate this issue.
3. **Understanding of Prompts:** A small number of candidates misinterpreted the prompts, resulting in compositions that were only partially relevant or missed key aspects of the topic. Enhancing comprehension skills and careful reading of prompts prior to writing can help address this challenge.

Recommendations for Teachers:

- **Reading Comprehension Exercises:** Incorporate regular reading comprehension exercises that focus on understanding and interpreting prompts accurately. This will help students develop the skill of identifying key requirements and staying within the topic's scope.
- **Topic Development Activities:** Design activities that encourage students to brainstorm, outline, and develop their topics thoroughly before writing. Emphasizing planning can lead to more coherent and focused compositions.

- **Practice with Variety of Prompts:** Provide students with a variety of writing prompts across different composition types. Regular practice with diverse topics will enhance their ability to adapt and maintain relevance in their writing.
- **Feedback and Reflection:** Offer constructive feedback on students' compositions, highlighting areas where they maintained relevance and where they deviated. Encourage self-reflection and revisions based on feedback to reinforce the importance of staying on topic.
- **Peer Review Sessions:** Initiate peer review sessions where students can evaluate each other's work with a focus on relevance. This collaborative approach can provide new perspectives and help students learn from one another.
- **Focus Techniques:** Teach techniques for maintaining focus and precision, such as underlining key words in prompts, creating detailed outlines, and regularly referring back to the prompt to ensure alignment.
- **Writing Workshops:** Conduct writing workshops that emphasize the different types of compositions and their unique requirements. These workshops should include practical exercises and examples to illustrate effective topic adherence.

2 Speech (20 Marks)

Protocol: A significant number of centres did exceptionally well in addressing protocol.

Opening:

- **Effective Speech Openings:** A significant number of candidates demonstrated a strong ability to begin their continuous writing pieces with captivating openings, particularly when the prompt required a speech format. These openings effectively captured the audience's attention, established context, and set the tone for the rest of the piece. This indicates a good understanding of rhetorical devices and audience engagement.

Positive Aspects:

- **Engaging Introductions:** Candidates used various techniques to create engaging introductions, including:
 - Direct address to the audience (e.g., "*Batlotlegi багаetsho...*" - "Distinguished guests...")
 - Rhetorical questions
 - Statements of purpose or intent
- **Clear Context Setting:** The openings effectively established the context of the speech, clearly indicating the speaker, the audience, and the occasion.
- **Appropriate Tone and Register:** Candidates demonstrated an understanding of appropriate tone and register for different speech contexts, using formal language when necessary and more informal language when appropriate.

Appreciation and Encouragement:

The observed proficiency in crafting effective speech openings is highly commendable and reflects positively on the teaching and learning of Setswana language skills in centres. Teachers are to be applauded for their efforts in equipping students with these valuable skills. This area of strength should be maintained and further developed.

Areas for Continued Focus (Despite the Positive Trend):

While the focus of this report is on the positive aspect of speech openings, it is important to reiterate the need for continued focus on other aspects of continuous writing, such as:

- **Development of Ideas:** Ensuring that candidates develop their ideas logically and coherently throughout the entire piece.
- **Use of Appropriate Vocabulary and Grammar:** Encouraging the use of rich vocabulary and grammatically correct Setswana.
- **Overall Structure and Organization:** Emphasizing the importance of a clear structure with a well-defined introduction, body, and conclusion.

Objective - Creating speech objective remains a bit of a challenge as most candidates write an incomplete objective. Candidates are expected to write a range statement with an outcome but candidates only produce part objective making them fall within Band 3 (average) of the band descriptors.

Selection of ideas:

- **Effective Selection of Material:** A significant number of candidates demonstrated a strong ability to select relevant and appropriate material for their speeches. They chose information that was pertinent to the given topic and suitable for the intended audience. This indicates a good understanding of the importance of selecting appropriate content for effective communication.
- **Logical Development of Ideas:** Furthermore, candidates generally demonstrated a satisfactory ability to develop their chosen ideas in a logical and coherent manner. They presented their points in a clear and organised fashion, using appropriate transitions and supporting details.

Positive Aspects:

- **Relevance to the Topic:** The selected material consistently demonstrated relevance to the given speech prompts. Candidates avoided irrelevant or tangential information, focusing instead on key points that supported their central message.
- **Appropriateness for the Audience:** Candidates showed an awareness of their intended audience, tailoring their language and content accordingly. This included considerations of formality, tone, and level of detail.
- **Coherent Structure and Flow:** The development of ideas was generally well-structured, with a clear flow from one point to the next. Candidates used appropriate linking words and phrases to create smooth transitions and maintain coherence.
- **Use of Supporting Details:** Many candidates effectively used supporting details, such as examples, anecdotes, and statistics, to strengthen their arguments and make their speeches more persuasive.

Areas for Continued Focus (For Overall Improvement):

While the selection and development of ideas were generally positive, there are still areas where further improvement can be encouraged:

- **Depth of Analysis:** While ideas were generally developed logically, some candidates could benefit from developing their points in greater depth, providing more detailed explanations and analysis.
- **Originality and Creativity:** Encouraging greater originality and creativity in the selection and development of ideas could further enhance the quality of the speeches.
- **Refinement of Transitions:** While transitions were generally adequate, some candidates could improve the smoothness and effectiveness of their transitions between ideas.

Presentation of ideas

Key Observation:

- **Weak Presentation of Ideas:** A considerable number of candidates struggled to present their ideas in a clear, organised, and coherent manner. This lack of effective presentation hindered the understanding and appreciation of their writing.

Specific Issues Observed:

- **Lack of Structure and Organization:** Many scripts lacked a clear and logical structure. Ideas were often presented in a disorganised fashion, making it difficult for the reader to follow the train of thought. This included:
 - Lack of clear introduction, body, and conclusion.
 - Poor paragraphing or lack thereof.
 - Absence of logical flow between ideas.
- **Poor Development of Ideas:** Even when ideas were relevant, they were often not developed sufficiently. Candidates presented ideas without adequate explanation, supporting details, or examples. This resulted in superficial and unconvincing arguments.
- **Lack of Coherence and Cohesion:** The writing often lacked coherence and cohesion, with weak transitions between sentences and paragraphs. This made the writing disjointed and difficult to read.
- **Repetitive or Confusing Language:** Some candidates used repetitive language or expressed their ideas in a confusing or ambiguous manner, making it difficult to understand their intended meaning.

Impact on Overall Performance:

- The inability to present ideas effectively significantly impacted the candidates' overall performance. Even when candidates had potentially good ideas, their inability to articulate them clearly and coherently resulted in lost marks. Clear and effective communication is a crucial aspect of continuous writing, and its absence detracted significantly from the quality of the scripts.

Possible Contributing Factors:

- **Insufficient Emphasis on Writing Process:** It is possible that insufficient emphasis is placed on the writing process, including planning, drafting, revising, and editing.

- **Lack of Practice in Organising Ideas:** Students may not have had sufficient opportunities to practice organising their ideas in a logical and coherent manner.
- **Limited Exposure to Different Writing Structures:** Students may have limited exposure to different writing structures and organizational patterns.

Recommendations:

To address this concerning trend, the following recommendations are proposed:

- **Emphasis on the Writing Process:** Teachers should place greater emphasis on the writing process, guiding students through the stages of planning, drafting, revising, and editing.
- **Explicit Instruction on Organising Ideas:** Provide explicit instruction on different ways to organise ideas, such as chronological order, logical order, and spatial order.
- **Practice in Paragraphing and Transitions:** Provide ample practice in paragraphing and using transition words and phrases to create coherence and cohesion.
- **Use of Graphic Organisers:** Encourage the use of graphic organisers, such as mind maps and outlines, to help students organise their thoughts before writing.
- **Peer Review and Feedback:** Implement peer review and feedback activities to allow students to receive constructive criticism on the clarity and organisation of their writing.
- **Exposure to Model Texts:** Expose students to model texts that demonstrate effective organisation and presentation of ideas.

Audience:

Key Observation:

- **Generalisation of Audience:** Many candidates failed to adequately address the specific audience implied or explicitly stated in the speech prompts. Instead, they resorted to general terms and addressed a broad, undefined audience, weakening the impact of their message.

Specific Issues Observed:

- **Lack of Specific Addressing:** Candidates often used vague terms like "*setšhaba sa Botswana*" (the people of Botswana) or "*bana ba sekolo*" (school children) without further specifying the relevant stakeholders directly involved in the issue at hand.
- **Failure to Acknowledge Key Stakeholders:** The speech prompts often identified specific individuals or groups as key stakeholders who had the power to influence or implement solutions. Candidates frequently failed to acknowledge or directly address these crucial stakeholders.
- **Weakened Call to Action:** Because the audience was generalised, the call to action was often vague and ineffective. It lacked the necessary specificity to motivate the intended audience to take concrete action.

Impact on Overall Performance:

This generalization of the audience significantly detracted from the quality of the candidates' speeches. By failing to address the appropriate stakeholders, candidates missed the opportunity to tailor their message for maximum impact and persuasion. This resulted in lower grades, as the speeches lacked the necessary focus and relevance to the specific context outlined in the prompts.

Example:

If a prompt required a speech addressing the issue of school bullying and specified that the audience included school administrators, teachers, parents, and students, a generalized approach might only address "school children." This fails to acknowledge the key roles and responsibilities of administrators, teachers, and parents in addressing the problem and implementing solutions.

Why Specific Targeting is Crucial:

In real-world scenarios, speeches are delivered to specific audiences with specific interests and concerns. Addressing the correct stakeholders is essential for:

- **Effective Communication:** Tailoring the message to the audience's specific needs and understanding.
- **Persuasion and Influence:** Appealing to the audience's values and motivations to encourage action.
- **Implementation of Solutions:** Directly addressing those with the authority and resources to implement necessary changes.

Recommendations:

To address this concerning trend, the following recommendations are proposed:

- **Emphasis on Audience Analysis:** Teachers should emphasize the importance of analysing the intended audience before writing a speech. This includes identifying key stakeholders, their roles, and their concerns.
- **Explicit Instruction on Addressing Different Audiences:** Provide explicit instruction on how to tailor language, tone, and content to different audiences.
- **Practice with Specific Audience Scenarios:** Provide students with practice exercises that require them to write speeches for specific audiences with clearly defined roles and responsibilities.
- **Highlighting the Importance of Stakeholder Involvement:** Emphasize the critical role of key stakeholders in addressing issues and implementing solutions, encouraging students to directly address these stakeholders in their speeches.

Language

The generally appropriate use of Setswana language in the continuous writing examination is a positive finding and demonstrates that students are developing a good command of the language. While a small number of candidates exhibited minor issues, the overall trend is encouraging. By continuing to emphasize appropriate language use and providing targeted support where needed, we can further enhance students' writing skills.

- **Appropriate Language Use:** The majority of candidates demonstrated an ability to use Setswana language appropriately in their continuous writing pieces. They effectively employed vocabulary, grammar, and style suitable for the given context and purpose of their writing.

Positive Aspects:

- **Context-Appropriate Vocabulary:** Candidates generally used vocabulary that was appropriate for the topic and the intended audience. They demonstrated an understanding of the nuances of Setswana vocabulary and avoided the use of slang or informal language in formal contexts.
- **Correct Grammatical Structures:** The majority of candidates demonstrated a good grasp of Setswana grammar, using correct sentence structures, verb conjugations, and other grammatical elements.
- **Suitable Tone and Register:** Candidates effectively adjusted their tone and register to suit the specific requirements of the task. For example, they used formal language in formal speeches and more informal language in narratives or dialogues.
- **Idiomatic Expressions:** Some candidates effectively incorporated Setswana idiomatic expressions and proverbs, adding richness and authenticity to their writing.

Addressing the Insignificant Number with Issues:

While the overall trend was positive, a small number of candidates exhibited some language-related issues. These included:

- **Occasional Use of Inappropriate Language:** A few candidates used slang or informal language in formal contexts, which detracted from the overall quality of their writing.
- **Minor Grammatical Errors:** Some candidates made minor grammatical errors, such as incorrect verb conjugations or sentence structure. However, these errors were not pervasive and did not significantly impede understanding.
- **Limited Vocabulary Range:** A small number of candidates demonstrated a limited vocabulary range, which sometimes resulted in repetitive or simplistic writing.

Recommendations for Continued Improvement (Focusing on the Small Number):

Although the majority performed well, it's important to address the minor issues observed in a small number of candidates:

- **Reinforcement of Formal and Informal Language Use:** Teachers should continue to reinforce the distinction between formal and informal Setswana and provide students with opportunities to practice using appropriate language in different contexts.
- **Targeted Grammar Review:** Targeted grammar review sessions could be beneficial for students who struggle with specific grammatical concepts.
- **Vocabulary Enrichment Activities:** Encourage students to engage in vocabulary enrichment activities, such as reading Setswana literature and using dictionaries and thesauruses.

Conclusion:

The generally appropriate use of Setswana language in the continuous writing examination is a positive finding and demonstrates that students are developing a good command of the language. While a small number of candidates exhibited minor issues, the overall trend is encouraging. By continuing to emphasize appropriate language use and providing targeted support where needed, we can further enhance students' writing skills.

- **Weak Conclusions:** A considerable number of candidates struggled to provide strong and impactful conclusions to their speeches. This was a recurring weakness across many scripts and significantly impacted the overall effectiveness of their writing.

Specific Issues Observed:

- **Abrupt Endings:** Many speeches ended abruptly, without a proper concluding statement or summary. This left the reader feeling unsatisfied and undermined the impact of the preceding content.
- **Repetition of Previous Points:** Some candidates simply repeated points they had already made in the body of their speech, rather than providing a concise summary or a final thought-provoking statement. This lacked creativity and did not effectively reinforce the key message.
- **Lack of a Sense of Closure:** Many conclusions failed to provide a sense of closure or finality. They did not effectively summarise the key message, offer a call to action, or leave the audience with a lasting impression.
- **Weak or Generic Closing Remarks:** Some candidates resorted to weak or generic closing remarks, such as "*Ke a leboga*" (Thank you) without any further elaboration or concluding statement. While expressing gratitude is important, it should be part of a more substantial conclusion.

Impact on Overall Performance:

The weakness in concluding speeches significantly affected the overall quality of the candidates' writing. A strong conclusion is essential for reinforcing the main message, leaving a lasting impression on the audience, and achieving the intended purpose of the speech. The lack of effective conclusions detracted from the impact of otherwise well-written pieces.

Possible Contributing Factors:

- **Insufficient Emphasis on Conclusion Writing:** It is possible that insufficient emphasis is placed on the importance and techniques of writing effective conclusions in classroom instruction.
- **Lack of Practice in Concluding Speeches:** Candidates may not have had sufficient opportunities to practice writing and delivering speeches with well-structured conclusions.

Recommendations:

To address this concerning trend, the following recommendations are proposed:

- **Explicit Instruction on Conclusion Writing:** Teachers should provide explicit instruction on the purpose and techniques of writing effective conclusions for speeches. This should include examples of different types of conclusions, such as summaries, calls to action, and memorable closing statements.

- **Increased Practice in Concluding Speeches:** Candidates should be given ample opportunities to practice writing and delivering speeches with well-structured conclusions. This could include activities such as mock speeches, debates, and presentations.
- **Emphasis on the Importance of Closure:** Teachers should emphasize the importance of providing a sense of closure and finality in speeches, ensuring that the audience is left with a clear understanding of the key message and a lasting impression.
- **Use of Model Examples:** Providing candidates with model examples of well-concluded speeches can help them understand the characteristics of effective conclusions.