

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE SETSWANA 2023

Advancing learning, certifying your future



Paper 2

General Comments

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

1. Knowledge and understanding: assessing understanding and interpretation of information read, following the writer's argument, drawing inferences and forming conclusions.
2. Handling of language mechanics, organisation and presentation of information
It also assesses the use of Language in communication which targeting the candidates' ability to express ideas, fact and opinions with proper use of grammatically structured, appropriate and effective vocabulary. Candidates must display proper Handling of language mechanics, organisation and presentation of information in a given format like in reporting and speech.
3. Literary skills: focusses on the candidate's ability to discover and evaluate appreciate literary texts, displaying their good analysis and evaluative skill in drama, poetry and prose.

Generally, the 2023 cohort seems to be weaker than the previous one regarding the difficulty level of Prose and Poetry. It was established that they were clear and accessible, and the expectation was that almost all candidates would be able to answer without any problem. However, it is worrisome to note that the same concerns that are raised year in and year out keep on recurring.

INTRODUCTION

This report is aimed at presenting the Principal Examiner's observations in relation to the 2023 candidates' responses with regards to Setswana 2 and 3 JCE. The report highlights both the strengths and weaknesses that candidates displayed in their work, hence appropriate utilization of the information would go a long way in improving the teaching and learning processes.

PROSE

The Prose has three questions being.

Setting

Conflict

Theme

1. SETTING (PAKA)

Candidates were expected to answer only two questions from this section. However, it was noticed that some candidates did not follow this instruction but instead they answered all the questions. This resulted in them not finishing as they ran out of time.

Comments On The Question

The objective (time setting) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different.

Observations

Few candidates / centres answered this question: Most of them had a challenge with this aspect.

They failed to differentiate between time setting in literature (prose) and tenses. They confused time setting with grammatical tenses. Candidates who attempted this question had difficulty with identifying time setting (mofuta wa paka). They failed to give reasons to justify the setting instead they gave examples.

RECCOMENDATIONS

Centres should revisit this objective thoroughly
Centres should emphasize on using reasons for justification as per the assessment syllabus

2. CONFLICT (KGOTLHANG)

Candidates were expected to identify conflict and fully analyze it up to the end (climax)

Comments On The Question

The objective (conflict) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different.

Observations

Most of the candidates managed to identify the type of conflict but failed to analyze it accordingly.



They were not able to select the relevant material to use for structuring their responses instead they selected minor events.
The question was answered by most candidates but generally they did not perform well.

Recommendations

Centres should emphasize use of key terms and selection of materials that is relevant in constructing a response for conflict.

3. THEME (Molaetsa)

Candidates were expected to explain the theme fully with regards to the main character (Boleo)

Comments On This Question

The objective (theme) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different

Observation

Most of the candidates managed to give the correct theme but failed to analyze it using relevant selected materials from the text. Most of the candidates were retelling the story.

Recommendations

Centres should revisit this aspect thoroughly and teach students on how to construct the responses. Use of key terms should be emphasized to avoid retelling.

POETRY (LEBOKO)

The poetry section has two questions being;
i. Interpretation of the poem
ii. Theme

INTERPRETATION OF THE POEM (TLHALOSO YA LEBOKO)

Most candidates were not able to display their interpretative skills as expected by the poem and even failed to use quotations and stylistic device appropriately.

Comments On This Question

The objective (interpretation of the poem) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning



was not different

Observations

Most candidates preferred this question. Generally candidates performed fairly however, effective use of stylistic devices and quotations is still a challenge.

Recommendation

Centres should emphasize on teaching stylistic devices and quotations. They should put more effort on explaining how the poem is being interpreted.

5. THEME (MOLAETSA)

Candidates were expected to analyze the theme of a poem.

Comments On This Question

The objective (theme) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different

Observations

This question was selected by few candidates as in the previous years. The few candidates who attempted it had a challenge with analyzing the theme. Some candidates gave multiple incorrect themes. The use of stylistic devices and quotations was still a challenge even in this question

Recommendations

Candidates should be exposed to a variety of poems during instruction. More practice should be done on the use of stylistic devices as well as quotations. Candidates should be given more practice on how to analyze the theme

6. SUMMARY (TSHOBOKO)

Candidates were expected to select the main points from the given text and condense the information, rephrase them using their own words.

Comments On this Question

The objective (summary) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different



Observations

Most candidates managed to select the main points but failed to rephrase them using their own words. Most of them diverted from the original text and concentrated much on lifting. The problem of linking words persists. Candidates fragment their points without creating coherence by using linking words.

Recommendations

More practice should be done on summary writing skill. Centres are encouraged to emphasize on how to use linking words and to condense material

7. TRANSLATION

According to standardization, candidates were expected to translate a passage from English to Setswana.

Comments On This Question

The objective (translation) is not new to candidates as it has been asked in the previous examination and it is part of the syllabus even the questioning was not different.

Observations

Candidates were able to translate the passage but had challenges in finding relevant alternatives.

Recommendations

Emphasis should be done on teaching alternatives

CONCLUSION

Generally this year cohort was weaker than the 2022 looking at the fact that retelling was prominent and multiple themes was also prevalent. As for the questions in the prose section, there were two high order questions and one less demanding question unlike in 2022 where vice versa was the case. With regard to poetry, the poem was difficult compared to the previous year 2022.

Translation and summary passages were accessible as it has been mentioned. The challenges which were observed this year, seem to be repetitive and this is an indication that centres are not utilizing the report. Utilization of this report will go a long way in improving candidature performance.



PAPER 3

ITEM 1 (COMPOSITION)

Task familiarity

The task being a narrative composition was familiar to candidates. It therefore accommodated all candidates irrespective of their either locality or otherwise. It was evident that candidates interacted with composition writing during classroom instruction.

Task analysis

A lot of candidates have a language deficiency and did not differentiate **boferere** deception, deceit or hypocrisy and **maaka**. More often, candidates lacked to narrate the chronology of events. Other storylines lacked logic and deviated from cause.

ITEM 2

Task Familiarity

The task being speech writing is familiar to the candidature as it's in the teaching syllabus.

Task Analysis

There were significant errors in correct punctuation in the question assigned protocol. All dignitaries should be written in capital letter format for everyone not selective as it was. The current setup set a very wrong standard that was very derailing to weak candidates.

2.The task is high order as it demanded candidates to;

- Celebrate a friend who is going away
- Tell a tale of the friend's strategies implored for achievement
- Encourage others to work hard so as to achieve

Candidates generally addressed the last part but with a skew towards general issues, common results not a casual effect to the friend's achievement. Most candidates went as far as talking about strategies implored without encouraging others to work hard.

General performance of candidates

The general performance of candidates



Question 1- Composition – Most Candidates performed on average

Question 2 - Speech: Most candidates performed below average due the numerous mistakes they made.

The strengths demonstrated by candidates:

Composition

accessible to most candidates, accommodated learners of different abilities. Due to the type of the question, the type allowed for various use of figurative language and vocabulary.

Speech

A very good performance in addressing protocol was evident amongst most candidates. A good number of candidates performed well in issues of benefits of hard work. A good opening was noted across the candidature. Candidates performed fairly on issues of language.

Weaknesses demonstrated by candidates

Composition:

Due to the open nature of the question, candidates took a opportunity to use vulgar and obscene language which is mostly even irrelevant, does not address the question.

Candidates display a very weak use of punctuations more often use comma and full stop. Those who attempt the use of other punctuation marks end up distorting meaning.

Candidates displayed weak competencies in sentence structure. In their effort to use of complex sentences they end up writing long sentences which have more than one predicate which by structure presents as complex sentence but due to inaccurate punctuation end up not accurate punctuation end up incorrect.

Candidates displayed a good command of basic Setswana language and vocabulary.

Speech:

Candidates mostly addressed the second part of the task.

A good number of candidates failed to state the objectives of the speech.



It was evident that candidates are relatively challenged to conclude the speech.

Candidates had a tendency of appreciating audience in unison, not according to their stake on the issue on the table.

Candidates did not attend well to selection of ideas that addressed the key terms of the question.

Candidates were challenged on presenting ideas they have selected.