



BOTSWANA  
EXAMINATIONS  
COUNCIL

BOTSWANA GENERAL CERTIFICATE  
OF SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

SETSWANA  
CODE 0562



Effective for Examination from 2019

0562  
CODE

### **Changes to Syllabus effective from 2019**

The change in this Assessment Syllabus is the inclusion of the amended change of scheme of assessment in Paper 2, Section B. This was an addendum and not part of the syllabus. The general and specific objectives have been numbered. The marking criterias for the three components have been included in the appendices section and the list of selected texts has not been included in the assessment syllabus.

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## **1. INTRODUCTION**

As part of the Botswana General Certificate of Secondary Education, this revised Setswana Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a course based on the Senior Secondary Setswana Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to show what they know, understand and can do, and which provide opportunities to articulate their insights, perceptions and responses.

This revised Setswana Assessment Syllabus should be read in conjunction with the Senior Secondary Setswana Teaching Syllabus and mark schemes.

### **Progression**

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

## 2. SCHEME OF ASSESSMENT

All candidates must take three papers; Paper 1, 2 and 3 which are described below. The questions will be based on the whole syllabus.

### 2.1 The components

Paper 1	1 hour 40 Minutes	50 marks
<b>Continuous Writing</b> This paper assess a candidate's ability to write continuous prose in a variety of contexts. There are two sections and candidates must attempt <b>one</b> question from each section. <b>Section A: 30 marks</b> <b>Composition</b> Five composition topics will be set requiring argumentative, descriptive and narrative responses. Candidates must choose <b>one</b> topic. Answers will be required to be of approximately 350-500 words. <b>Section B: 20 marks</b> <b>Directed Writing</b> One task will be set requiring candidates to write approximately 200-300 words for a specified purpose (e.g. a dialogue, report, or speech) relating to a particular situation. <b>Weighting:</b> 30% of total marks		
Paper 2	1 hour 50 minutes	60 marks
This paper assess a candidate's ability to comprehend, summarize and translate information. There are three sections and candidates must attempt questions from each section. <b>Section A: 30 marks</b> A prose passage of approximately 600-800 words will be set, followed by a series of short answer questions. Candidates will be assessed on their understanding of specific details, general issues and arguments in the passage, overall impression, grammatical features and their ability to deduce meanings of words, phrases and figurative language from context and to draw inferences and form conclusions. <b>Section B: 20 marks</b> A prose passage of approximately 400-500 words will be set in the question paper. Candidates will be required to answer short answer questions derived from the passage and then summarize the whole passage in not more than 100- 150 words of continuous prose. <b>Section C: 10 marks</b> A passage of approximately 100–150 words, written in English, is to be translated into Setswana. Candidates will be assessed on their ability to convey meaning with precision and accuracy in their translation. <b>Weighting:</b> 30% of total marks		

<b>Paper 3:</b>	<b>2 hours 30 minutes</b>	<b>65 marks</b>
<p><b>Literature</b></p> <p>This paper assess a candidate's knowledge and understanding of prescribed texts and the ability to apply skills acquired in studying the prescribed texts and in wider reading.</p> <p>There are three sections and candidates must answer <b>one</b> question from each section.</p> <p><b>Section A: 25 marks</b></p> <p><b>Prose/Drama (Prescribed Texts)</b></p> <p>There will be a total of four questions in this section, based on each of the four texts selected from the prescribed list ;that is, two questions on prose and two questions on drama. Questions will test candidates' knowledge and understanding of literary aspects, such as development of plot, author's style, characterization, theme, setting and their ability to relate the literary aspects to real life situations where appropriate. Candidates must answer one question and they will be required to write approximately 250-350 words.</p> <p><b>Section B: 25 marks</b></p> <p><b>Prose/Drama (Non prescribed passage)</b></p> <p>A passage of 900-1500 words, of either prose or drama, will be set in the paper. Candidates will be required to comment on the passage drawing on their literary skills and life experiences. Two tasks will be set, based on the passage, and candidates will be required to answer <b>one</b> of them. Candidates will be required to write approximately 250-350 words</p> <p><b>Section C: 15 marks</b></p> <p><b>Poetry (Non-prescribed poem)</b></p> <p>Two tasks will be set, based on a non-prescribed poem printed in the paper. Candidates will be required to provide a critical interpretation of aspects of the poem, drawing on literary skills, personal response and experience. Candidates will be required to write approximately 200-300 words.</p> <p><b>Weighting:</b> 40% of total marks</p>		

## 2.2 Availability

This syllabus is available to school candidates and private candidates.

## 2.3 Combining this syllabus with other syllabuses

Setswana is a compulsory subject and may be combined with any subject.

### 3. SYLLABUS AIMS AND ASSESSEMENT OBJECTIVES

#### 3.1 Aims

According to the Setswana Teaching Syllabus, candidates following the syllabus should acquire and develop:

1. writing, reading, listening and speaking skills;
2. self-esteem, confidence, pride and appreciation of the national cultural heritage;
3. through the study of literature, an appreciation of a range of experiences and an appreciation of the moral justifications for making choices in life;
4. knowledge of communication and study-skills, including skills to generate technical terminology appropriate for different technological situations;
5. knowledge of cultural practices, including those that promote conservation of the environment and their implications for the future;
6. positive attitudes towards their cultural heritage so that they may adopt its virtues and strengths;
7. foundation skills, such as problem solving, critical thinking and communication;
8. knowledge, attitudes, values and practices that will ensure good family and health practices that are conducive to a productive life;
9. a culture of learning.

As far as possible, these Aims will be reflected in the Assessment Objectives; however, some Aims cannot readily be assessed.

## **3.2 Assessment Objectives**

### **AO1 Knowledge with Understanding:**

- 1.1 express ideas, facts and opinions clearly and effectively using a range of appropriate vocabulary;
- 1.2 organise and present information in given formats;
- 1.3 handle spelling, orthography, punctuation and grammar accurately;
- 1.4 show a sense of style and register, and use figurative language where appropriate;
- 1.5 use a variety of sentences structures and observe conventions of paragraphing;
- 1.6 generate information to suit a given topic or situation;
- 1.7 show creativity and persuasiveness in their writing.

### **AO2 Critical Interpretation:**

- 2.1 understand and interpret information read;
- 2.2 recognize and respond to linguistic devices, grammatical features and register (e.g. simile, metaphor, idioms, predicates, interjectives, qualificatives);
- 2.3 follow a writer's argument, draw inferences and form conclusions;
- 2.4 locate and select relevant materials from text;
- 2.5 explain and infer meanings of words, phrases and figurative language from context;
- 2.6 translate from English into Setswana.

### **AO3 Judgement and Personal Response:**

- 3.1 respond to texts critically, sensitively and in detail;
- 3.2 use textual evidence to illustrate and support their point of view;
- 3.3 explore how language, structure and forms contribute to the meaning of texts.



### 3.3 Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

<b>Assessment Objectives</b>	<b>Paper 1</b>	<b>Skill Weighting</b>	<b>Paper 2</b>	<b>Skill Weighting</b>	<b>Paper 3</b>	<b>Skill Weighting</b>	<b>Total Skill Weighting</b>
AO1 Knowledge with Understanding	30	60%	20	33%	15	23%	<b>30%</b>
AO2: Critical Interpretation	20	40%	30	50%	20	31%	<b>45%</b>
AO3: Judgement and Personal Response			10	17%	30	46%	<b>25%</b>
<b>Total Marks</b>	<b>50</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>100%</b>

## 4. CONTENT

This section indicates key areas in which candidates will be assessed.

Writing		
Topics	General Objectives	Specific Objectives
	Candidates should be able to:	Candidates should be able to:
1.1 Essay / Creative writing	1.1.1 invent, plan and structure their writing as specified	<p>1.1.1.1 create original pieces of writing demonstrating their control of vocabulary, syntax and grammar by varying their sentence patterns</p> <p>1.1.1.2 write accurate simple or complex sentences to suit the readership</p> <p>1.1.1.3 given a stimulus, write the following types of essay:</p> <ul style="list-style-type: none"> <li>• descriptive/narrative</li> <li>• argumentative</li> <li>• dialogue</li> </ul> <p>(Essay could be developed by process, reasons, logical division, comparison/contrast, analysis etc.)</p> <p>1.1.1.4 when writing employ figurative language bearing relevant analogies in order to clarify and strengthen their argument</p> <ul style="list-style-type: none"> <li>✓ write paragraphs that are orderly and precise by employing vocabulary and conjunctives that will best communicate and link ideas and issues that are being discussed</li> <li>✓ when writing, use coherent markers to evoke interest, inform and convince specific readers, coherent markers to include: <ul style="list-style-type: none"> <li>• <i>nouns</i></li> <li>• <i>pronouns</i></li> <li>• <i>conjunctives and</i></li> <li>• <i>relevant clauses</i></li> </ul> </li> </ul> <p>1.1.1.5 describe in writing, their experiences, thoughts, feelings, opinions, etc. and express what is felt and is imagined in order to interest, inform or convince an audience</p> <p>1.1.1.6 write accurate simple complex sentences to suit the readership</p> <p>1.1.1.7 when writing, explain their point of view in a coherent and interesting manner</p>

2.1 Orthography, Register and Punctuation	2.1.1 use semantic and syntactic devices to produce meaningful texts	2.1.1.1 write composite texts using coherent markers e.g. <i>tumalano ya magokedi le maina etc.</i> appropriately 2.1.1.2 choose vocabulary that is relevant to subject matter and target audience when writing 2.1.1.3 use appropriate punctuation, orthography and spelling to communicate clearly 2.1.1.4 write complex and compound sentences using appropriate punctuation, spelling and orthography 2.1.1.5 use punctuation skilfully to achieve precision and clarity in conveying meaning 2.1.1.6 use special diction to communicate succinctly
3.1 Structure	3.1.1 use linguistic/structural and presentational devices to achieve desired effects	3.1.1.1 construct grammatically correct structures in Standard Setswana to achieve clarity and precision in their writing 3.1.1.2 show order and precision in their use of vocabulary to communicate ideas and issues 3.1.1.3 given a topic/event/situation to report on, select and organize relevant material into a report as specified 3.1.1.4 write accurate simple or complex sentences to suit the readership
4.1 Speech Writing	4.1.1 write convincing speeches	4.1.1.1 given a subject, generate and present a balanced discourse showing concrete and coherent argument 4.1.1.2 find relevant supporting details for a given topic sentence 4.1.1.3 prepare and write a speech using alternating variants/contractions appropriately

Reading		
Topics	General Objectives	Specific Objectives
	Candidates should be able to:	Candidates should be able to:
5.1 Syntax and Semantics	5.1.1 use syntactic and semantic devices to unravel meaning	5.1.1.1 determine meaning of words, phrases, figurative language and sentences from context 5.1.1.2 identify the following functional slots found in given text: <ul style="list-style-type: none"> <li>• <i>substantive</i></li> <li>• <i>qualificative</i></li> <li>• <i>demonstrative</i></li> <li>• <i>predicative</i></li> <li>• <i>descriptive</i></li> <li>• <i>conjunctions</i></li> <li>• <i>interjections</i></li> </ul> 5.1.1.3 deduce the following functions of nouns/pronouns from given text : subject, object, and markers of coherence 5.1.1.4 given text containing examples of qualificatives, determine function of those qualificatives 5.1.1.5 use context to determine the significance of qualificative found in text 5.1.1.6 apply their knowledge of derivatives, inflexions, synonyms, homonyms, homographs, antonyms, puns etc, to determine meaning of given text 5.1.1.7 explain implicit information found in text 5.1.1.8 given specific texts, determine author's purpose in writing it 5.1.1.9 follow an argument by interpreting underlying implications 5.1.1.10 given text bearing the following parts of speech, analyse it to explain their function: <ul style="list-style-type: none"> <li>• noun</li> <li>• pronoun</li> <li>• adjective</li> <li>• enumerative</li> <li>• quantitative</li> <li>• possessive</li> <li>• demonstrative</li> <li>• relative</li> <li>• verb</li> <li>• copulative</li> <li>• adverb</li> <li>• ideophone</li> <li>• conjunctive</li> <li>• interjective</li> </ul>

		<p>5.1.1.11 hypothesise on outcome of given text</p> <p>5.1.1.12 when reading, determine the cumulative meaning of text to grasp essential details of the content</p> <p>5.1.1.13 given implicit text, decode euphemisms and antagonistic language used to determine meaning</p>
6.1 Coherence Indicators	6.1.1 recognize significance/purpose of coherence indicators used in text	<p>6.1.1.1 given text containing examples of conjunctives, explain the function of those conjunctives</p> <p>6.1.1.2 use context to determine significance of conjunctives found in given text</p> <p>6.1.1.3 given text with fragmented sentences, suggest the best conjunctives that can be used to link it</p> <p>6.1.1.4 discuss the relationship between conjunctives and words, clauses or sentences that they link in given text</p> <p>6.1.1.5 use context to determine the significance of interjectives found in given text</p> <p>6.1.1.6 give details of inconsistencies found in text</p> <p>6.1.1.7 analyze from text read, the effect achieved by the use of linguistic devices (such as clauses and how they work, descriptive and how they work, figurative language, etc.)</p>
7.1 Reading Between the Lines	7.1.1 evaluate information read	<p>7.1.1.1 determine content of reading by searching for main ideas/central theme, topic sentences and introductory paragraphs in a given text.</p> <p>7.1.1.2 determine what is relevant, biased or unbiased in given text</p> <p>7.1.1.3 analyze information read to recognize persuasive techniques used</p> <p>7.1.1.4 judge appropriateness, degree of formality of text from author's style and diction</p> <p>7.1.1.5 determine method of organization and purpose of what is read</p> <p>7.1.1.6 explain ways in which writers use language to achieve effect</p>
8.1 Translation	8.1.1 interpret and translate information	<p>8.1.1.1 translate from English to Setswana news items, dialogues, interviews</p> <p>8.1.1.2 translate whole passages from English to Setswana</p>

Literature		
Topics	General Objectives	Specific Objectives
	Candidates should be able to:	Candidates should be able to:
9.1 Literary Appreciation	9.1.1 examine individuals features of literary texts in depth and detail	9.1.1.1 analyze the development of plot including motivation, conflict, climax, falling action and denouement 9.1.1.2 interpret theme(s) found in literary texts 9.1.1.3 evaluate the applicability of the themes to real life situations 9.1.1.4 comment on the writer's handling of: <i>character</i> development degeneration and realization of characters 9.1.1.5 explain the role played by individual characters in the development of a given text 9.1.1.6 decode cause and effect from events of a literary text 9.1.1.7 use appropriate terminology in critical analysis of literary works 9.1.1.8 determine correlation between the actions of characters and setting 9.1.1.9 discuss mood and attitude of the author in a given text
10.1 Pastiche	10.1.1 recreate literary elements found in given text to evoke; purpose of writing, author's bias and style	10.1.1.1 given a literary text, synthesise the social, historical and cultural influences used by the author to create their own work achieving the same effect as the author (pastiche – setting) 10.1.1.2 discuss mood and attitude of the author in a given text 10.1.1.3 write a speech for a character as they perceive her/him/it from given text

## 5. OTHER INFORMATION

### 5.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A\* – G, A\* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

### 5.2 GRADE DESCRIPTORS

As a guide to what might be expected of a candidate, Grade Descriptors are given as follows.

#### Grade A

To achieve grade A, a candidate must:

- ✓ express ideas, facts and opinion clearly and effectively
- ✓ address topics with high level of relevance, creativity and persuasiveness
- ✓ use correct spelling, orthography, punctuation and grammar
- ✓ vary sentence structure, vocabulary and maintain a good sequence of ideas in paragraphs leading to coherence across the paragraphs
- ✓ select and use appropriate style and register and use figurative language
- ✓ show an accurate understanding of texts
- ✓ locate and retrieve relevant material or information with a high degree of competence
- ✓ analyze argument, draw inferences and form conclusions
- ✓ decode meanings of phrases and figurative language with precision
- ✓ paraphrase and present very good summary capturing the gist and tone of the text
- ✓ articulate and discuss aspects of literature with sensitivity
- ✓ communicate a well-considered personal response to literary texts using textual evidence effectively

## **Grade C**

To achieve grade C, a candidate must,:

- ✓ express ideas, facts and opinions with reasonable clarity and effectiveness, using appropriate vocabulary
- ✓ write creatively, persuasively and with relevance
- ✓ handle spelling and orthography adequately
- ✓ use simple and compound sentence structures
- ✓ use simple style and register, employing figurative language occasionally
- ✓ organise ideas coherently and consistently
- ✓ use punctuation and grammar with very few slips
- ✓ understand texts adequately
- ✓ locate and select relevant material from texts
- ✓ identify writer's argument, analyze the argument, draw inferences and form conclusions
- ✓ explain meanings and significance of linguistic devices and grammatical features
- ✓ decode meanings of words, phrases and figurative language reasonably well
- ✓ summarize adequately
- ✓ discuss some aspects of literary texts adequately
- ✓ use some textual evidence to support points made
- ✓ make personal response to literary texts



## **Grade E**

To achieve grade E, a candidate must:

- ✓ express facts, ideas and opinions at a basic level
- ✓ show limited ability to generate ideas/information to suit the topic
- ✓ spell words with basic form and follow rules of orthography and grammar to a limited extent
- ✓ use simple sentence structures
- ✓ achieve coherence in only a few paragraphs
- ✓ use punctuation marks to a limited extent
- ✓ show limited understanding of texts
- ✓ identify some of the specific details from a text
- ✓ show basic understanding of writer's argument
- ✓ recognize and respond to basic linguistic devices and grammatical features
- ✓ decode meaning of simple words and phrases
  - ✓ summarize by outlining points as stated in the text
  - ✓ show basic understanding aspects of literary criticism
  - ✓ use textual evidence occasionally
  - ✓ communicate a straightforward personal response to literary texts.

## 6. APPENDICES

### 6.1 MARKING CRITERIAS

#### Marking criteria for essay

##### **BAND 7**

**26 - 30:** Sentence structure is varied and demonstrates skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and appropriate. Punctuation is precise and is used to enhance meaning. Spelling and orthography are accurate throughout the essay except for a few slips. Paragraphs have unity and are appropriately linked. The topic is addressed with consistent relevance, demonstrating a mature approach to the subject matter. The writing is highly creative. Figurative language is used effectively.

##### **BAND 6**

**22 - 25:** Sentences show variation of length and type including confident use of complex sentences. Vocabulary is wide enough to convey intended shades of meaning with some precision. Punctuation is accurate and generally used to enhance meaning. Spelling and orthography are nearly always accurate. Paragraphs have unity and are usually appropriately linked. The response is relevant and shows creativity. Figurative language is used appropriately.

##### **BAND 5**

**18 - 21:** Sentence structure is mainly correct and show some variety of structure and length. Vocabulary is adequate. Punctuation is mainly accurate, although errors may occur when more demanding tasks are attempted. Spelling and orthography are correct. Paragraphs may show some unity, although links may be absent or inappropriate. The response is relevant and shows creativity. Figurative language is used appropriately with very few slips.

##### **BAND 4**

**14 - 17:** There is some variety of sentence lengths and structure though there may be a tendency to repeat sentence types and shapes producing a monotonous effect. Vocabulary is satisfactory. Punctuation is used adequately but may not enhance clarity at times. Some sentence separation errors may occur occasionally. Spelling and orthography are mostly correct. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Figurative language may be uncertain at times.

### **BAND 3**

**10 - 13:** Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision. Simple structures are accurate, with very few slips. Vocabulary conveys meaning but is likely to be simple and imprecise. Punctuation will usually be correct, but there may be frequent sentence separation errors. Spelling is generally correct with occasional slips. There may be inconsistency and frequent mistakes in the orthography. Paragraphs lack unity or coherence. The subject matter shows some relevance. Errors in figurative language are likely.

### **BAND 2**

**6 - 9:** Sentences are probably simple and repetitive in structure. Vocabulary may be too simple to convey precise meaning or more ambitious but imperfectly understood. There are many serious errors of various kinds throughout the scripts, but they are of the 'single word' type, i.e. they could be corrected without re-writing the sentence. Communication is established, though the weight or errors may cause blurring from time to time. Punctuation is mostly incorrect. Spelling and orthography are usually incorrect and inconsistent. Paragraphs may be non-existent. Limited understanding of the subject matter. Errors in figurative language are a significant feature.

### **BAND 1**

**0 - 5:** Scripts do not make any sense at all. Where occasional patches of relative clarity are evident, some marks will be given.

## **Marking criteria for speech writing**

### **BAND 5**

**17 – 20 :** Demonstrate appropriate presentation of protocol. The opening has an overwhelming impact and grabs full attention of the audience. Show a clear goal or objective for the speech. Show a very good understanding of ideas. Show a careful selection of facts/evidence/material. Use of rich and appropriate language meant to achieve desired effect. Show a very good knowledge of and control of subject matter. There is unity of thoughts. Conclusion is very effective and has a lasting effect on the audience. The speech has a good psychological appeal on the audience..

### **BAND 4**

**13-16:** Demonstrate appropriate presentation of protocol.. The opening captures interest of the audience. There is evidence of a set goal or objective. Show a good presentation of ideas. Demonstrate a good effort in the selection of facts. Use rich and appropriate language. Show good knowledge of subject matter. There is some unity in thoughts presented. Conclusion is effective. Show good understanding of the audience.

### **BAND 3**

**9-12:** Presentation of protocol is appropriate but has a few slips. The opening is slightly appealing. There is some evidence of a goal of the speech. Show a satisfactory presentation of ideas. Demonstrate some effort to select ideas. Demonstrate some effort to select facts. Use appropriate language. Show satisfactory knowledge of the subject matter. Conclusion is evident but not effective. Show fair understanding of the audience.

### **BAND 2**

**5-8:** Haphazard presentation of protocol. The opening is not appealing. Show little understanding of the speech objective. Show an unsatisfactory presentation of ideas. Show an unsatisfactory presentation of ideas. Show a limited ability to select facts. Use slightly appropriate language. Show limited knowledge of the subject matter. Show limited attempt to conclude. Show limited understanding of the audience.

### **BAND 1**

**0-4:** Shows no attempt to acknowledge the presence of attendees. Irrelevant or no attempt made to open the talk. Show a vague understanding of the speech goal. Show a haphazard presentation of ideas. Use vocabulary haphazardly. Show inability to select facts/evidence/material. Show hazy idea of subject matter. Present an irrelevant or no conclusion at all. Fails to make consideration of the audience.

## **Marking criteria for dialogue**

### **BAND 5**

**17-20:** A very good introduction which states time and place setting, intention and characters in the dialogue. The opening grabs the attention of the counterpart in the discussion and is meant to start and focus the dialogue. Show very good selection and presentation of ideas. Effective use of language that is appropriate to the subject matter and the characters. A well developed and balanced line of argument which is sustained throughout the dialogue. Good use of proof and justification. An effective closure of the discussion which is meant to have a lasting effect on the counterpart in the dialogue.

### **BAND 4**

**13-16:** A good introduction stating time and place setting, intention and characters in the dialogue. The opening is good and it gives the dialogue focus. Show good selection and presentation of ideas. A good attempt made to use language that is appropriate to the subject matter and the characters. A good attempt made to develop and sustain a line of argument throughout the dialogue. A fair attempt made to provide proof and justification. A good attempt made to close in line with the discussion.

### **BAND 3**

**9-12:** A satisfactory introduction. The opening is satisfactory. A fair attempt made to select and present ideas. A fair attempt made to use language that is appropriate to the subject matter and characters. A fair attempt made to develop and sustain a line of argument. A limited attempt to provide proof and justification. A fair attempt made to close the discussion.

### **BAND 2**

**5-8:** Limited attempt made to introduce the dialogue. Limited attempt made to open the dialogue. Limited attempt made to select and present ideas. Language is appropriate with occasional slips. A limited attempt made to develop an argument even though they may be digressions. A very fair attempt made to develop and sustain a line of argument. A limited attempt to provide proof and justification. Limited attempt made to close the discussion.

### **BAND 1**

**0-4:** No / very limited attempt made to introduce the dialogue. No/very limited attempt made to open the dialogue. Very limited attempt to select ideas. Haphazard presentation of ideas. Limited attempt made to use appropriate language. Very limited attempt made to develop an argument. No attempt made to provide proof and justification. No/ very limited attempt made to close the discussion.

## **Marking criteria for report**

### **Band 5**

**17- 20:** The heading is accurate. A very good introduction that fully reflects the subject matter and type of the report. Firm control of language which is appropriate to the type of report. Very good selection of ideas. Very good and logical presentation of ideas. An effective conclusion that is relevant to the type of report.

### **Band 4**

**13 – 16:** The heading is relevant. A good introduction which reflects the subject matter and type of the report. Good effort made in the selection of ideas. Good and logical presentation of ideas. A good attempt is made to conclude in line with the type of report.

### **Band 3**

**9 – 12:** The heading shows some relevance. Satisfactory introduction which reflects the subject matter. Language control is satisfactory. A fair attempt made in the selection of ideas. Satisfactory presentation of ideas. A fair attempt made to conclude in line with the type of report.

### **Band 2**

**5 – 8:** The heading is not relevant. Little attempt made to introduce the report. Use of slightly appropriate language. Limited ability to select ideas that address the question. Unsatisfactory presentation of ideas. Limited attempt to conclude.

## **Band 1**

**0 – 4:** There is no heading. No introduction. Poor control of language. Very poor presentation of ideas. No attempt to answer the question. There is no conclusion.

## **Marking criteria for summary**

### **Band 5**

**9 – 10:** Candidate makes a sustained effort to re-phase the text language in his/her words. Only retains phrases or words from text that are difficult to substitute. There is originality and the language is accurate. Substitutes that enhance clarity and coherence are used with ease. Very good ability to select and to condense information while retaining the complete meaning of the original text. Covers most of the important ideas succinctly.

### **Band 4**

**7 – 8:** Makes good effort to avoid original wording. The language is original and accurate apart from occasional slips. Good attempt to use substitute that enhance clarity and coherence. Good ability to select and condense information without losing the basic meaning of the original text. There is good coverage of important ideas.

### **Band 3**

**5 – 6:** Makes a fair attempt to avoid original wording. The summary has few stretches of contracted lifting and the expression is generally sound. Originality is evident and the language is fairly accurate. Substitutes are used sparingly. Makes a fair attempt to select and condense information without losing the basic meaning of the original text. There is a fair coverage of important ideas.

### **Band 2**

**3 – 4:** More or less a transcript of the text. Attempts to substitute with own language will be limited to single word expression. Irrelevant sections of the text and/or extra textual ideas are evident. Some distortions of meaning and details are evident due to fragmentation of facts and/or inversion of ideas. There is some attempt to cover some of the important ideas.

### **Band 1**

**0 – 2:** Wholesale copying of textual material. Irrelevant sections of the text are visible throughout. May show evidence of extreme fragmentation of facts and/or abundant use of extra textual ideas that lead to distortions of meaning and details. There is very limited attempt to cover important ideas or to complete the text.

## **Marking criteria for translation**

### **Band 5**

**9 – 10:** Shows a very good understanding of the text to be translated. Very good knowledge of both source and target languages demonstrated. Alternatives are used effectively. The gist of the message from the source language is captured in very clear terms. There is full coverage of the main ideas from the source language. Minor errors of literal translation of terms and ideas do not distort the significance of the statements. The translation considers cultural difference relating to the ideas translated.

### **Band 4**

**7 – 8:** Shows good understanding of the text to be translated. Demonstrates good knowledge of both the source and target languages. Demonstrates good use of alternatives. Shows good coverage of the gist of the message from the source language. There is good coverage of the main ideas from the source language. Has few errors of literal translation of terms and ideas that do not distort meaning. In most cases the translation considers cultural difference relating to the ideas translated.

### **Band 3**

**5 – 6:** The text to be translated is satisfactorily understood. Demonstrates fair knowledge of both the source and target languages. Demonstrates a fair ability to get alternatives. The gist of the message from the source language is fairly covered. There is a fair coverage of the main ideas from the source language. Has errors of literal translation of terms and ideas leading to partial distortion of meaning. The translation attempts to consider cultural differences.

### **Band 2**

**3 – 4:** Shows poor understanding of the text to be translated. Limited knowledge of both the source and the target languages shown. Demonstrates a limited attempt to get alternatives. A very small proportion of the main points is satisfactorily covered. Has serious errors of literal translation of terms leading to distortion of most of the ideas. The script disregards cultural differences.

### **Band 1**

**0 – 2:** Shows a very poor understanding of the text to be translated. Very limited knowledge of both source and target languages. Makes no effort to find alternatives. Majority of ideas are misrepresented due to literal translation of terms and lack of alternatives.

## Notes for use in marking Setswana literature texts

The band descriptions

Each set text answer should be placed first in a Band and given a mark in that Band. The middle mark of the three is the firm mark for that Band. If you feel the Band had been achieved, give at least the middle mark. If you feel uncertain you should give the threshold mark – not the top of the Band below (the latter would mean that you are certain the band has not been achieved). The full marks apply the same way to every Band.

### **Band 6** (21 – 25)

Very good knowledge and understanding of the text is displayed. Effective analysis of aspects of literature is shown. Makes effective use of evidence from the text and quotations are used efficiently to support points made. Shows a good understanding of ways in which a writer achieves effect and or conveys message. Technical terms are used effectively. Demonstrates firm control of material and shows good evaluative skills. The response is well structured and relevant throughout. There is evidence of personal response to literature shown with perhaps some originality.

### **Band 5** (16 – 20)

Good knowledge and understanding of the text shown. Good analysis of aspects of literature is shown. Evidence from the text and quotations are used efficiently to support points made. Shows some understanding of ways in which a writer achieves effect and or conveys message. There is a good attempt made to use technical terms. Makes a good attempt to select the material and shows some evaluative skills. There is a good attempt made to structure the answer and keep to the terms of the question. There is some evidence of personal response to literature.

### **Band 4** (12 – 15)

Fair knowledge and understanding of the text displayed. Fair analysis of aspects of literature is shown. A fair attempt is made to use evidence and quotations from the text. There is a fair attempt made to use technical terms. Makes a fair attempt to select the material and shows some evaluative skills. There is a fair attempt made to structure the response and to keep to the terms of the question.

### **Band 3** (8 – 11)

Some knowledge and understanding of the text displayed. Some knowledge and understanding of aspects of literature shown although the level of analysis is very low. Makes some attempt to use technical terms. Some attempt is made to use evidence and quotations from the text. There is some attempt made to select the material. There is some attempt made to structure the answer and keep to the terms of the question although there may be some digression.

### **Band 2** (4 – 7)

Limited knowledge of the text is shown which is restricted to only its most obvious features. There is over reliance on re-telling the 'story' in a simple way. Points made tend to be generalised, with little or no reference to the text to back them up. There is limited attempt made to structure a response. There is limited recognition of what the question requires. Chunks of the answer are irrelevant.



**Band 1 (0, 1 – 3)**

No attempt to structure the answer. No understanding shown of the terms of the question. Most of the response is irrelevant (A mark of 0 is to be given to an incomprehensible answer or one which shows no evidence whatsoever of knowledge of the text).

**Poetry bands****Band 5 (13 – 15)**

Very good understanding and interpretation of the poem shown. Firm control of the material and skill in referring to the poem. Skilful and effective use of quotations. Well-structured and relevant response throughout. Show appreciation of the way the author uses stylistic devices. Very good ability to use own words to express ideas. Show good ability to make a personal response.

**Band 4 (10 – 12)**

Good understanding and interpretation of the poem shown. Good attempt to use the material and in making reference to the poem. Effective and appropriate use of quotations. Good attempt to structure the response and stick to key terms of the question. Show some appreciation of the way the author uses stylistic devices. Good attempt to use own words to express ideas. Some evidence of personal response shown.

**Band 3 (7 – 9)**

Shows fair understanding and interpretation of the poem. Fair attempt to use the material and in making reference to the poem. Fair attempt is made to use quotations. Fair attempt shown in sticking to key terms of the question and in structuring the response although there might be some irrelevant statements that do not blur the meaning. Show limited appreciation of the way the author uses stylistic devices. Fair attempt made to use own words to express ideas. Limited attempt to give personal response.

**Band 2 (4 – 6)**

Limited understanding and interpretation of the poem shown. Limited use of material and reference to poem. Limited use of quotations. Show limited attempt to structure the response and in sticking to the key terms of the question. Very limited appreciation of the way the author uses stylistic devices. There may be some chunks of irrelevant material in the response. Limited attempt to use own words to express ideas.

**Band 1 (0, 1 – 3)**

Show no understanding of the poem. Response does not make sense. Tends to reproduce the poem although there may be evidence of use of own words. No attempt made to structure the response.

## **6.2 Selected texts for examination**

The texts for which questions will be set in Paper 3 have not been included as the change from time to time and it is the prerogative of the Department of Curriculum Development and Evaluation.