

CONTENTS

FIRST LANGUAGE SESOTHO	2
Paper 0506/02 Reading and Directed Writing	2
Paper 0506/03 Continuous Writing	3

FIRST LANGUAGE SESOTHO

Paper 0506/02
Reading and Directed Writing

General comments

Generally candidates performed well on this Paper.

Comments on specific questions

Section A

Question 1

All questions in this section were based on the passages.

- (a) This question was well answered.
- (b) Candidates were expected to give evidence to prove whether the two men were justified in battering their spouses. The majority of candidates supported their answers with evidence from the passages. A few candidates who could not easily find an answer, extracted chunks of sentences from the passages and presented them as their point of view. This resulted in lower marks being scored.

Question 2

In this question, candidates were asked to write a continuation of the first passage. They came up with realistic and very interesting suggestions of what might have happened that very night or the day after when Xolile returned from work. This question was very well attempted.

Section B

Question 3

Candidates were asked to write a formal letter requesting assistance for a member of the community whose house had been destroyed by fire. Most candidates were able to present an assessment of the extent of the damage, to enable the organisation to estimate the amount and type of assistance that could be offered. Some went further to mention community involvement in alleviating the distress of those affected. Candidates demonstrated originality in their attempt of this question. However, a good number of candidates did not structure their letter correctly.

Language, Punctuation and Spelling

Candidates tried to adhere to acceptable standards of spelling, punctuation and effective vocabulary, to sustain the reader's interest. They also employed vocabulary suitable for the target audience.

Little mistakes like: **kamano eo ba ena leng eona, a petoa ke pelo, serame sea thoasa, mantsoe a fihla pelo joaloka metso ea leoka, mosali o moqaqile** and many others, marred some of the good essays. Great care should be taken when using **NY** and **NG** in Sesotho. The wrong use of **NY** may result in unintended vulgar language.

Recommendations

Candidates should be encouraged and assisted in constructing short, effective sentences and to use acceptable spelling.

Candidates should be assisted in using different structures when writing for different types of letters. They should also be made aware of when to use their name and surname.

<p>Paper 0506/03 Continuous Writing</p>

General comments

The Paper consisted of nine topics. Candidates had to choose only *one* topic.

Generally candidates performed well on this Paper. They were able to produce sound and relevant content for their essays, while presenting/organising their answers clearly, using a good level of language. However, they do need to work on and improve their punctuation and spelling.

Comments on specific questions

All candidates adopted a free style of writing. They used ordinary prose or dialogue to arouse and sustain the interest of the reader. Most of the essays seemed to be relating real experiences and the candidates observed a sense of audience throughout.

Language and Spelling

There were instances of poor language usage and spelling resulting in malapropism e.g.

a mo jabela ka mpama instead of **a mo jabela ka tlelapa/a mo otl'a ka mpama;**

ka phophoma ka holim'a metsi for **ka phaphamala ka holim'a metsi;**

ka imangamanga instead of **ingamangama.**

The following mistake was also observed; *ho hlabela mohatl'a ntja masholu;* and *mehlolo ke batho, mesenene ke linoha.*

However, even with these mistakes, an acceptable standard of work was maintained providing evidence that much thought had been put into the preparation for this exercise. Candidates seemed to have established certain styles of writing, which made it easier for them to provide the content of their chosen topic and display its relevance.

Recommendations

Candidates require encouragement;

- to stick to the stipulated length of the essay
- to observe and use correct spelling and punctuation marks
- to use correct grammatical structures and appropriate expressions.