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FIRST LANGUAGE SESOTHO

Paper 0506/02

Reading and Directed Writing

Comments on specific questions

Section A

Question 1

This question was sub-divided into two sections.

- (i) Candidates were expected to state *what was happening*, and name the role players. They gave an account of *how it happened*.
- (ii) Candidates had to mention *what made it possible* for each party to defeat the opponent. Instead they described *how* each party attacked the opponent. They seem to have misunderstood the word *lokolisa*, which means *hlalosa*.

Question 2

This question was well answered.

Section B

Question 3

In this question, candidates were supposed to have won an award in an essay contest. They were asked to prepare a speech that they would deliver at the prize giving ceremony.

Most candidates mentioned that the essay competition was organised by different government ministries, in order to encourage the youth to use their energy to contribute to the development of their country. The topics covered were: youth and drugs, the AIDS pandemic, tourism and improvement of the country's economy. The arguments presented were mature.

Language, spelling and punctuation

Candidates should try to adhere to acceptable spelling and effective vocabulary to sustain the reader's interest. Mistakes like:- *lithonya* for *lithunya*, *tlalosa* for *hlalosa*, *mehlabo-puo* for *mahlaba-phieo*, *ntoa e fubelu* for *e mahlo-mafubelu* and *o ile a tusoa ke makhanya a malakabea koloi*.....weakened some of the very good essays.

Recommendations

Candidates should be encouraged and guided to construct short, effective sentences and use appropriate spelling.

Paper 0506/03
Continuous Writing

General comments

This paper consisted of nine essay topics. Candidates had to choose only *one* on which to write their essay. The standard of performance compared favourably with that of the previous year. Almost all candidates demonstrated maturity in their deliberations.

The following points were considered in marking the essays:

Content and Organisation (20 marks): Ability to handle the chosen topic, maintain a sense of purpose and establish evidence of originality while communicating ideas, facts and opinion.

Language and Style (15 marks): Use of effective vocabulary. Being able to maintain unity/coherence through a variety of sentences intended to carry the reader along. Ability to engage in fluent communication using accurate/concise words while showing an awareness of the audience.

Punctuation, Spelling etc. (5 marks): Ability to use and maintain acceptable spelling, punctuation and paragraphing during the writing process.

Candidates earned high marks in the first two categories.

Comments on specific question

Question 1

In this essay, candidates presented a straightforward narration of how the culprits were caught red – handed.

Questions 2 and 3

Here, candidates seemed to be relating real life experiences: a narrow escape (**Question 2**) and boarding a bus heading for a different direction (**Question 3**). Their descriptions of excessive drinking; tensions that normally occur during a robbery or among passengers in a packed bus, were rich in imagery and suspense.

Question 5

Candidates' demonstrated maturity when they argued for educational benefits derived from watching TV, and against the demerits of violence etc. as presented on TV.

Question 6

Much time was lost on lengthy introductions of between 4 – 6 paragraphs, with the result that real discussions were rushed through.

Language and Spelling

There were new phrases coined e.g.:

- **Thelevishene e jele setsi** for batho ba bangata ba sebelisa thelevishen;
- **Khauta e khalane** (qhalane?) fatše;
- Ke qeta ho **qoala** (koala);
- Ka letsetsa **kangpani** (k'hampani);
- **Mon'a** (mong'a) thepa;
- **Nyoebejara** ('noebejara).

These are a few instances of mistakes that *need serious attention*.

Recommendations

Candidates need to be trained to;

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