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**REPORT FORMAT**

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The performance was very good. All candidates managed to score above 50%, except for one candidate who scored just below 50%.

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

**QUESTION 1-4 NOVELS**

1. **General comments on the performance of learners in the specific question.**

A majority of candidates answered question 2 and they performed well in this contextual question. The highest mark is 35 out of 35 and the lowest 19 out of 35. The majority of the candidates scored between 19 and 29.

**(b) Reasons why the question was poorly answered. Specific examples, common errors
 and misconceptions are indicated.**

On essay type questions candidates are unable to discuss events chronologically; they just relate the story without answering the question. Learners still have a problem making a distinction between semelo , character and tshobotsi, physical appearance. When analysing a characters personality they are unable to back it up with facts from the book, or to reason it out for their judgements.

Most of the candidates do not know the human rights in Setswana.

**(c) Suggestions for improvement in relation to teaching and learning.**

Essay type answering should be exercised and more marks can be scored if genre is well understood. Learners can be taught the difference between personality and physical appearance. Setswana version of the constitution need to be given to learners to familiarize them with Setswana concepts.

**(d) Other specific observations relating to responses of learners.**

Plot and other aspects of a novel should be emphasised

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

The difference between different genres should be emphasised.

**QUESTION 5-8 DRAMA**

1. **General comment on the performance of learners in the specific question.**

Most candidates wrote question 8. Most of the candidates scored very high marks. The highest mark out of 35 is 33, and the lowest mark is 17. The majority of candidates scored between 24-30.

**(b) Reasons why the question was poorly answered. Specific examples, common errors
 and misconceptions are indicated.**

Well answered. The problem identified is that learners have problem with explaining answers that require their insight like 8.11 and 8.15.

1. **Suggestions for improvement in relation to teaching and learning.**

Learners be exposed to high order questions as these are the problem areas.

 **(d) Other specific observations relating to responses of learners.**

None

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

None

**QUESTION 9-10 SHORT STORIES**

1. **General comment on the performance of learners in the specific question.**

No candidate answered this question.

**(b) Reasons why the question was poorly answered. Specific examples, common errors
 and misconceptions are indicated.**

Not applicable

**(c) Suggestions for improvement in relation to teaching and learning.**

Not applicable

 **(d) Other specific observations relating to responses of learners.**

Not applicable

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

Not applicable

**QUESTION 11-14 POETRY**

1. **General comment on the performance of learners in the specific question.**

The candidates performed well in this section. The majority answered question 11. Their marks range from 10 to 16 out of 17, 5. Some candidates answered question 13 and this was also well answered. The marks range from 6 to 17.5 out of 17.5. The majority got between 15 and 17.5.

1. **Reasons why the question was poorly answered. Specific examples, common errors
 and misconceptions are indicated.**

There is still a problem with candidates in making a distinction between types of poems, question 11.4. Majority of the candidates did not score a mark in this question. In 11.9 the majority of candidates did not score a mark in this question. They tend to confuse the figures of speech. There is still a problem with the spelling of tlhatlhagano. Candidates wrote tlhatlhaganyo.

1. **Suggestions for improvement in relation to teaching and learning.**

Lot of class activities on poems and different poems be taught especially those prescribed. Spelling should be emphasised.

 **(d) Other specific observations relating to responses of learners.**

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

Prescribed and unseen poems should be used in class activities.