



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

Lesotho General Certificate of Secondary Education Syllabus

English Language

0175

For examination in November 2020

National Curriculum Development Centre
in collaboration with
Examinations Council of Lesotho



INTRODUCTION

The **Lesotho General Certificate of Secondary Education English Language Syllabus** is designed to assess candidates who have completed a two-year programme at senior secondary level and aims at progression from the **Junior Secondary level** syllabus.

AIMS

The syllabus aims to equip the candidates with the ability and skills to:

- Communicate effectively with clarity, relevance and accuracy using Standard English.
- Use language, experience, imagination and creativity to respond to new situations relevantly, create original ideas and make a positive impact.
- Apply critical skills that will afford opportunity to scan, filter and analyse different forms of information.
- Develop cross-cultural awareness by engaging with issues inside and outside their own communities.

Communicate effectively: This is taught through writing and reading.

Use language, experience, imagination and creativity: This is taught mainly through writing.

Apply critical skills: This is taught through reading and writing.

Develop cross-cultural awareness: This is taught through reading and writing.

The other language skills, listening and speaking, will not be assessed externally in this syllabus but need to be developed and assessed internally as they are indispensable components of learning and teaching across the curriculum.

ASSESSMENT OBJECTIVES

WRITING

1. Communicate appropriately, with a clear awareness of purpose, audience and register.
2. Communicate clearly and develop ideas coherently, at word level, at sentence level and at whole text level.
3. Use accurate spelling, punctuation and grammar.
4. Communicate creatively, using a varied range of vocabulary, sentence structures and linguistic devices.

READING

1. Scan and analyse text by identifying and summarising the required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences, or main ideas and supporting details.
2. Identify and respond to main ideas of a text, such as follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response.
3. Understand explicit meanings, through literal and vocabulary questions.
4. Understand implicit meanings, and shades and levels of meaning, (nuances) in language, through inferential questions and questions based on writer's craft.
5. Appreciate language proficiency such as verb tenses, sentence structure, agreement of noun and verb, agreement of singular and plural, use of prepositions, positive, comparative and superlative adjectives and adverbs, parts of speech, idioms.

DESCRIPTION OF COMPONENTS

PAPER 1: WRITING

1 hour 30 minutes, 60 marks.

Questions on **section 1** and **section 2** are printed on separate sheets. Space for the candidate's response is provided on each sheet. No additional materials are required.

Marks	60 weighted to 50	
Weighting	50%	
Candidate Response	on provided space on question paper	
Focus	LANGUAGE	TASK
Section title	Creative Writing	Directed Writing
Mark allocation	30 marks (combined language and content)	30 marks (15 marks for task fulfilment, and 15 marks for language)

SECTION 1: CREATIVE WRITING (30 marks)

- Candidates write an essay testing language and relevant content combined.
- Candidates answer one question from a choice of 5 narrative / descriptive / argumentative / informative essay titles and should write strictly 350-500 words or **two** (2) to **two and half** (2½) pages.

SECTION 2: DIRECTED WRITING (30 marks)

- Candidates are presented with a task, e.g. Write a letter, speech, report, magazine article.
- Candidates should write strictly 200-300 words or **one** (1) to **one and half** (1½) pages to inform or persuade a particular audience.
- 15 marks are allocated for task fulfilment and 15 marks for language.

PAPER 2: READING

2 hours, 50 marks.

Space for the candidate's responses is provided on the question paper. No additional materials are required.

Marks	50	
Weighting	50%	
Candidate Response	on provided space on question paper	
Focus	TASK	LANGUAGE
Section title	Reading for Ideas	Reading for Meaning
Mark allocation	25 marks (15 marks for content points, 5 marks for language, 5 marks for main ideas question)	25 marks (covering literal and inferential comprehension, questions to be answered in own words, quotation questions, and questions on writer's craft and vocabulary)

Section 1: READING FOR IDEAS (25 marks)

- Candidates scan a **factual** communication (or communications) of 600 - 700 words – e.g. report(s), advertisement(s), email(s), letter(s). (Note that Passages 1 and 2 combined will be around 1300 words)
- They **identify and note down required information** – e.g. similarities and differences, or causes and effects, or advantages and disadvantages, or problems and solutions, or actions and consequences. **One** example of content point in each section of the rubric will be given as guidance to candidates.
- 15 marks are allocated for content points.
- Candidates use these notes to **write a summary** of 160 words. 5 marks are allocated for language accuracy and use of own words.
- Candidates then answer questions on the **main ideas** in the communication(s) – e.g. follow an argument/sequence or identify a conclusion, distinguish fact from opinion, give personal response to a theme in the passage. These will be **short answer** questions worth 5 marks.

Section 2: READING FOR MEANING (20 marks)

- Candidates read a **narrative** passage of 600 -700 words. (Note that Passages 1 and 2 combined will be around 1300 words).
- Candidates then answer short answer questions testing their ability to understand language, (both explicit and implicit meaning). They answer questions covering literal and inferential comprehension, questions to be answered in own words, quotation questions, and questions on writer's craft and vocabulary.

Section 3: LANGUAGE PROFICIENCY (5 marks)

Candidates demonstrate language proficiency in verb tenses, sentence structure, agreement of noun and verb, agreement of singular and plural, use of prepositions, positive, comparative and superlative adjectives and adverbs, parts of speech, idioms. This may be done through, for example, completing a cloze passage of around 120 words or correcting errors in a short text of around 120 words.

Appendix: Teaching Guidelines

Introduction

Attached herein are guidelines that are aimed at addressing challenges that teachers and learners encounter in the teaching and learning of English Language. Though not exhaustive, these guidelines address general areas of need in teaching both writing and reading. However, it should be emphasised that teachers should intensively use different authorities (textbooks) in teaching language as per the aims and assessment objectives stipulated in the syllabus.

Paper 1: Writing

Section 1: Creative Writing

Students should be taught various genres of creative writing, e.g. narrative, descriptive, argumentative and informative.

Narrative writing

Students should be taught how to:

- Use different types of structure, e.g. flashbacks, first and third person etc.
- Develop plot
- Develop characterisation
- Punctuate direct speech for dialogue

Descriptive writing

Students should be taught how to:

- Use imagery to create effect and atmosphere
- Develop and use descriptive vocabulary

Argumentative writing

Students should be taught how to:

- Organise paragraphs into logical sequences to support an argument, e.g. most important to least important point, or vice versa.
- Present both sides of an argument, where appropriate, by logical paragraphing.
- Link points in an argument by connectives such as 'moreover', 'furthermore', 'in addition'.
- Show changes in direction in an argument where appropriate by words or expressions

such as 'however', 'on the other hand' etc.

- Present evidence in support of a point made in an argument.
- Resource support material for points made, where appropriate by, for example, use of the Internet.

Informative writing

Students should be taught how to:

- Collect and organise information
- Give evidence to support information

In addition, in all types of creative writing, students should be taught how to use:

- Paragraphing
- Variety of sentence structure
- Wide range of vocabulary
- Punctuation
- Accurate spelling

Section 2: Directed Writing

This part is meant to guide teachers to teach learners the standard and common layouts which candidates are expected to display in examinations, in life-long learning and in workplaces. The focus is not on the content but on the layout or format to promote uniformity in the candidates' responses.

FORMATS

LETTER WRITING

i) **INFORMAL LETTERS** (recipient is acquaintance, friend or relative)

Features: Address of sender
Date (e.g. 28 February 2012)
Salutation: Dear Puleng, Dear Uncle Thabo, etc
Content: As appropriate
Ending: Your loving friend / your loving niece /nephew etc.
(First) Name

ii) **SEMI FORMAL LETTERS** (recipient is someone who may not be personally known but someone with whom previous contact has been established, e.g. an employer, an employee OR someone with whom previous contact may have been made but someone to whom great respect is due, e.g. mother's friend)

Features: Address of sender
Date (e.g. 5 May 2012)
Salutation: Dear Mr. Lejoe
Content: As appropriate
Ending: Yours sincerely
Signature:

iii) **FORMAL LETTERS** (recipient is someone with whom no previous contact has been made, e.g. a job application)

Features: Address of sender and address of recipient
Date (e.g. 20 May 2012)
Salutation: Dear Sir / Madam
Heading: e.g. Application for Post of Sales Clerk
Or application for post of sales clerk
Content: As appropriate
Ending: Yours faithfully
Name: Signature
First name and surname

iv) **FORMAL REPORTS**

To The Principal
Meloli High School
Heading: e.g. School Trip to the Mountains
Content: As appropriate
Signature:

Name:

Date: e.g. 19 December 2012

v) **ARTICLES (FOR A NEWSPAPER OR A MAGAZINE)**

Headline: e.g. School Trips Under Investigation

By: Name in full

Content As appropriate

vi) **MEMORANDUM**

TO:

FROM: (DESIGNATION)

DATE:

SUBJECT: (HEADING)

Ref:

Cc

Content: As appropriate

Signature:

Name:

vii) **E MAIL (electronic mail)**

This is still a letter. It is sent electronically to the receiver.

Sender's address e.g.

From: ecol@yahoo.ls.org

Recipient's address e.g.

To: matsosoraymond@ymail.com

Subject: e.g Sports in schools

Content As appropriate

End it like a letter which is formal or informal (see letter endings)

viii) **MINUTES**

Minutes of the meeting of (Name of organization/company/institution) held on (Date) at (venue)

Members present –tabulated

Apologies/ Members absent

Agenda

Reading and adoption of minutes of the previous meeting

Matters arising

Deliberations on the agenda (record only decisions and agreements)

Closure

NB Learners should be exposed to terminology used in meetings e.g. point of order, adjourn, motion, voting, proposal, etc.

Paper 2: Reading

In this section the focus is on reading. However, teachers should note that reading and writing skills go hand in hand.

Section 1: Reading for Ideas

The following are some of the techniques that can be used to teach the required skills.

- Students should be taught note-taking skills. Students should be taught how to intelligently lift material which responds to or addresses the question.
- Students should be introduced to current and global affairs.
- After a comprehension exercise, students should compare what they have read to their real life situations.
- Students should be taught how to paraphrase where appropriate.
- Students should be taught punctuation.
- Students should be taught how to use a variety of sentence types and structures.
- Students should be taught to use linking words.
- Students should be taught synonyms.

The above skills have to be taught in the normal English lessons. Learners should be taught how to distinguish facts from opinions by paying attention to words that indicate facts and opinions respectively.

Section 2: Reading for Meaning

The following are some of the techniques that can be used to teach the required skills.

- Students should read local and international materials.
- Students should be exposed to a variety of reading materials.
- Teachers should go through passages with students and make them aware of pointers, topic sentences etc..
- Students should be taught to read the passage as a whole, starting with the title.
- Students should be taught different types of questions independently, such as factual, inferential, own words, vocabulary and quotation questions.
- Students should be taught how to distinguish between different types of questions, and the words that are used to ask such questions.
- Story telling should form part of English Language teaching.
- Students should listen to the radio, especially the BBC, and include other appropriate media.
- Students should be made aware and helped to understand the writer's craft (concentrates on 'how' and 'why', rather than on 'what', the writer is conveying, i.e. using language for a purpose other than its literal meaning).

Section 3: Language Proficiency

- Students should be taught different parts of speech.
- Students should be given editing exercises, cloze passages and other forms of proficiency exercises.

Teachers should read passages and prepare their own questions and marking guides