



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

Lesotho General Certificate of Secondary Education Syllabus

Sesotho
0176

For examination in November 2020

National Curriculum Development Centre
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1. Introduction

The Lesotho General Certificate of Secondary Education (LGCSE) Sesotho syllabus builds on the three-year junior secondary syllabus. It is designed to provide a basis for further education as well as laying a foundation for jobs and moulding professionals that require communication and analysis skills.

2. Why teach Sesotho?

Sesotho is a first language for many Basotho people. The study of Sesotho develops an understanding of the structure of the Sesotho language. It provides pleasure and appreciation of the Sesotho language in a variety of forms. It also stimulates wider reading and promotes a reading culture which is necessary for lifelong learning.

The study of Sesotho literature develops ability to infer deeper meaning from text. This enables learners to express not only facts but speculations, deductions, opinions and feelings that extend their communication skills.

It provides insight into what other people think, do and say, and helps learners to see more through the eyes of others.

3. Syllabus aims and objectives

Aims

The aims are set out below and describe the educational purposes of a course in the first language for the (LGCSE) Sesotho examination. They will be taught through reading, writing, listening and speaking. Listening and speaking will not be assessed but need to be developed as they are indispensable components of language learning and teaching across the curriculum.

The aims are not listed in order of priority but are grouped according to language use, literature and culture. These are the three areas of study to be tested.

Candidates should:

1. understand the structure of the Sesotho language
2. communicate accurately, appropriately and effectively in writing in order to achieve a level of practical communication which can form the basis for further, more in-depth language study
3. understand and respond appropriately to what they read
4. develop awareness of the nature of language and language learning skills, along with skills of a more general application. For example, summarising, analysing, synthesising, criticising, evaluating, drawing inferences, etc

5. develop personally and understand themselves and others, as well as their own environment through the study of Sesotho literature and culture
6. enjoy the experience of reading Sesotho literature (Drama, Poetry and Prose)
7. understand and respond to Sesotho literary texts in different forms and from different periods
8. understand and develop a critical appreciation of the culture of the Basotho people as well as other people's cultures reflected in the literary texts
9. communicate an informed personal response appropriately and effectively
10. appreciate different ways in which writers achieve their effects
11. experience literature's contribution to aesthetic, imaginative and intellectual growth
12. explore the contribution of literature to an understanding of areas of human concern
13. evaluate and present a personal response to cultural beliefs
14. detect flaws, falsehoods, etc, in the cultural beliefs and make valid judgement of cause and effect.

4. Assessment objectives

Writing

Candidates are assessed on their ability to:

1. order the presented facts, ideas and opinions in a logical sequence (aims 1 and 2)
2. use a range of appropriate vocabulary and grammatical structures (aims 1 and 4)
3. use register appropriate to audience and context (aims 1, 2 and 3)
4. make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling (aims 1 and 4)
5. describe and reflect on experience and express effectively what is felt/imagined (aims 1, 2 and 4)
6. identify, organise and present given material in a particular form (aims 1 and 4).

Reading

Candidates are assessed on their ability to:

1. understand, explain and collate explicit and implicit meanings and attitudes (aim 11)
2. select, analyse and evaluate what is relevant to specific purposes (aims 5 and 8)
3. understand how writers achieve effects (aims 3, 10 and 11)
4. demonstrate understanding of words within texts (aim 2)
5. scan for and extract specific information and produce notes (aims 3, 5 and 8)
6. organise material and present it in a requested format including summaries, comparisons; re-express, evaluate and draw inferences (aims 1, 5 and 8)
7. recognise the relationship of ideas (aims 9, 10 and 14)
8. recognise and understand/appreciate linguistic devices, figurative language/idiomatic expressions (aims 3 and 11).

Literature

1. show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) (aim 7)
2. understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes (aims 10 and 11)
3. examine ways in which writers use language, structure, and form to create and shape meaning and effects (aims 10 and 11)
4. communicate a sensitive and informed personal response to literary texts (aims 5, 8, 10)
5. read widely and understand how reading contributes to personal development (5, 8, 11 and 12)
6. enjoy the experience of reading Sesotho literature (Drama, Poetry and Prose) (aim 6).

Culture

1. understand and reflect on the Sesotho culture (aims 12,13 and 14)
2. assess, evaluate, explain, describe, examine, etc. cultural practices covering development of a child and practices involved from birth to adulthood (aims 6, 8, 9 and 12).

5. Assessment content

There will be three papers. Candidates must take all papers and are eligible for grades A to G.

PAPER 1: CREATIVE WRITING

1 hour 30 min (50 marks)

This paper is divided into two sections as detailed below. Candidates are required to write a creative writing piece in section 1 and directed writing in section 2. Questions 1 and 2 are printed on separate sheets. Space for the candidate's response is provided on each sheet. No additional materials are required.

SECTION 1: CREATIVE WRITING (30 MARKS)

One argumentative/discussive, one descriptive and one narrative, titles will be set. Candidates write on **one title only**. They will be required to write about 350-500 words (approximately 2 to 2 ½ pages).

The question tests the following writing objectives:

1. articulate, experience and express what is thought, felt and imagined
2. order and present facts, ideas and opinions
3. use a range of appropriate vocabulary
4. use appropriate tone and register to audience and context
5. make accurate and effective use of paragraphs, a range of grammatical structures, sentences, punctuation and spelling.

SECTION 2: DIRECTED WRITING (20 marks)

Candidates are asked to use and develop the given information in another form e.g. letters, reports, a speech, an article.

Candidates should write 200 – 300 words (about 1 to 1½ pages) to inform or persuade a particular audience.

This question tests the following writing objectives:

1. articulate, experience and express what is thought, felt and imagined
2. use a range of appropriate vocabulary
3. use appropriate tone and register to audience and context
4. make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling
5. identify, organise and present given material in a particular form.

PAPER 2: READING

1 hour 30 minutes (50 marks)

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

Questions 1 and 2 are set on two passages of 600 – 700 words each. Note that Passage 1 and 2 combined will be around 1,300 words. Section 1 tests reading for ideas, section 2 text analysis (reading for meaning) while section 3 is on language usage.

SECTION 1: READING FOR IDEAS (20 MARKS)

- Questions are set on one passage of approximately 600-700 words.
- The questions are divided into a series of sub-questions requiring answers of different lengths. The sub-questions require candidates to identify and note down required information. For example, similarities and differences, or causes and effects, or advantages and disadvantages, or problems and solutions, or actions and consequences, or identify a conclusion, or give a personal response.
- 15 marks are allocated for content points.
- Candidates use these notes to write a summary of about 160 words. 5 marks are allocated for language accuracy and use of own words.
- The questions assess assessment objectives, 2, 3, 5, 6, and 7 on reading.

Section 2: Text analysis –Reading for meaning (20 marks)

- Questions are set on one passage approximately 600-700 words.
- Candidates 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.
- The questions assess assessment objectives 1, 2, 3, 4 and 8 on reading.

Section 3: Language Proficiency (10 marks)

- Candidates respond to questions on language proficiency in the verb tenses, sentence structure, agreement of noun and verb, singular and plural, use of prepositions, positive and negative, gender, adjectives and adverbs and all other parts of speech. 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.
- The question assesses assessment objectives 1 and 8 on reading, and 2 and 4 on writing.

PAPER 3: SESOTHO LITERATURE AND CULTURE

2 hours 40 minutes (100 marks)

This paper consists of two sections: Section 1 which contains question 1 on the novel, question 2 which is on short story, question 3 which is on drama, question 4 which is on poetry and question 5 which is on private reading. Section 2 is on traditional literature and praise poems.

On the intensive reading, questions will be set on any selected genre.

SECTION 1: Set texts and private reading (75 marks)

1. In this section candidates are expected to answer 5 questions. One question on private reading and one question on each of all genres of the set texts. Candidates should write around 200 words (about one page).
2. There are three types of questions: general essay type, passage-based of about 40 to 50 lines and empathetic/empathic questions.
3. All questions encourage an informed personal response and test all literature assessment objectives. This means that candidates will have to demonstrate:
 - Their personal response (answering questions such as “what do you think?”, “What are your feelings about?” etc).
 - Their knowledge of the text through the use of close reference and use of quotations from the text.
 - Their understanding of characters, relationships, situations and themes.
 - Their understanding of the writer’s intentions and styles, and their responses to the writers’ use of language.

You will notice in the specimen paper all two questions on poetry are passage-based questions, all two questions on the novel are empathic questions, and all two questions on short stories are essay-type questions. Teachers and their candidates are advised that these question types **will rotate in future papers**, so that for example all two questions on the short stories could in one year be empathic. This is to ensure that candidates answer each type of question in the examination.

SECTION 2: Traditional Literature (15 marks)

QUESTION 6

Candidates write a short essay (about 120 words or 10 to 12 lines) or answer short questions, which carry 15 marks. Candidates are therefore examined on the following topics:

- knowledge of customs/ cultural practices, specifically:
 - the newly married wife (ngoetsi) (aims 5, 8, 13 and 14)
 - the husband (mokhoenyana) (aims 5, 8, 13 and 14)
 - proverbs concerning the bride and the groom (aims 5, 8,13 and 14)
 - the manner of informing the father about the first born baby (aims 5, 8,13 and 14)
 - naming the baby (aims 5, 8,13 and 14)
 - introduction of the baby to the environment (kuruetsa) – pula, khoeli le mohami oa likhomo (aims 5, 8,13 and 14)
 - lessons and skills a child learns at home, from those of his/her age-group and also from the elders (aims 5, 8,13 and 14)
 - taboos: related to food, places and others. For example, (lijo tse iloang, libaka tse khethehileng j.k. sakeng, patlalleng, mabitleng (aims 5, 8,13 and 14)

- ability to evaluate and present a considered personal response to the cultural beliefs
- ability to detect flaws, falsehoods etc, in the cultural beliefs and make valid judgement of cause and effect.

QUESTION 7: PRAISE POEMS (10 marks)

There is only one question in this section. This will either be short questions or a short essay of about 120 words or 10 to 12 lines based on a prescribed praise poem.

6. Set texts

Examinations will be based on the set texts. The following texts will be examined from 2015 to 2017 unless otherwise stipulated.

SECTION 1	NOVEL
Mofolo Thomas Majara, S. N.	Chaka 'Makotulo (private reading)
	SHORT STORY
Mohapeloa, J.	Ifo Lapeng
	DRAMA
Mahalefele, M.	Lefa la Ntate
	POETRY
Elias, A.	Senyamo The following 12 poems: 1. Lereberebe 2. Ka siea mokhopi 3. Lemo tsa pallo 4. Nako ke sekhothali 5. Matšela-nokana 6. Tsa batho 7. Mona oa Basotho 8. Ba re 9. Pina mphelehetse 10. Sebatli le Khoarahla 11. Jeso o haufi 12. Ka tsatsi le leng
SECTION 2	PRAISE POEMS
Mangoaela, Z. D.	Lithoko tsa Marena The following praise poems : 1. Nkuebe Letsie p. 137 - Ntoa ea lithunya 2. Maluma Makeoane - Ntoa ea Moorosi le ea Lithunya p. 224

Specification grid

Weightings allocated to each paper are summarised in the table below:

PAPER	WEIGHTING %
PAPER 1	25%
PAPER 2	25%
PAPER 3	50%

Setting grid

Questions

PAPER 1	1			2													
	a	b	c														
W 01	√	√	√	√													
W 02	√	√	√	√													
W 03	√	√	√	√													
W 04	√	√	√	√													
W 05	√	√	√	√													
W 06				√													
PAPER 2	1		2		3	4	5	6	7	8	9	10	11	12	13		
	a	b	a	b													
R O 1			√	√				√	√	√	√	√	√		√		
R O 2		√		√													
R O 3				√				√									
R O 4				√	√	√	√			√	√	√		√			
R O 5	√																
R O 6	√																
R O 7											√	√					
R O 8							√	√		√	√			√	√		
W O 2															√		
W O 4															√		
PAPER 3	1		2		3		4		5		6						
	a	b	a	b	a	b	a	b	a	b	a	b	c				
L O 1	√	√	√		√	√	√	√	√	√			√				
L O 2	√	√	√	√	√	√	√	√	√	√			√				
L O 3			√	√	√	√			√	√			√				
L O 4	√	√	√			√	√	√	√	√			√				
L O 5						√	√	√	√	√							
L O 6				√		√			√	√							
C O 1											√	√					
C O 2											√	√					

9. Progression

This qualification enables candidates to progress directly to employment, or to proceed to further qualifications.

10. Guided learning hours

The recommendation is that candidates should have 4 hours guided hours per week (6 periods of 40 minutes each per week) for 2 years. The hours do not include private study by the candidate.

APPENDIX: GUIDELINE FOR TEACHERS

GUIDELINES FOR TEACHERS

INTRODUCTION

PAPER 1

SECTION 1

Students should be taught different types of essays: descriptive, augmentative and narrative.

SECTION 2 – Directed Writing

Students should be taught different types of letters, newspaper articles, reports and speeches.

FORMAT:

ARTICLE WRITING:

Sehlooho: E be se hohelang 'mali se ngoloe ka thlaka tse kholo, se se sehelleo.

Mohlala: Ho cha tleki lipapaling - se felle moleng o le mong - sehlooho se qale pela margin

Lebitso la sengoli ka botlalo : Ka 'Mapule Rathabo

REPORT

Ho: Mookameli

Lekala la tsa Bophelo

Sehlooho: LILIBA TSE SA SIRELETSOANG

TABA:

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Motekeno: *Lerato Matsoso*

Lebitso: Thabiso Mpesi

Letsatsi: La la Pherekhong 2013

Students should also be taught a dialogue and speech - bearing in mind the audience and a brief protocol observation.

Candidates should be taught friendly as well as formal letters. Salutation for the formal letter should be: Monghali/Mofumahali.

PAPER 2

Different types of comprehension passages should be used for training students to tackle reading exercises. Passages could be extracted from prose, drama, poetry, articles or newspapers. Passages must be used for practising Sesotho grammar. Time should be given to note-taking and summary.

Grammar should be taught in context. However, learners should be taught different parts of speech and their relationships.

PAPER 3

SECTION 1

Candidates should be taught literary devices like: figures of speech, theme, plot, characterisation, setting. Private reading should be tested in the same manner as the set texts. However, teachers **should not guide** learners on private reading.

SECTION 2

TRADITIONAL LITERATURE

Emphasis should be made on cultural values such as respect, confidence, patriotism, responsibility, cleanliness, trust, problem-solving, humility, creativity etc. through the use of folktales, proverbs and riddles.

Taboos relating to food, specific places (khotla, patlallo, monyako, ka sakeng jj.) and cleanliness should be addressed. At this level learners should be highlighted on issues that are taught through some taboos. These are mostly related to sexual issues. Language used should be of their level.

Teachers should address historical background, figures of speech, plot, setting and understanding of the praise poems.

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