



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

Lesotho General Certificate of Secondary Education Syllabus

Literature in English

0185

For examination in November 2018

National Curriculum Development Centre
in collaboration with
Examinations Council of Lesotho



LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

LITERATURE IN ENGLISH SYLLABUS

1. Introduction

The Lesotho General Certificate of Secondary Education Literature in English syllabus builds onto the three year junior secondary syllabus. It is designed to provide a basis for tertiary English courses in Lesotho and elsewhere, as well as laying a foundation for jobs and moulding professions that require empathy, communication and analysis skills.

2. Why teach Literature in English?

Literature in English provides insight into what other people think, do and say and helps learners to see more through the eyes of others. This leads to an improved understanding of the world around them.

It provides pleasure and an appreciation of English language in a variety of forms. It also stimulates interest in wider reading and promotes a reading culture which is necessary for lifelong learning.

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

3. Syllabus aims and objectives

3.1 Aims

The syllabus aims to develop the ability of students to:

1. communicate accurately, appropriately and effectively in speech and in writing (AO1, 4)
2. understand and respond imaginatively to literary texts from different periods and cultures (AO1, 4)
3. enjoy literature and appreciate its contribution to aesthetic, imaginative and intellectual growth (AO1, 2)
4. explore areas of universal human concern, which will lead to a better understanding of themselves and others (AO1, 3)
5. appreciate different ways in which writers achieve their effects (AO1, 3)

6. read widely and understand how reading contributes to personal development (AO1, 4)
7. understand that creative writing is a means of self-expression and personal fulfilment (AO1, 4).

3.2 Assessment objectives

Candidates should be able to:

1. show detailed knowledge of the content of literary texts
2. interpret literary texts from surface level to deeper awareness of ideas and attitudes
3. recognise and appreciate ways in which writers use language to create effect (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)
4. communicate a sensitive and informed personal response to literary texts.

These Assessment Objectives are inter-related and are not tested separately.

4. Assessment content

One Paper (Set texts) 2 hours and 40 minutes

1. The paper is divided into four sections: Drama, Novel, Short Story and Poetry.
2. Candidates must answer **one** question from each section and must answer **four** questions in this paper.
3. There are three types of questions: passage-based, general essay and empathetic questions. All these three types require continuous writing.
4. All questions carry equal marks (25).
5. Candidates write on four texts chosen from the prescribed list.
6. Set texts must not be taken into the examination room.
7. All questions encourage informed personal response, and test all the assessment objectives. This means that candidates should demonstrate:
 - personal response: sometimes directly, for example, 'What do you think?' What are your feelings about..? Sometimes by implication: 'Explore ways in which ...'
 - knowledge of the text by referring to details and using quotations
 - understanding of characters, relationships, situations and themes
 - understanding of the writer's intentions and methods, and commenting on the writer's use of language.
8. Empathetic tasks, sometimes known as creative response tasks, address the same objectives as the other three types of questions. They test knowledge, understanding and response, but the candidate is also able to engage more

imaginatively with the text, by assuming a suitable ‘voice’, i.e. manner of speaking, for the character concerned.

You will notice in the specimen paper all four questions on the drama are passage-based questions, all four questions on the novel are empathetic questions, and all four 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 four questions on the short stories could in one year be empathetic. This is to ensure that candidates answer each type of question in the examination.

5. Description of papers

Candidates write only one paper of 2hours 40 minutes duration.

Component	Duration	Weighting
One paper (closed book)	2hours 40 minutes	100%

6. Set Texts

Examinations will be based on the set texts. The following texts will be examined from 2015 to 2019 unless otherwise stipulated: (see section 9 below)

SECTION A	DRAMA
William Shakespeare	Julius Caesar
Arthur Miller	Death of a Salesman
SECTION B	NOVEL
Tsitsi Dangarembga	Nervous Conditions
George Orwell	Animal Farm
SECTION C	SHORT STORY
From <u>Stories of Ourselves</u> : The University of Cambridge International Examinations Anthology of Short Stories in English (Cambridge University Press: ISBN - 10: 052172791X ISBN - 13: 978 – 0521727914)	The following ten stories: <ol style="list-style-type: none"> 1. V. S. Pritchett, ‘The Fly in the Ointment’ 2. P. G. Wodehouse, ‘The Custody of the Pumpkin’ 3. Graham Greene, ‘The Destroyers’ 4. Alex La Guma, ‘The Lemon Orchard’ 5. R. K. Narayan, ‘A Horse and Two Goats’ 6. Ted Hughes, ‘The Rain Horse’ 7. Morris Lurie, ‘My Greatest Ambition’ 8. Ahdaf Soueif, ‘Sandpiper’ 9. Penelope Fitzgerald, ‘At Hiruhamara’ 10. Tim Winton, ‘On her Knees’
From <u>Into the Wind</u> : Contemporary Stories selected and introduced by Barrie Wade	The following ten stories: <ol style="list-style-type: none"> 1. Jan Needle, ‘A sense of Shame’ 2. John Wyndham, ‘Dumb Martian’ 3. Patrick O’Brian, ‘Samphire’

	<ol style="list-style-type: none"> 4. Jan Mark, 'Feet' 5. Doris Lessing, 'A Woman on a Roof' 6. Cyprian Ekwensi, 'A Stranger From Lagos' 7. Dorothy M. Johnson, 'A Man Called Horse' 8. Roald Dahl, 'The Hitch-hiker' 9. Liam O'Flaherty, 'The Sniper' 10. Frank O'Connor, 'My Oedipus Complex'
SECTION D	POETRY
Thomas Hardy	<p>The following 12 poems:</p> <ol style="list-style-type: none"> 1. Neutral Tones 2. I look into My Glass 3. Drummer Hodge 4. The Darkling Thrush 5. On the Departure Platform 6. The Pine Planters 7. The Convergence of the Twain 8. The Going 9. The Voice 10. In time of The Breaking of Nations 11. No Buyers: A Street Scene 12. Nobody Comes <p>These may be found in <i>Selected Poems</i>, ed. Harry Thomas (Penguin). Poems printed in the paper will follow this text.</p>
<p>From <u>Songs of Ourselves</u>: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press ISBN - 10: 8175962488 ISBN - 13: 978-8175962464)</p>	<p>From Part 4 (Poems of the Nineteenth and Twentieth Centuries): the following 12 poems:</p> <ol style="list-style-type: none"> 1. Sujata Bhatt, 'A Different History' 2. Gerald Manley Hopkins, 'Pied Beauty' 3. Edwin Muir, 'Horses' 4. Judith Wright, 'Hunting Snake' 5. Ted Hughes, 'Pike' 6. Christina Rossetti, 'A Birthday' 7. Kevin Halligan, 'The Cockroach' 8. Margaret Atwood, 'The City Planners' 9. Boey Kim Cheng, 'The Planners' 10. Norman MacCaig, 'Summer Farm' 11. Elizabeth Brewster, 'Where I come from' 12. William Wordsworth, 'Sonnet Composed Upon Westminster Bridge'

Students may use any edition of the set text, provided it is not an abridgement or simplified version.

7. Specification grid

Weightings allocated to each genre are summarised in the table below

SECTION	WEIGHTING %
A – DRAMA	25%
B – NOVEL	25%
C – SHORT STORY	25%
D – POETRY	25%

	SECTION A DRAMA				SECTION B NOVEL				SECTION C SHORT STORY				SECTION D POETRY			
Assessment objectives	Questions															
	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b
A01	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
A02	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
A03	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
A04	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

8. Additional information

Prior learning

Candidates doing this syllabus should have completed the three year Lesotho Junior Certificate course in English Paper 1 (set books). This programme lays a sound foundation for this level since candidates shall have been exposed to the core skills, knowledge and competences necessary for studying Literature in English.

Progression

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

Guided learning hours

The recommendation is that candidates should have 3½ hours guided hours per week (5 periods of 40 minutes each per week) over a period of 2 years. The hours do not include private study by candidates.

9. Text Replacement Plan

SECTION	TEXT	PERIOD	REPLACEMENT
DRAMA	Julius Caesar	2015 – 2017	The Merchant of Venice
	Death of a Salesman	2015 - 2017	A View from the Bridge
NOVEL	Animal Farm	2015 – 2019	The Great Gatsby
	Nervous Conditions	2015 - 2019	Cry the Beloved Country
SHORT STORY	Stories of Ourselves	2015 – 2017	Stories of Ourselves: New set of 10 stories
	Into The Wind	2015 – 2017	Global Tales
POETRY	Thomas Hardy Collection	2015 – 2017	Thomas Hardy: New set of 12 poems
	Songs of Ourselves	2015 - 2017	Songs of Ourselves: New set of 12 poems

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