



Kingdom of Lesotho  
Ministry of Education and Training

# LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

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## Lesotho General Certificate of Secondary Education Syllabus

History

**0184**

For examination in November 2018

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**National Curriculum Development Centre**  
in collaboration with  
**Examinations Council of Lesotho**



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## **1.0 SYLLABUS AIMS:** Not listed in order of priority

The overall aims of the history syllabus are to;

- 1.1 stimulate interest and enthusiasm for the study of the past in order to instill and develop a sense of nationality and patriotism;
- 1.2 promote the acquisition of knowledge and understanding of human activity in the past, linking it as appropriate, with the present;
- 1.3 help towards appreciation and understanding of the uniqueness of Basotho's divergent social and cultural values;
- 1.4 inculcate ideals of tolerance as a pre-condition for attainment of peace, stability and eventual national unity and development;
- 1.5 promote understanding of basic historical concepts, such as cause, consequence, continuity and change;
- 1.6 encourage the development of literacy and essential study skills;
- 1.7 provide a sound basis for further study and the pursuit of history as a personal interest;
- 1.8 help develop a clear understanding of various forms and systems of governance and their bearing on nation building;
- 1.9 acquire understanding of global events and their impact on Lesotho and the international community;
- 1.10 acquire understanding of Lesotho's relations with the international community;
- 1.11 critically analyse the role played by different classes, age groups, gender and ethnic groups in the socio-economic and political development of Lesotho;
- 1.12 develop an awareness of environmental factors and their impact on the socio-economic and political development of Lesotho;
- 1.13 develop an awareness and management of emerging issues;
- 1.14 create awareness about emergent technological advancements and their impact on human life.

## **2.0 ASSESSMENT OBJECTIVES**

The assessment objectives of the examination are to test candidate's proficiency in the following areas:

AO1 an ability to recall, select, organize and deploy knowledge of the syllabus content

AO2 an ability to use an understanding of:

- change and continuity, cause and consequence, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past to construct and support descriptions, narratives, explanations, arguments and judgements about the past.

AO3 the ability to comprehend, infer from, and interpret a range of sources in their historical context.

### 3.0 RATIONALE

This syllabus has been designed to develop candidates' understanding of the contemporary world through a study of the history of Africa and of the wider world. This syllabus has important implications for how candidates learn and are taught. It places more emphasis on candidates being able to think, understand, explain, evaluate and make and support their own judgements, and less on detailed recall. Content should be covered in enough depth to allow candidates to write well-informed explanations and to support their judgements. Candidates should also be able to explain causes, consequences and changes, make links between events and compare and contrast events.

The syllabus also introduces candidates to the use of historical source material. Candidates should be familiar with different types of source material and be able to use their knowledge to interpret this material.

### 4.0 GRADE DESCRIPTIONS

#### Grade A

To achieve a Grade A, a candidate will be able to:

- accurately recall, select and deploy relevant historical knowledge to support a coherent and logical argument
- communicate in a clear and coherent manner using appropriate historical terminology
- demonstrate an understanding of the complexity of historical concepts
- distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- show an understanding of individuals and societies in the past
- understand the importance of trying to establish motives
- interpret and evaluate a wide range of historical sources and their use as evidence
- identify precisely the limitations of particular sources
- compare and contrast a range of sources and draw clear, logical conclusions.

#### Grade C

To achieve a Grade C, a candidate will be able to:

- recall, select and deploy relevant historical knowledge in support of a logical argument
- communicate clearly and coherently, using appropriate historical terminology
- distinguish between cause and consequence, change and continuity, and similarity and difference, by the deployment of accurate though limited evidence
- show an understanding of individuals and societies in the past
- interpret and evaluate historical sources and their use as evidence
- indicate the limitations of particular historical sources
- Compare and contrast a range of sources and draw coherent conclusions.

#### Grade F

To achieve a Grade F, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge
- use simple historical terminology and communicate in an understandable form
- demonstrate a basic understanding of the historical concepts of causation, change and continuity, and similarity and difference
- display knowledge of the perspectives of other people, based on specific examples of situations and events
- interpret and evaluate historical sources and their use as evidence in a limited way
- make comparisons between pieces of evidence without drawing conclusions.

## 5.0 SCHEME OF ASSESSMENT

Number of papers: Two papers - Paper 1 and Paper 2

Paper 1:

Aspects of the History of Africa in the nineteenth and twentieth centuries, comprising of 5 structured questions from which candidates have to answer 3. The questions will be structured into three parts: part (a) 5 marks (description), part (b) 7 marks (explanation), part (c) 8 marks (judgement).

Weighting: 50% of total marks

Duration: 1 hour 45 minutes

Paper 2:

Aspects of International Relations 1914-1991, comprising of 2 sections:

Section A

2 source-based questions from which candidates have to answer 1. The questions will be structured into three parts with parts (a) and (b) being based on historical sources: part (a) 6 marks (inference), part (b) 7 marks (interpretation); part (c) will not be based on sources but will be on the same topic area of the syllabus, 7 marks (explanation).

Section B

4 structured questions from which candidates have to answer 2. The questions will be structured into three parts: part (a) 5 marks (description), part (b) 7 marks (explanation), part (c) 8 marks (judgement).

Weighting: 50% of total marks Duration: 2 hours

		AO1	AO2	AO3	TOTAL
PAPER 1 (60 marks)	3 out of 5 questions	11 marks	9 marks		20 marks
		11 marks	9 marks		20 marks
		11 marks	9 marks		20 marks
TOTAL		33 marks	27 marks		60 marks

		AO1	AO2	AO3	TOTAL
PAPER 2 (60 marks)	3 out of 5 questions				
Section A		7 marks	4 marks	9 marks	20 marks
Section B		11 marks	9 marks		20 marks
		11 marks	9 marks		20 marks
TOTAL		29 marks	22 marks	9 marks	60 marks
GRAND TOTAL		62 marks (52%)	49 marks (40%)	9 marks (8%)	120 marks

## 6.0 CURRICULUM CONTENT

### Paper 1: Aspects of the History of Africa in the nineteenth and twentieth centuries

#### (a) Themes in African history

The impact of external factors on pre-colonial Africa: Causes of the Slave trade and its impact on African societies and peoples. Activities of missionary societies e.g. the London Missionary Society, the Paris Evangelical Missionary Society. The motives of Livingstone as a missionary and explorer. The reaction of Africans to missionaries. The impact of missionary activities.

#### **The era of Imperialism**

The causes of the “Scramble for Africa” and the reasons for its partition. The effectiveness of different colonial policies – Case Studies of French rule in Senegal (assimilation), German rule in South West Africa (direct rule), and British rule in Northern Nigeria (indirect rule).

#### **The achievement of majority rule in South Africa**

The election victory of the Nationalist Party in 1945. The nature of the apartheid legislation and its impact on the lives of Africans. The ways in which the Nationalists justified apartheid. The opposition to apartheid from within and outside South Africa. The Defiance Campaign of 1952, the ANC and the PAC, the armed struggle. The importance of the Sharpeville Massacre, Steve Biko and the Black Consciousness Movement and the Soweto Uprising. The role of the frontline states. External pressures such as the economic and sporting embargoes. The roles of individuals such as Mandela, Tambo, Sobukwe, Suzman and de Klerk.

#### **South Africa after the achievement of majority rule up to 2007**

Constitutional reforms. The first free elections. The purpose and effectiveness of the Truth and Reconciliation Commission. The effectiveness of the social and economic policies of the ANC governments e.g. education, Black Economic Empowerment, housing.

#### (b) Aspects of the history of Lesotho: 1820 to 2008

*The challenges faced by Moshoeshoe I:* Nation-building policies under Moshoeshoe I from 1820 to 1870 including the Napier Treaty of 1843, the second Aliwal North Convention, the wars with the Boers and the British, the loan system and the practice of polygamy. Moshoeshoe’s achievements.

*The changing nature of colonial rule from 1868:* political developments including direct and indirect rule, the wars with the British, the role of Lesotho kings, the impact on the Basotho people.

*The impact of economic developments in South Africa on Lesotho:* the mining revolution, Lesotho as the granary of South Africa, migrant labour, the decline of agriculture.

*The achievement of independence:* the birth of nationalist movements and their activities, the reaction of the British, the role of the Lesotho kings, the development of political parties, the general elections of 1965 and attainment of independence.

*Post-independent Lesotho up to 1998:* political developments after 1966 – the 1970 general elections and their consequences, the activities of the Lesotho Liberation Army, the 1985 elections, the military coup of 1986, military rule 1986-1993, the 1993 elections and the formation of a democratic government, political developments 1994 -1998. The extent of social and economic developments 1966 to 1998. Lesotho’s relations with South Africa, the AU and SADC.

## **Paper 2: Aspects of International Relations 1914 - 1991**

### **The First World War**

The main aspects of the First World War, the Western Front – reasons for the failure of the Schlieffen Plan, the stalemate and reasons why it lasted so long, the nature of trench warfare and the experiences of the soldiers; the battles of Verdun, the Somme and the Marne. The importance of the war in the air. The importance of the war at sea. The Eastern Front including the failure of the Gallipoli Campaign. The reasons for the Allied breakthrough in 1918 and the armistice.

### **The Treaty of Versailles**

The peace negotiations at Versailles and the terms of the Treaty. The aims of Clemenceau, Lloyd George and Wilson and the extent to which they achieved their aims. The reaction to the Treaty in Britain, France, Germany and the USA. The impact of the Treaty on Germany until 1924. Can the Treaty of Versailles be considered as fair?

### **The League of Nations**

The structure, membership, aims, strengths and weaknesses of the League of Nations. Reasons for the successes and failures of the League in the 1920s. The League in Manchuria and Abyssinia and the reasons for its failure.

### **The road to the Second World War**

The motives behind the aggressive policies of Germany and Italy in the 1930s, rearmament, the Rhineland, the Anschluss, Czechoslovakia and Poland. The reactions of Britain and France and the policy of Appeasement. The Munich Agreement. The Nazi Soviet Pact. The reasons why war broke out in 1939.

### **The United Nations**

The structure, membership, aims, strengths, weakness, successes and failures, reasons for success and failures.

### **The causes and early stages of the Cold War**

The worsening relationship between Russia and the West in the last years of the war including the negotiations and agreements at Yalta and Potsdam. The development of the Cold War 1945-55: Soviet take-over in Eastern Europe and the 'Iron Curtain'. American containment – the Truman Doctrine and the Marshall Plan. The Soviet response – the building of the Berlin Wall and the Berlin Blockade and the resulting airlift. Who was to blame for the Cold War?

### **The Cold War outside Europe: Cuba and Vietnam**

The Cuban Revolution and the events of 1959-1961 including the Bay of Pigs. The causes of the Missile Crisis and the resolution of the Crisis. The consequences of the Crisis. Who gained most from the Crisis, the USA or the USSR?

The Vietnam War. Reasons for US involvement in Vietnam. The main aspects of the war, especially the effectiveness of the tactics used by both sides. The reasons, both in Vietnam and in the USA, for US withdrawal from Vietnam.

### **The collapse of Communism in Eastern Europe and the ending of the Cold War**

Khrushchev's leadership of the USSR and the beginning of the 'thaw'. Case Studies of the causes, events and results of the Hungarian Uprising of 1956, the Czechoslovak Crisis in 1967-8 and the rise of Solidarity in Poland 1980-4. The reasons for Gorbachev's policies of perestroika and glasnost and the abandoning of the Brezhnev Doctrine. The impact of these reforms on Eastern Europe and the collapse of communism in Eastern Europe in 1989. The end of the Soviet Union in 1991. Why did Soviet control of Eastern Europe collapse so quickly?

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