



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 1



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Bahagian Pembangunan Kurikulum

APRIL 2016

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RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;
Memelihara satu cara hidup demokratik;
Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;
Menjamin satu cara yang liberal terhadap tradisi-tradisi
kebudayaannya yang kaya dan berbagai corak;
Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**



NATIONAL PRINCIPLES

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:

Maintaining a democratic way of life;

Creating a just society in which the wealth of the nation shall be equitably shared;

Ensuring a liberal approach to her rich and diverse cultural traditions; and

Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia,

pledge our united efforts to attain these ends, guided by these principles:

BELIEF IN GOD

LOYALTY TO KING AND COUNTRY

SUPREMACY OF THE CONSTITUTION

RULE OF LAW

GOOD BEHAVIOUR AND MORALITY

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals, who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large.

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

3. Kurikulum Kebangsaan

(1) Kurikulum Kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97]

NATIONAL CURRICULUM DEFINITION

3. National Curriculum

(1) An educational programme that includes curriculum and co-curricular activities which encompasses all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97

KATA PENGANTAR

Kurikulum Standard Sekolah Menengah (KSSM) yang dilaksanakan secara berperingkat mulai tahun 2017 akan menggantikan Kurikulum Bersepadu Sekolah Menengah (KBSM) yang mula dilaksanakan pada tahun 1989. KSSM digubal bagi memenuhi keperluan dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum yang dilaksanakan di sekolah menengah setanding dengan standard antarabangsa. Kurikulum berasaskan standard yang menjadi amalan antarabangsa telah dijelmakan dalam KSSM menerusi penggubalan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) untuk semua mata pelajaran yang mengandungi Standard Kandungan, Standard Pembelajaran dan Standard Pentaksiran.

Usaha memasukkan Standard Pentaksiran di dalam dokumen kurikulum telah mengubah landskap sejarah sejak Kurikulum Kebangsaan dilaksanakan di bawah Sistem Pendidikan Kebangsaan. Menerusinya murid dapat ditaksir secara berterusan untuk mengenalpasti tahap penguasaannya dalam sesuatu mata pelajaran, serta membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid.

DSKP yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSM, mengintegrasikan pengetahuan, kemahiran dan nilai, serta memasukkan secara eksplisit Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT). Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan.

Bagi menjayakan pelaksanaan KSSM, pengajaran dan pembelajaranguru perlu memberi penekanan kepada KBATdengan memberi fokus kepada pendekatan Pembelajaran Berasaskan Inkuiri dan Pembelajaran Berasaskan Projek, supaya murid dapat menguasai kemahiran yang diperlukan dalam abad ke-21.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan KSSM. Semoga pelaksanaan KSSM akan mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan.

Dr. SARIAH BINTI ABD. JALIL
Pengarah
Bahagian Pembangunan Kurikulum

INTRODUCTION

The Standard-Based English Language Curriculum for Secondary Schools (SBELC) is a progression from the Standard-Based English Language Curriculum for Primary Schools and is developed on the basis of accessibility, quality, equity, flexibility and do-ability.

The SBELC document encompasses the Content Standards, Learning Standards, assessment and pedagogical approach.

The Content Standard determines the goals the pupils have to achieve at the end Form 5. The Learning Standards determine what the pupils are expected to know and able to do at a particular year in their secondary education. The assessment tracks pupils' learning progress in the form of formative assessment. Summative assessment on the other hand is an evaluation of pupils' academic achievement within a stipulated instructional period. From a pedagogical perspective, all the language skills are taught from the easy to the difficult with each given due emphasis through the modular approach.

English language is the future of communication within the local and global context as it transcends across cultural and linguistic boundaries. As English is an international language and is widely used on the internet, it is far reaching in terms of lifelong knowledge acquisition, forging cultural understanding and preparing pupils for real world situations.

In Malaysia, English is the second language and is taught in all schools throughout the country. Although there are varieties of English used, the Standard British English is considered as the official standard of reference for English where spelling, grammar and pronunciation are concerned.

THE CURRICULUM FRAMEWORK

The Standard-Based Curriculum for Secondary Schools is based on the six strands which are; communication, spirituality, attitude and values, humanities, personal competence, physical development and aesthetics, and science and technology (Figure 1). In the SBELC, knowledge, skills and good values are elements integrated into each strand. These elements are woven into every lesson to inculcate awareness, understanding and respect for the diversity

amongst individuals and various communities leading to unity and harmony in our multicultural society. In preparing pupils to meet the challenges of the 21st century, due emphasis is given to developing perseverance, critical, creative and innovative thinking, and current Information and Communication Technology (ICT) skills. As future leaders, pupils need to improve their proficiency in English, as well as leadership qualities and ethical decision-making skills in order to be globally competitive.

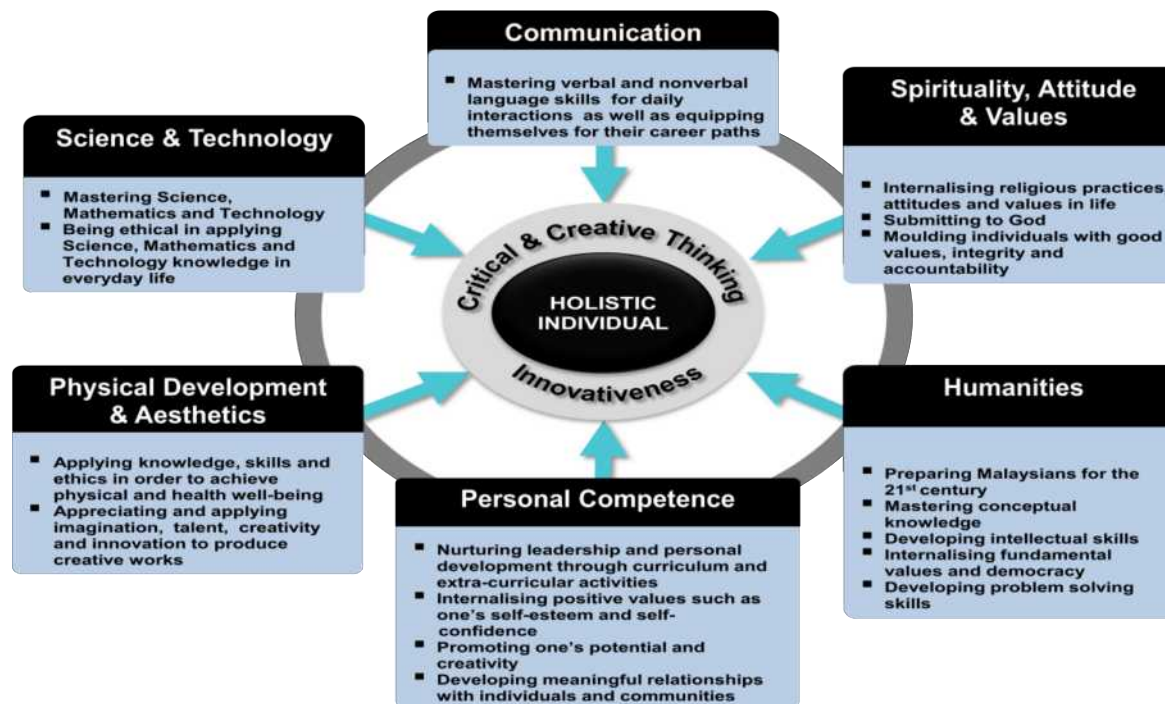


Figure 1: The Standard-Based Curriculum for Secondary Schools Framework

AIMS

The SBELC aims to enable pupils to communicate confidently, proficiently and competently; be knowledgeable, respectful of other cultures and well-versed in emergent literacies; make calculated decisions through critical and analytical thinking, and collaborate with others to solve problems creatively and innovatively in the real world.

OBJECTIVES

By the end of secondary education, pupils can:

1. Understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure.
2. Describe experiences, events, dreams, hopes and ambitions, and give reasons and explanations for opinions and plans.
3. Use appropriate language to make calculated decisions in situations likely to arise in real life.
4. Produce ideas and connected texts on various topics of interest.
5. Use a range of learning tools including multimedia to communicate in various modes.
6. Comprehend and appreciate a variety of literary and non-literary texts critically and creatively.
7. Understand and respect the perspectives of people who are of different cultural heritages and linguistic diversity.
8. Acquire lifelong interest and enjoyment of language learning through curiosity and enquiry.

FOCUS

The SBELC has four focus areas that are imperative in enabling pupils to meet the challenges and demands of a diverse, globalised and dynamic era. These areas are curriculum principles, curriculum organisation, curriculum approach and lesson organisation.

Curriculum Principles

The SBELC is based on the following five guiding principles that meet the challenges and demands of the 21st century:

- Preparing for the real world
- Sustaining language use
- Acquiring global competencies
- Acknowledging pupil differences
- Developing confident and competent communicators

Preparing for the Real World

The challenges of the 21st century demand an education system that prepares pupils to be competent, knowledgeable and confident. The SBELC takes into account skills and knowledge that are necessary for pupils to function in the real world. This is achieved by making use of real-life issues which are meaningful

and “hands-on” in nature for classroom activities and project work. Hence, pupils are able to apply knowledge and skills to real world settings which would lead to greater success in their future work place.

Sustaining Language Use

The SBELC emphasises the importance of sustaining the use of English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is depicted in the four broad themes:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

These themes are incorporated into the teaching and learning process, allowing pupils to engage in classroom activities that relate to real life situations. Pupils are able to develop a deeper understanding and awareness of their surroundings, and work towards sustaining an English language environment.

Acquiring Global Competencies

The world we live in today is highly inter-connected that there is a need for education to play a role in preparing pupils to become

competent global citizens. The concept of global competence incorporates the knowledge and skills pupils need in the 21st century. Globally-competent pupils are equipped with the knowledge and skills to:

- investigate the world; being aware, curious, and interested in learning about the world and how it works;
- communicate ideas to diverse audience on various topics through different mediums and rapidly-emerging technologies; and
- become global players by taking responsibility for their actions and weighing the consequences.

Acknowledging Pupil Differences

In implementing the teaching approaches, lessons and curriculum materials, teachers must take into account the varying needs and abilities of pupils. In addition, sufficient opportunities to practise the desired language skills should be provided to ensure that Learning Standards are achieved. Therefore, it is important that appropriate activities and materials be used for pupils of different learning styles so that their full potential can be realised.

Developing Confident and Competent Communicators

Effective communication is pivotal in today's fast-paced world. We need to be able to communicate our thoughts and ideas in a coherent and cohesive manner through various modes, verbally

and non-verbally. Therefore, our pupils need to acquire the language skills and engage in activities that further develop their confidence and competence in communication to face the real world.

Curriculum Organisation

The English Language curriculum for primary and secondary schools in Malaysia are organised into four key stages (Table 1).

Table 1: Key Stages in SBELC

Stage One	Year 1, Year 2 and Year 3 (Lower Primary)
Stage Two	Year 4, Year 5 and Year 6 (Upper Primary)
Stage Three	Form 1, Form 2 and Form 3 (Lower Secondary)
Stage Four	Form 4 and Form 5 (Upper Secondary)

The curriculum is organised in these stages with the intention of building a strong foundation in the teaching and learning of the English language through three phases (Figure 2).

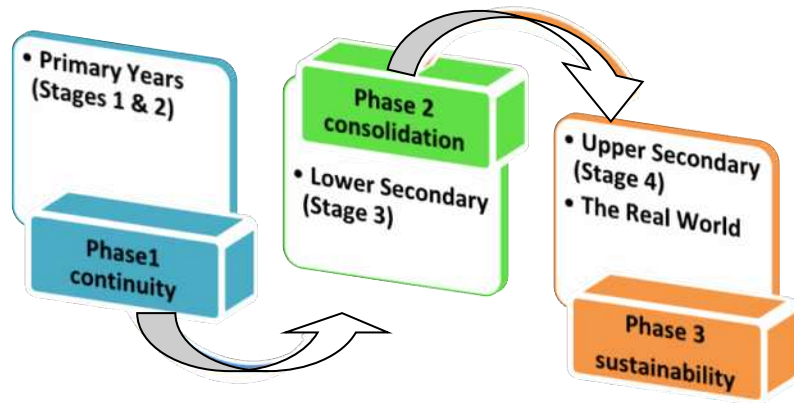


Figure 2: The Phases of Teaching and Learning English in Malaysia

The phases involve continuity (Phase 1), consolidation (Phase 2) and sustainability (Phase 3). The first phase ensures continuity from the primary school curriculum (Stages 1 and 2) to the SBELC for secondary schools. This can be seen where pupils in Lower Secondary (Stage 3) strengthen the mastery of the language skills learnt during their primary school education.

In the second phase, pupils in Upper Secondary (Stage 4) will be able to consolidate and apply the language skills in situations that emulate the real world.

In the third phase, sustainability of the language skills learnt is manifested in fun-filled, meaningful and pupil-centred activities. The three phases assure that by the end of secondary education, all pupils should be able to communicate accurately, confidently and effectively in the English Language.

Curriculum Approach

The SBELC emphasises the modular approach. This approach ensures that all the four language skills; Listening, Speaking, Reading and Writing, and the elements of Grammar and Literature in Action are given due focus and attention during the teaching and learning process.

The SBELC proposes the following domains of language use:

- Personal
- Public
- Educational
- Occupational

The **personal** domain relates to socialising with family, friends, neighbours and those around us.

The **public** domain encompasses dealings with the public services, administrative bodies, cultural and leisure activities of a public nature and the mass media.

The **educational** domain covers academic bodies and institutions, and concerns with acquiring specific knowledge or skills.

The **occupational** domain refers to all activities that relate to one's job.

The domains provide the context within which language use occurs. Each domain requires a different approach in terms of pupils' learning needs.

During teaching and learning, the four language skills and the elements of Grammar and Literature in Action are connected through topics that are related to the following themes:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

These themes are developed based on the aims and objectives of SBELC. Both the domains and themes are essential in enhancing the development of the four language skills through the selection of a variety of topics. Thus, language strategies and activities can be planned and carried out successfully.

Lesson Organisation

The SBELC focuses on the four language skills, starting with the Listening and Speaking, followed by Reading and Writing. In addition to the four language skills, two other elements, Grammar and Literature in Action, are given due and equal emphasis during teaching and learning.

A teacher begins a topic by focusing on Listening and Speaking skills while other skills such as Reading and Writing are incidental. This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Reading skills during which Listening and Speaking, and Writing skills are incidental. When the Writing skill is in focus, all other language skills are incidental.

All the four language skills are linked through a topic of a selected theme. Grammar is infused during the teaching of these language skills and it is also given emphasis in a separate and specific

Grammar lesson. It is advisable that before embarking on a new topic, the teacher decides on the Grammar item that he/she wants to infuse in all the language skills and focus on in the Grammar lessons.

To optimise learning, proper planning is required prior to teaching and learning. In SBELC, teachers can plan lessons using a Teaching Organiser (Appendix 1) which ties the various key components of a lesson namely; domains, themes, topics, Content and Learning Standards, and assessment together. Collaborative planning of the organiser is encouraged through professional learning communities (PLC). PLC enables teachers to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of their pupils.

When planning lessons, teachers should take into account that pupils learn through connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to their experiences in the real world.

At the end of every topic, an action-oriented task that depicts meaningful real life situations is planned for pupils to explore their language usage. In their daily lives, pupils can relate to these tasks to face various situations that may require them to use English.

The Literature in Action (LiA) module mainly focuses on the Literature Component of the SBELC. This component involves the use of literary texts of different genres which are poetry, dramas, short stories, graphics novels, and novels to inculcate reading habits and enhance thinking skills. LiA provides pupils opportunities to explore their creativity and potential thus allowing them to participate actively and express themselves without much reservation. The SBELC lesson organisation is represented in Figure 3.

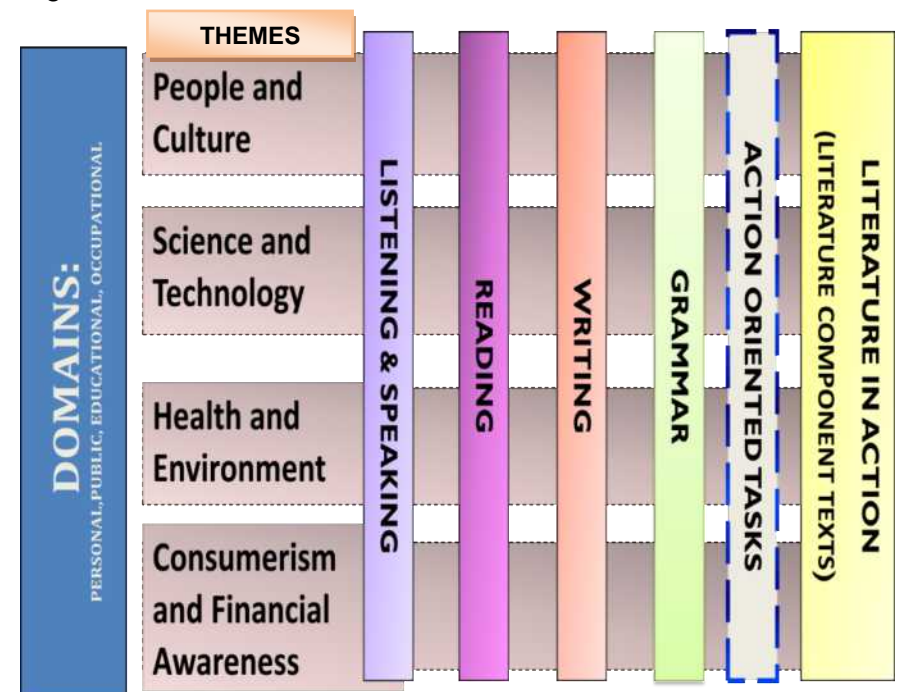


Figure 3: Lesson Organisation

Figure 3 shows how the domains, themes, the four language skills, and the Grammar and LiA elements as well as the action-oriented tasks are organised to realise the aims and objectives of SBELC.

21ST CENTURY SKILLS

The SBELC focuses on learning skills, literacy skills and life skills which are key attributes in the holistic development of pupils in the 21st century.

Learning skills refer to the ability to think critically and creatively, to collaborate and communicate effectively.

Literacy skills refer to information literacy, media literacy and technology literacy.

Life skills refer to the ability to navigate the complex life and work environments, by being flexible and adaptable, having initiative and self-direction, having social and cross-cultural skills, being productive and accountable and displaying leadership and responsibility.

By cultivating 21st Century Skills, pupils are able to develop the aspired characteristics as mentioned in the pupils' profile (Table 2).

Table 2: 21st Century Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being learners themselves. They generate questions about and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Communicator	Pupils are able to voice out their thoughts, ideas and information with confidence and creativity orally and in written form, using various types of media and technologies.
Team Player	Pupils are able to co-operate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions by each member in the team. They gain interpersonal skills through collaboration, which in turn makes them better leaders and team members.

Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Principled	Pupils have a sense of integrity, sincerity, equality, fairness, high moral standards and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.
Informed	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
Caring	Pupils are able to show empathy, pity and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.
Patriotic	Pupils are able to show their love, support and respect for the country.

HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating. In the Standard-Based Curriculum for Primary Schools (KSSR), due emphasis has been given to **HOTS** in all aspects of teaching, learning and assessment. In SBELC, emphasis on **HOTS** refer to the four cognitive levels namely, application, analysis, evaluation and creation (Table 3).

Table 3: Higher Order Thinking Skills

Cognitive Levels	Explanation
Application	Using knowledge, skills and values in different situations to complete a piece of work.
Analysis	Ability to break down information into smaller parts in order to understand and make connections between these parts.
Evaluation	Ability to consider, make decisions using knowledge, experience, skills, and values and justify decisions made.
Creation	Produce an idea or product using creative and innovative methods.

In teaching and learning, **HOTS** is incorporated through activities that promote critical thinking and creativity, and utilise thinking strategies and reasoning skills.

Critical thinking skills refer to the ability to evaluate an idea logically and rationally in order to make good judgement using logical reasons and evidences.

Creative thinking skills refer to the ability to produce or create something new using imagination and thinking out of the box.

Reasoning skills refer to an individual's ability to make judgements through logical and rational evaluation.

Thinking strategies refer to structured and focused thinking that require the analysis and synthesis of data or facts to solve problems.

TEACHING AND LEARNING STRATEGIES

Teaching and learning in the 21st century is pupil-centred and the teacher acts as a facilitator. Teaching and learning is more effective when strategies are applied appropriately in supportive environments. These teaching and learning strategies involve:

- Cognitive processes in learning and understanding information, such as paraphrasing sentences and summarising texts.
- Metacognitive processes, which is thinking about thinking, encompasses planning, regulating, monitoring and modifying the cognitive learning processes so as to acquire and understand information. For example, while reading pupils may decide to change their reading strategy in order to achieve a specific purpose.
- Resource management, in controlling resources required in the teaching and learning activities such as time, effort, affect and support.

The following teaching and learning strategies accommodate differences in learning styles. Teachers are encouraged to use their professional judgment to review the suggested strategies and then decide on the most appropriate for meeting the needs of their pupils. As teachers know their pupils' learning styles and

needs, they may need to select alternative teaching and learning strategies or adapt those suggested to deliver the content. Some of the strategies recommended in the SBELC are:

Inquiry-Based Learning

The purpose of inquiry in the teaching and learning of language is to plan strategic Pupil-centred learning activities based on explorative learning. Pupils will be actively involved and engaged during the duration of the teaching and learning process, subsequently, improving their language proficiency. This language teaching approach is dynamic and effective in raising curiosity, shaping proactive attitudes, instilling critical and creative ability and sustaining pupils' interest. Pupils are trained to pose questions, give opinions and suggestions, gather, organise, and analyse information, to explore, make judgments, solve problems, apply learning to new situations and make reflections.

In addition, teachers can pose questions that require pupils to think creatively, innovatively, logically, critically, and respond appropriately as well as being able to evaluate their own learning. Besides questioning, inquiry in language learning can also be realised through methods and techniques such as project-based learning, surveys, brainstorming, demonstration, simulation, role-play, group work, drama, forum, and dialogue for pupils' continued engagement in the teaching and learning process.

Project-Based Learning

Project-based learning (PBL) emulates the real world experiences. Pupils learn to plan and document the progress of their projects. In implementing the plan, pupils might need to make necessary improvements and adjustments as they proceed to complete the project within the stipulated time frame. Therefore, time management, critical and analytical thinking as well as creativity and collaborative work determine the effective completion of the project.

In the SBELC, PBL is mainly implemented during LiA. Pupils are given small inter-connected projects leading to and culminating in the production of a performance. The teacher guides the pupils to ensure that the implementation of the project progresses smoothly and is completed as planned. In total, PBL promotes hands-on, minds-on, and hearts-on activities that lead to the holistic development of pupils and to be ready to face the challenges of the 21st century.

Pupil-Centredness

In pupil-centred classrooms, the learning tasks or activities are geared towards discovery learning. Pupils engage in tasks that require inquiry learning and collaborating with one another.

Pupils are encouraged to get information through communicating with others, reading or sourcing information through various media such as the Internet, in order to complete the tasks. In reality, an increasing proportion of learning occurs online outside formal school hours. As such, pupils have to keep abreast with rapid changes in technology.

In addition, the pupils' awareness and knowledge of filtering relevant information from various sources are important; to differentiate the facts from the fiction; the good from the bad; the ethical from the unethical; and the truth from the lies.

As facilitators, teachers guide the pupils throughout the learning process while completing their tasks. Pupils have to be taught to think methodically and coherently, and this can be done through the use of various thinking tools. During the learning process, making mistakes is inevitable; however, it should be seen in a positive light as pupils learn through making mistakes.

Cooperative Learning

Group work is recommended for activities or tasks to familiarise pupils with the idea of working in teams. To ensure that every group member is productive and responsible, it is recommended that the size of groups is kept small. Every pupil should take turns

to play the role of a group leader as leadership qualities are pivotal in the 21st century.

Through group work, pupils learn to manage time, practise soft skills, learn to compromise and collaborate in completing their task. Simultaneously, they learn to be responsible for their part, to deal with differences amongst themselves, to come up with creative and innovative alternatives in solving problems and to make informed judgment and calculated decisions through consensus.

CROSS-CURRICULAR ELEMENTS

The cross-curricular elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in SBELC. This benefits the pupils because today's complex and multi-dimensional world requires them to have the ability to make connections between various sources of knowledge. A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21st Century. These cross-curricular elements are as follow:

1. Language

- The correct usage of the medium of instruction in all subjects should be emphasised.
- Emphasis on correct language use, as well as focus on pronunciation, sentence structure, grammar, terminology and language registers must be stressed during teaching and learning in order to help pupils develop ideas and communicate effectively.

2. Environmental sustainability

- This refers to anything that furthers the goal of making life sustainable for the planet, and must be instilled and nurtured in pupils through teaching and learning.
- Knowledge about the importance of environmental conservation will cultivate appreciation of the environment and subsequently affect positive behaviour.

3. Values

- Values are given due emphasis in SBELC so that pupils understand and practise them in their daily lives. These values encompass aspects of spirituality, humanity and citizenship.

4. Science and technology

- Inculcating pupils' interest in science and technology will accelerate their literacy in science and technology.
- The use of technology in teaching and learning will capture pupils' interest thus making teaching and learning effective and fun.
- The development of scientific and technological attitudes, approaches and skills is necessary to cope with the rapidly changing environment for problem-solving and decision making in our daily lives. The use of scientific and technological approaches enhances teaching and learning to meet personal, local and global requirements.

5. Patriotism and Citizenship

- The importance of instilling good values, knowledge, and the understanding of the duties, obligations and responsibilities of each and every citizen of this country is crucial for the well being of the country.
- Similarly, patriotism is instilled through pupils' participation in curricular and co-curricular activities. This enables pupils to work together and collaborate towards nation-building.

6. Creativity and Innovation

- Creativity is the ability to use the imagination to gather, comprehend and generate ideas to create something new and original.
- Innovation on the other hand, is the application of creativity through modification, revision and development of an idea.
- Creativity and innovation are closely related and are vital components for the development of individuals to face the challenges of the 21st century. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

7. Entrepreneurship

- The infusion of entrepreneurship in the curriculum introduces entrepreneurial knowledge, skills and practice to pupils.
- Entrepreneurial mind-set amongst pupils can be fostered through relevant and meaningful activities which inculcate attitudes or qualities such as diligence, honesty and

responsibility as well as developing a creative and innovative mind to develop products and propel ideas.

8. Information and Communications Technology

- Information and Communications Technology (ICT) is intended to ensure pupils apply and enhance their knowledge and ICT skills. Application of ICT will not only drive pupils to be creative but also makes teaching and learning more interesting and fun, and subsequently improves the quality of learning.
- In line with globalisation, ICT-related skills are incorporated into the Learning Standards in the SBELC. These skills involve using resources such as multimedia and the Internet in teaching and learning. Some examples of activities that can be carried out include e-mailing, chatting, blogging and tweeting as well as networking and interacting with electronic software and course

9. Global Sustainability

- This element aims at developing pupils' awareness, knowledge and values relating to global environmental change as well as human well-being and development. These knowledge and values can be applied in these

areas; consumerism and sustainable products, global citizenship and unity.

- The acquisition of global sustainability knowledge is imperative in preparing pupils to face the 21st century challenges at the local, national and global level.

10. Financial Education

- The integration of financial education is crucial to develop pupils who are capable of making calculated, sound financial decisions, practising ethical financial management and managing finances with skill and accountability.
- In SBELC, financial education is given due importance with the introduction of the Consumerism and Financial Awareness theme.

ASSESSMENT

School-based assessment involves the process of collecting information about pupils' progress. The school-based assessment is planned, implemented and reported by respective teachers. This process is continuous and can be formal or informal in tracking pupil's actual level of proficiency and mastery.

There are two types of school-based assessments to be carried out in schools; the formative assessment and summative assessment.

The formative assessment is an important aspect of teaching and learning in the classroom. The main purpose of having the formative assessment is to improve pupils' learning and the quality and effectiveness of teaching strategies. Formative assessment is an ongoing and continuous diagnostic assessment. It is carried out during teaching and learning and provides immediate feedback. Various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document the attainment of the Learning Standards.

The summative assessment is an assessment of learning, carried out to evaluate pupils' learning, skill acquisition and academic achievement at the end of an instructional period; as a conclusion of a topic, as mid-term tests and year-end examinations, and as standardised national examinations. The aim of the summative assessment is to determine whether and to what degree pupils have learnt what they have been taught as outlined by the curriculum. The summative assessment can also be utilised as part of school improvement efforts to help teachers determine whether pupils are making adequate academic progress or meeting the expected Learning Standards. The results of the summative assessment are used to inform modifications to instructional strategies, learning materials, lesson designs, and may be used to improve the education system.

To help teachers carry out assessment effectively, the Performance Standards are incorporated into this document together with the Content and Learning Standards

Performance Standard

The Performance Standard refers to the six levels of pupils' progress in the acquisition of the four language skills; Listening, Speaking, Reading and Writing. Teachers can diagnose the learning strengths and weaknesses, measure pupils' progress against the teaching and learning objectives, then review, re-strategise and modify their teaching to enhance pupils' learning. The performance levels are arranged in an ascending manner to differentiate the levels of pupils' achievement. In Table 4, a general Performance Standard Guide is provided to assist teachers in assessing their pupils' overall progress. Similarly, specific Performance Standard Guides for the four language skills; Listening and Speaking, Reading and Writing, are also provided. These specific Performance Standards Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers may use the specific descriptors provided to determine the performance level of their pupils in the respective language skill. Once the performance level of each language skill has been identified, teachers can then determine their pupils overall performance level using the guide in Table 4.

Nevertheless, for Grammar and LiA, the pupils' progress can be assessed based on the Standard Performance Guides of the four language skills.

Table 4: General Performance Standard Guide

Performance Levels	General Descriptors
1 Very Limited	Pupils display very limited knowledge and command of the language, and require lots of guidance and practice for basic language tasks.
2 Limited	Pupils display limited knowledge and command of the language, and require guidance and practice for basic language tasks.
3 Satisfactory	Pupils display satisfactory knowledge and command of the language, and are able to use language independently to certain extent but require guidance for some challenging language tasks.
4 Good	Pupils display good knowledge and command of the language, and are able to use language independently but require guidance for more complex language tasks.
5 Very Good	Pupils display very good knowledge and command of the language, and are able to use language almost independently.
6 Excellent	Pupils display excellent knowledge and command of the language, are able to perform challenging and complex tasks, in addition to using language independently without any guidance.

CONTENT ORGANISATION

The curriculum content in the SBELC is organised into three broad sections, namely Content Standards, Learning Standards and the Performance Standards. Each section is explained in Table 5.

Table 5: Content Standards, Learning Standards and Performance Standards

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
<p>Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' secondary education.</p> <p>The Content Standards are over-arching educational goals that should be achieved by the end of Form Five.</p>	<p>The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their secondary education.</p> <p>It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard.</p> <p>These standards should be mastered by all pupils at the end of each Form.</p>	<p>Expresses the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards.</p> <p>These Standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.</p> <p>In sum, it is an indicator of success</p>

LISTENING AND SPEAKING

Listening and Speaking

Effective communication is to articulate thoughts and ideas in various forms and purposes, contexts and for various purposes using both verbal and nonverbal communication skills.

The SBELC is designed to provide a strong and complete foundation in aural and oral experiences. Pupils are able to present information and ideas confidently. Multiple media technology can be utilised to enhance their oral presentation. Critical thinking and problem solving skills should also be honed to prepare them for real world challenges.

In the initial stages of language learning, pupils listen, discriminate and pronounce accurately with correct intonation, stress and sentence rhythm. Learning also takes place through reciting and reading aloud texts using correct pronunciation, articulation, and rhythm which improve their linguistic competence. They then progress from linguistic to communicative competence by engaging in meaningful conversations using various speech acts. Pupils listen to and view critically a wide

range of audio and video discourse for different purposes, audiences, contexts and cultures.

Objectives for Listening and Speaking in Form 1

By the end of Form 1, pupils can:

1. Listen to, discriminate and pronounce accurately long and short vowels and diphthongs.
2. Speak with correct intonation, stress and sentence rhythm.
3. Listen to and respond to directions, instructions and procedures.
4. Listen to text of different genres and classify the grammar items and vocabulary.
5. Listen to spoken, audio and visual texts to retrieve main ideas and supporting details.
6. Listen to and respond to spoken, audio and visual texts to compare and contrast, identify cause and effect, paraphrase and summarise, identify and organise, and solve problems.
7. Express feelings and give simple descriptions of personal experiences orally.
8. Participate in simple conversations using speech acts.

1.0 Listening and Speaking Skills

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>1.1 Listen to and use correct pronunciation, stress, rhythm and intonation patterns to communicate</p>	<p>Pupils can:</p> <p>1.1.1 Listen to, discriminate and pronounce accurately : (i) long and short vowels (ii) diphthongs</p> <p>1.1.2 Speak with correct intonation, stress and sentence rhythm</p>
<p>1.2 Listen to, engage and interpret meaningful conversations</p>	<p>1.2.1 Listen to and respond to directions, instructions and procedures</p> <p>1.2.2 Listen to text of different genres and classify the grammar items and vocabulary</p>
<p>1.3 Listen to and respond critically to a wide range of spoken, audio and visual texts</p>	<p>1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details</p> <p>1.3.2 Listen to and respond to spoken, audio and visual texts to: (i) compare and contrast (ii) identify cause and effect (iii) paraphrase and summarise (iv) identify and organise (v) solve problems</p>

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>1.4 Speak intelligibly, eloquently and appropriately for different purposes, audiences, contexts and cultures</p>	<p>Pupils can:</p> <p>1.4.1 Express feelings and give simple descriptions of personal experiences orally</p> <p>1.4.2 Participate in simple conversations using speech acts:</p> <ul style="list-style-type: none"> (i) greeting (ii) apologies (iii) invitation (iv) compliment (v) request (vi) complaint (vii) refusal

Performance Standard Guide for Listening and Speaking

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
1 (Very Limited)	Can listen, understand and pronounce simple words, and utilise very limited words to express feelings with lots of guidance	<ul style="list-style-type: none"> • Can listen and understand simple words uttered at a slow pace • Can listen and understand simple directions (uttered word by word, at a slow pace with teacher guidance or repetition) • Can pronounce simple words with teacher guidance • Can give simple directions with teacher guidance • Can use limited words with teacher guidance to express feelings
2 (Limited)	Can listen, understand, pronounce and use stress patterns in simple words, and utilise limited words to express feelings with guidance	<ul style="list-style-type: none"> • Can listen and identify stress patterns in simple words • Can listen and follow simple directions and instructions (without teacher guidance) • Can pronounce and use stress patterns in simple words • Can use limited words to express feelings • Can give simple directions and instructions based on a simple map
3 (Satisfactory)	Can listen, understand, pronounce and use stress patterns in simple phrases, and utilise limited words and phrases to express feelings and descriptions on familiar situations but still require some guidance for challenging tasks	<ul style="list-style-type: none"> • Can listen and identify stress patterns in simple phrases • Can listen and follow simple directions, instructions and procedures • Can pronounce and use stress patterns in simple phrases • Can use limited words and phrases to express feelings and descriptions • Can give simple directions and instructions

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
4 (Good)	Can listen, understand, pronounce and use the correct intonation, rhythm and stress patterns in simple sentences, and utilise words and phrases to express feelings and descriptions independently to a certain extent but still require guidance for more complex tasks	<ul style="list-style-type: none"> • Can listen and identify correct intonation, stress patterns and rhythm in sentences • Can listen and follow simple directions, instructions and procedures • Can listen and retrieve information from telephone conversations with guidance • Can pronounce sentences with the correct intonation, rhythm and stress patterns • Can express feelings and participate in simple conversations • Can relate information obtained from telephone conversations • Can give a presentation using ICT or electronic media • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail
5 (Very Good)	Can listen, understand, pronounce and use the correct intonation, rhythm and stress patterns in sentences, utilise phrases and sentences to express feelings and descriptions effectively using various media, and respond to audience almost independently	<ul style="list-style-type: none"> • Can listen and identify correct pronunciation, intonation, stress patterns and rhythm in sentences • Can listen and retrieve information with minimal guidance • Can listen and retrieve information from telephone conversations with guidance • Can pronounce sentences with the correct pronunciation, intonation, rhythm and stress patterns • Can give clear directions, instructions and procedures • Can share personal experiences effectively • Can relate information obtained from documentaries / speeches • Can give a presentation using ICT or electronic media and respond to audience • Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
6 (Excellent)	Can listen, understand, pronounce and use the correct intonation, rhythm and stress patterns accurately, utilise well-structured sentences and formulaic language to express feelings and descriptions using various media confidently, spontaneously, fluently and precisely and respond to audience independently without any guidance	<ul style="list-style-type: none"> • Can listen and discriminate correct pronunciation, intonation, rhythm and stress patterns accurately • Can listen and retrieve information independently • Can speak using correct pronunciation, intonation, rhythm and stress patterns accurately • Can understand the gist of given information and impart the information in real life contexts • Can respond and give clear and detailed directions, instructions and procedures confidently • Can express ideas and information spontaneously, fluently and precisely in various contexts • Can give a coherent oral presentation using ICT or electronic media and respond to audience spontaneously • Can use reasoning in presenting views in real life contexts • Can use formulaic language in conversations within everyday real life contexts • Can produce clear, smooth flowing well-structured descriptions with an effective logical structure which helps the audience to notice and remember significant points

READING

Reading

The main purpose of reading in the 21st century is to identify and comprehend ideas in a text, connect it to prior knowledge or schemata, and apply these ideas to the real world for different situations and purposes.

The SBELC explicates the purpose for reading. Pupils who are aware of their reading goals and are able to apply effective reading strategies will become motivated and critical readers. Hence, reading strategies should be explicitly taught to enable pupils to make use of them in independent reading.

The Content and Learning Standards for Reading provide guidance for pupils to be active readers who can critically engage with the text. Pupils develop their organisational skills by analysing and integrating information from various texts that would help them comprehend the text and develop new ideas.

Objectives for Reading in Form 1

By the end of Form 1, pupils can:

1. Read and develop vocabulary skills by understanding similes.
2. Understand meanings of words from print media by using a dictionary.
3. Demonstrate understanding by identifying main ideas in given texts.
4. Locate and organise information by using graphic organisers and creating their own graphic organisers.
5. Analyse and infer information by using textual clues to predict outcomes or conclusions and finding meaning of unfamiliar words.
6. Read various texts and retrieve information by skimming and scanning.
7. Read various texts and select information for specific purposes.
8. Read a variety of texts from various media to obtain information to solve simple problems.

2.0 Reading Skills

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>2.1 Demonstrate understanding of a variety of texts using a range of strategies to construct meaning</p>	<p>Pupils can:</p> <p>2.1.1 Read and develop vocabulary skills by understanding (i) similes.</p> <p>2.1.2 Understand meanings of words from print media by using (i) dictionary</p>
<p>2.2 Apply a range of strategies to comprehend texts related to everyday living</p>	<p>2.2.1 Demonstrate understanding by (i) identifying main ideas in given texts</p> <p>2.2.2 Locate and organise information by: (i) using graphic organisers (ii) creating their own graphic organisers</p> <p>2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions (ii) finding meaning of unfamiliar words</p>

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>2.3 Analyse and evaluate various texts</p>	<p>Pupils can:</p> <p>2.3.1 Read various texts and retrieve information by: (i) skimming and scanning</p> <p>2.3.2 Read various texts and select information for specific purposes</p>
<p>2.4 Read independently and extensively to explore and expand ideas for personal development</p>	<p>2.4.1 Read a variety of texts from various media to obtain information to solve simple problems</p>

Performance Standard Guide for Reading

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
1 (Very Limited)	Can read and understand words and simple phrases in the texts with lots of guidance	<ul style="list-style-type: none"> • Can read words and phrases in texts • Can understand words and phrases in the texts
2 (Limited)	Can find meaning of words from the dictionary, understand and answer simple questions on the text with guidance	<ul style="list-style-type: none"> • Can read simple texts but unable to find meaning of words from the dictionary • Can show limited understanding of texts by being able to identify the subject matter • Can understand and answer simple questions on the text
3 (Satisfactory)	Can identify main ideas and supporting details, understand and answer questions on a variety of texts but require guidance for some challenging tasks	<ul style="list-style-type: none"> • Can read a variety of texts and able to find meanings of words from the dictionary • Can show moderate understanding of texts by being able to identify main ideas and supporting details • Can understand and answer questions on a variety of texts
4 (Good)	Can understand, explain and respond to a range of texts, integrate information from two texts, and present information in non-linear form but require some guidance for more complex tasks	<ul style="list-style-type: none"> • Can read a variety of texts with good understanding of a range of vocabulary • Can show good understanding of texts and able to present information in non-linear form • Can understand, explain and respond to a range of texts. • Can integrate information from two texts • Can gain knowledge from culturally authentic texts

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
5 (Very Good)	Can understand, analyse, respond and predict outcomes to a wide range of texts, integrate information from multiple texts and apply knowledge from culturally authentic texts for problem solving almost independently	<ul style="list-style-type: none"> • Can read a variety of texts with very good understanding of a range of vocabulary • Can show very good understanding of texts and able to predict outcomes • Can understand, analyse and respond to a wide range of texts • Can integrate information from more than two texts • Can apply knowledge from culturally authentic texts for problem solving
6 (Excellent)	Can understand, analyse, evaluate, predict, infer and respond to a variety of texts, integrate information from several texts and apply knowledge from a wide range of culturally authentic texts for problem solving independently without any guidance	<ul style="list-style-type: none"> • Can read a variety of texts with excellent understanding of a wide range of vocabulary • Can show excellent understanding of the texts and able to predict, infer and draw conclusions • Can understand, analyse, evaluate and respond to a variety of texts. • Can integrate information from several texts • Can apply knowledge from a wide range of culturally authentic texts for problem solving

WRITING

Writing

Writing in the 21st century is a challenge as it is evolving to meet the needs and demands in a globalised world. The SBELC provides an avenue for pupils to master writing skills in the personal, public, educational and occupational domains. They can put their thoughts and ideas down in an article or a journal, write a letter or an email to a friend or an organisation, and create a story that comes from their imagination.

As a result, pupils should be able to source for information, organise ideas and content, apply grammar rules, identify audience and use an appropriate style and tone to produce a coherent and cohesive piece of writing.

Objectives for Writing in Form 1

By the end of Form 1, pupils can:

1. Write simple sentences correctly.
2. Organise ideas and write titles for a paragraph and captions for illustrations, posters and cartoons.
3. Apply pre-writing strategies by brainstorming, note-taking and outlining.
4. Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices.
5. Use a variety of sentence structures to elaborate, extend ideas in paragraphs / organisational structures.
6. Write for academic and functional purposes namely, for email / messages, process and procedures, and letters.
7. Write for creative and personal expressions namely, for e-diary, journals and posters and slogans.

3.0 Writing Skills

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>3.1 Apply appropriate writing skills and strategies</p>	<p>Pupils can:</p> <p>3.1.1 Write simple sentences correctly</p> <p>3.1.2 Organise and write ideas in a paragraph: (i) titles for a paragraph (ii) captions for illustrations, posters and cartoons.</p> <p>3.1.3 Apply pre-writing strategies: (i) brainstorming (mind-maps, bubble maps, etc.) (ii) note-taking (iii) outlining.</p> <p>3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices</p> <p>3.1.5 Use a variety of sentence structures to elaborate, extend ideas in paragraphs / organisational structures: (i) topic sentences (ii) thesis statement</p>

CONTENT STANDARDS	LEARNING STANDARDS FORM 1
<p>3.2 Produce a variety of texts for creative, personal, academic and functional purposes</p>	<p>Pupils can:</p> <p>3.2.1 Write for academic and functional purposes: (i) email / messages (ii) process and procedures (iii) letters</p> <p>3.2.2 Write for creative and personal expressions: (i) e-diary (ii) journals (iii) posters and slogans</p>

Performance Standard Guide for Writing

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
1 (Very Limited)	Can spell simple words, match words to form simple phrases, rearrange words to form simple isolated phrases and sentences with lots of guidance and practice	<ul style="list-style-type: none"> • can copy words on related topics • can spell (simple) words • can match words to form simple phrases • can rearrange words to form simple isolated phrases and sentences
2 (Limited)	Can use punctuation and capitalisation satisfactorily, fill gaps in simple sentences and forms legibly, and write a series of simple phrases and sentences linked with simple connectors with guidance and practice	<ul style="list-style-type: none"> • can use punctuation and capitalisation satisfactorily • can fill gaps with words/ phrases to form simple sentences • can fill in blanks and forms legibly • can write short simple sentences with guidance • can write a series of simple phrases and sentences linked with simple connectors
3 (Satisfactory)	Can organise and write ideas in simple paragraphs with guided vocabulary, identify main ideas in simple paragraphs satisfactorily, write straightforward connected texts using simple and compound sentences on a range of familiar but require guidance for some challenging tasks	<ul style="list-style-type: none"> • can write simple and compound sentences using stimulus • can rearrange sentences to form a paragraph • can organise and write ideas in paragraphs using guided vocabulary on related topic • can write courteous emails/messages in acceptable format • can identify main ideas in simple paragraphs satisfactorily • can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements in a linear sequence

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
4 (Good)	Can write clear letters, processes and procedures, journal entry, thesis statement and introductory paragraphs with guidance, and can synthesise and evaluate information and arguments from a number of sources but require guidance for more complex tasks	<ul style="list-style-type: none"> • can write a short description using a variety of sentences • can write a variety of sentence structures independently to form paragraphs • can write clear letters and processes and procedures in acceptable form • can write a journal entry • can identify thesis statement in simple introductory paragraphs • can identify and write main ideas fairly well • can identify thesis statement in an introductory paragraph with guidance • can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources

PERFORMANCE LEVEL	GENERAL DESCRIPTORS	SPECIFIC DESCRIPTORS
5 (Very Good)	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion almost independently	<ul style="list-style-type: none"> • can write a variety of sentence structures to elaborate and extend ideas independently • can write a composition with the thesis statement and topic sentences independently • can write clear letters and process and procedure in acceptable form • can compose texts on topics which are familiar or of personal interest • can write reactions to personal experiences in accurate and specific language • can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion
6 (Excellent)	Can display excellent knowledge and command of the language by writing clear, smooth flowing, complex texts in an appropriate and effective style with logical structure independently without any guidance	<ul style="list-style-type: none"> • can write a variety of sentence structures to elaborate and extend ideas creatively • can write a composition with the thesis statement and topic sentences creatively • can compose texts on topics which are familiar or of personal interest • can write reactions to personal experiences in accurate and specific language • can write clear, smooth flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points

GRAMMAR

Grammar

Grammar is an important aspect in language learning. In SBELC, pupils learn Grammar rules in context as well as in isolation. With specific time allocated for the learning of Grammar and with more practice, pupils will be able to learn the rules of grammar, relate them to previous knowledge and apply them in speaking and writing by producing grammatically correct structures.

In short, with emphasis placed on the learning of good grammar skills in the SBELC, pupils are expected to have a good command of these basic language items. This, together with the mastery of the Listening, Speaking, Reading and Writing skills, will facilitate these pupils to use English language proficiently and efficiently in real world situations.

Objectives for Grammar in Form 1

By the end of Form 1, pupils can:

1. Identify and use common nouns, proper nouns, countable nouns, uncountable nouns, singular nouns, plural nouns and Subject Verb Agreement (SVA).
2. Identify and use possessive, demonstrative and interrogative pronouns.

3. Identify and use adjective of quality, possessive and comparison of adjectives.
4. Identify and use indefinite article 'a' and 'an'.
5. Identify and use regular verbs, irregular verbs and auxiliary verbs.
6. Identify and use adverbs of manner, time and place.
7. Identify and use simple present tense, simple past tense and future tense.
8. Identify and use prepositions of place, time, directions, positions and phrasal verbs.
9. Identify and use modals 'can', 'may' and 'might'.
10. Identify and use 'and', 'but', 'so', 'or' and 'because'.
11. Identify and use positive and negative questions / statements, yes / no questions/ statements and choice question.
12. Identify and use capital letters, comma, full stop, question mark and exclamation mark.
13. Construct simple sentences correctly and meaningfully.
14. Identify and use similes in context appropriately.

4.0 Grammar

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>4.1 Identify and use language structures appropriately according to context</p>	<p>Pupils can:</p> <p>4.1.1 Identify and use nouns appropriately according to context.</p> <ul style="list-style-type: none"> (i) common nouns (ii) proper nouns (iii) countable nouns (iv) uncountable nouns (v) singular nouns (vi) plural nouns (vii) Subject Verb Agreement (SVA) <p>4.1.2 Identify and use pronouns appropriately according to context.</p> <ul style="list-style-type: none"> (i) possessive (ii) demonstrative (iii) interrogative <p>4.1.3 Identify and use adjectives appropriately according to context.</p> <ul style="list-style-type: none"> (i) adjective of quality (ii) possessive (iii) comparison of adjectives <p>4.1.4 Identify and use articles appropriately according to context.</p> <ul style="list-style-type: none"> (i) indefinite article 'a' and 'an'

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
	<p>Pupils can:</p> <p>4.1.5 Identify and use verbs appropriately according to context (i) regular verbs (ii) irregular verbs (iii) auxiliary verbs</p> <p>4.1.6 Identify and use adverbs appropriately according to context (i) manner (ii) time (iii) place</p> <p>4.1.7 Identify and use tenses appropriately according to context (i) simple present tense (ii) simple past tense (iii) future tense</p> <p>4.1.8 Identify and use prepositions appropriately according to context (i) place (ii) time (iii) directions (iv) positions (v) phrasal verbs</p>

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
	<p>Pupils can:</p> <p>4.1.9 Identify and use modals appropriately according to context (i) can (ii) may (iii) might</p> <p>4.1.10 Identify and use conjunctions appropriately according to context (i) and (ii) but (iii) so (iv) or (v) because</p> <p>4.1.11 Identify and use question forms appropriately according to context (i) positive and negative questions / statements (ii) yes / no questions/ statements (iii) choice question</p> <p>4.1.12 Identify and use punctuation appropriately according to context (i) capital letters (ii) comma/full stop (iii) question mark (iv) exclamation mark</p>

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
4.2 Apply grammatical rules at word, phrase and sentence levels correctly and meaningfully	4.2.1 Construct simple sentences correctly and meaningfully
4.3 Use various forms of language to create meaning in a variety of texts	4.3.1 Identify and use (i) similes in context appropriately

Note:

Grammar is assessed through the four skills; Listening and Speaking, Reading and Writing. However, Grammar is taught by using the modular approach.

LITERATURE IN ACTION

Literature in Action

The Literature in Action (LiA) component enhances pupils' proficiency and enjoyment of the English language through literature. Pupils get to explore and exploit various genres provided under the Literature Component such as novels, graphic novels, short stories, poems and dramas, in a fun-filled, meaningful and interesting manner so that pupils gain exposure to the aesthetic use of language.

In line with the 21st Century Skills, the use of social networking, ICT literacy and technology awareness, complements the joy of learning the English language through literature. Pupils work collaboratively to solve common challenges and this requires extensive reading, exchange of ideas and knowledge gathered from various resources.

The LiA Content and Learning Standards in the SBELC incorporate the four language skills of Listening, Speaking, Reading and Writing as well as the Grammar items. The mastery of these skills is further enhanced through Project-Based Learning (PBL) during the LiA lessons. This approach facilitates pupils to be analytical, critical, evaluative, creative and innovative to

overcome challenges in various contexts. Therefore, in SBELC much effort should be placed into sustaining pupils' interest during LiA for fun and meaningful learning, and not learning for examination purposes. However, formative assessment should be carried out during the teaching and learning process to help pupils progress to their next level of competence.

Objectives for Literature in Action in Form 1

By the end of Form 1, pupils can:

1. Listen to and respond orally to various literary works.
2. Read and understand various literary works.
3. Share personal responses of issues related to literary works and develop new ideas or solve problems.
4. Identify meaning of words based on context.
5. Produce a new genre from the literary text read.
6. Create and produce linear and/or graphic presentation in a fun manner.
7. Share personal responses to literary works through performances.

5.0 Literature in Action

CONTENT STANDARDS	LEARNING STANDARDS
	FORM 1
<p>5.1 Engage and respond to a variety of literary texts to express understanding of the broader world of ideas and concepts</p>	<p>Pupils can:</p> <p>5.1.1 Listen to and respond orally to various literary works</p> <p>5.1.2 Read and understand various literary works</p> <p>5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems</p>
<p>5.2 Use a wide range of literary texts to convey views for different purposes and audiences, and relate them to real life situations</p>	<p>5.2.1 Identify meaning of words based on context</p> <p>5.2.2 Produce a new genre from the literary text read</p> <p>5.2.3 Create and produce linear and/or graphic presentation in a fun manner</p> <p>5.2.4 Share personal responses to literary works through performances</p>

Note:

Literature in Action (LiA) is assessed through the four skills; Listening and Speaking, Reading and Writing. However, LiA is taught by using the modular approach.

Suggested Word List

This list contains words pertaining to areas of interest to be mastered in Stage 3, appropriate to the A2 level on the Common European Framework of Reference (CEFR). These words should be often repeated and reiterated in classroom teaching and learning for pupils to remember the meanings of these words effectively and develop a familiarity for their use. As the list is not exhaustive, teachers may also teach other words in relation to the themes provided.

Word Sets

Appliances

air-conditioner	digital camera	laptop	radio
camera	DVD (player)	lights	telephone
CD (player)	electric	microwave	television / TV
cell phone	electricity	mobile (phone)	toaster
clock	fridge / refrigerator	MP3 player	video
computer	gas (cooking)	oven	washing machine
cooker	lamp	phone	water heater

Clothes and Accessories

bag	fashion	raincoat	tie
bathing suit	glasses	ring	tights
belt	glove	scarf	trainers

blouse	handbag	shirt	trousers
boot	hat	shoes	try on (v)
bracelet	jacket	shorts	T-shirt
cap	jeans	skirt	umbrella
chain	jewellery	suit	uniform
clothes	jumper	sunglasses	wallet
coat	kit	sweater	watch
costume	necklace	swimming costume	wear (v)
dress	pocket	swimsuit	
earring	purse	swimwear	

Colours

black	golden	orange	red
blue	green	pale	white
brown	grey	pink	yellow
dark	light	purple	

Communication and Technology

address	digital	laptop	screen
at	digital camera	mobile (phone)	software
by post	dot	mouse	talk

call (v)	download (n & v)	MP3 player	telephone
camera	DVD (player)	net	text (n & v)
CD (player)	email (n & v)	online	video
cell phone	envelope	personal computer (PC)	web
chat	file	photograph	web page
click (v)	information	photography	website
computer	internet	phone	
conversation	keyboard	printer	

Family and Friends

aunt	girl	group	mum(my)
boy	grandchild	guest	neighbour
brother	grand(d)ad	guy	parent
child	granddaughter	husband	pen-friend
cousin	grandma	love (n & v)	sister
dad(dy)	grandmother	married	son
daughter	grandfather	miss	surname
family	grandpa	mother	teenager
father	grandparent	Mr	uncle
friend	grandson	Mrs	wife
friendly	granny	Ms	

Food and Drink

apple	chocolate	ice	plate
bake	coffee	ice cream	potato
banana	cola	jam	rice
barbecue	cook (n & v)	juice	roast (v & adj)
biscuit	cooker	kitchen	salad
boil	cream	knife	salt
boiled	cup	lemon	sandwich
bottle	curry	lemonade	sauce
bowl	cut (n)	lunch	sausage
box	dessert	main course	slice (n)
bread	dinner	meal	snack (n)
break (n)	dish (n)	meat	soup
breakfast	drink	melon	steak
burger	eat	menu	sugar
butter	egg	milk	sweet (n & adj)
cafe/café	fish	mineral water	tea
cafeteria	food	mushroom	thirsty
cake	fork	oil	toast
can (n)	fridge	omelette	tomato
candy	fried	onion	vegetable
carrot	fruit	orange	waiter
cereal	garlic	pasta	waitress

cheese	glass	pear	wash up
chef	grape	pepper	yoghurt
chicken	grilled	picnic	
chilli	honey	piece of cake	
chips	hungry	pizza	

Health, Medicine and Exercise

appointment	cut (v)	foot	pain
accident	danger	hair	problem
ambulance	dangerous	hand	rest (n)
baby	dead	head	run
arm	dentist	health	sick
back	die	hear (v)	soap
bandage	doctor	heart	stomach
blood	Dr	hospital	stomach ache
body	ear	hurt (v)	swim
brain	exercise	ill	temperature
break (v)	eye	leg	tired
check (v)	face	lie down	tooth
chemist	fall (v)	medicine	toothache
clean (adj & v)	feel (v)	neck	toothbrush

cold (n)

finger

nose

walk

comb (n)

fit

nurse

well (adj)

Hobbies and Leisure

barbecue

CD (player)

guitar

musician

beach

club

hobby

paint (n & v)

bicycle

collect (v)

holidays

park

bike

computer

join

party

book

dance (n & v)

magazine

photograph (n & v)

camera

draw

member

picnic

camp

DVD (player)

MP3 player

quiz

camping

festival

museum

tent

campsite

go out

music

video game

House and Home

address

computer

garage

refrigerator

apartment

cooker

garden

roof

armchair

cupboard

gas

room

bath(tub)	curtain	gate	safe (adj)
bathroom	desk	hall	shelf
bed	dining room	heating	shower
bedroom	door	home	sink
blanket	downstairs	house	sitting room
bookcase	drawer	key	sofa
bookshelf	DVD (player)	kitchen	stay (v)
bowl	entrance	lamp	toilet
box	flat (n)	light	towel
carpet	floor	live (v)	
chair	fridge	living room	
clock	furniture	pillow	

Measurements

centimetre	hour	minute	week
day	kilo(gramme)/kg	moment	year
degree	kilometre/km	quarter	
gramme	litre	second	
half	metre	temperature	

Personal Feelings, Opinions and Experiences (adjectives)

able	difficult	kind	soft
afraid	excellent	lovely	sorry
alone	famous	lucky	special
amazing	fast	married	strange
angry	favourite	modern	strong
bad	fine	nice	sure
beautiful	free	noisy	sweet
better	friendly	old	tall
big	funny	pleasant	terrible
bored	good	poor	tired
boring	great	pretty	unhappy
brave	happy	quick	useful
brilliant	hard	quiet	well
busy	heavy	ready	worried
careful	high	real	wrong
clear	hungry	rich	young
clever	important	right	
cool	interested	slow	
different	interesting	small	

Places: Buildings

apartment (building)	college	hospital	school
bank	department store	hotel	shop
block	disco	house	sports centre
bookshop	elevator	library	stadium
bookstore	entrance	lift	supermarket
building	exit	museum	swimming pool
cafe/café	factory	office	theatre
cafeteria	flat	pharmacy	university
castle	garage	police station	
cathedral	grocery store	post office	
cinema	guest-house	railway station	

Places: Countryside

area	forest	path	sky
beach	hill	railway	village
campsite	island	rainforest	wood
farm	lake	river	
field	mountain	sea	

Places: Town and City

airport	city centre	petrol station	station
bridge	corner	playground	street
bus station	highway	road	town
bus stop	market	roundabout	underground
car park	park	square	zoo

Services

bank	doctor	museum	stall
cafe / café	garage	petrol station	swimming pool
cafeteria	hotel	post office	theatre
cinema	kiosk	restaurant	tourist information
dentist	library	sports centre	

Shopping

ad / advertisement	closed	label	sen
bargain (n & v)	complain	loyalty card (membership)	shop
bill	complaint	mall	sales assistant
bookshop	cost (n & v)	online shopping	shopper
buy (v)	counter	open (v & adj)	shopping

cash (n & v)	customer	parking (n & v)	spend
cash register	customer service	pay (for)	store
cashier	credit card	price	supermarket
change (n & v)	department store	price tag	try on
cheap	discount (n & v)	queue	
cheque	expensive	receipt	
close (v)	for sale	rent	

Sports

athlete	football	ride (n & v)	swim
athletics	football player	rule(s)	swimming costume
badminton	futsal	rugby	swimming pool
baseball	goal	run (v)	swimsuit
basketball	golf	sailing	table tennis
bat	gymnastics	scoreboard	team
bicycle	hockey	sepak takraw	tennis
boat	jersey	skate (v)	tennis player
bowling	luck	skateboard (n)	throw (v)
catch (v)	member	ski (v)	ticket
climb (v)	outdoor activity	skill	tournament

club	play (v)	soccer	trainers
coach (n)	player	softball	trophy
competition	pool (n)	spectator	versus
court	practice (n)	sport(s)	volleyball
cycling	practise (v)	sports attire	walk (v)
diving	prize	sports centre	watch (v)
enter (a competition)	race (n & v)	sportsmanship	win (v)
field	racket	squash	winner
fishing	rest (n & v)	stadium	whistle

The Natural World

air	fire	moon	spring
autumn	flower	mountain	star
beach	forest	north	summer
bee	grass	plant	tree
country	grow	rabbit	water
countryside	hill	river	west
desert	hot	sea	winter
east	ice	sky	wood
explorer	island	south	wool
field	lake	space	world

Time

afternoon	evening	morning	tonight
a.m./p.m.	half (past)	night	week
appointment	holidays	noon	weekday
autumn	hour	o'clock	weekend
birthday	January - December	past	weekly
calendar	meeting	quarter (past/to)	winter
century	midnight	second	working hours
clock	minute	spring	year
daily	moment	summer	yesterday
date	Monday - Sunday	time	
day	month	today	
diary	monthly	tomorrow	

Travel and Transport

aeroplane	engine	miss (v)	straight on
airport	engineer	motorcycle	street
ambulance	explorer	MRT (mass rapid transit)	suitcase
arrive	far	park (v)	taxi
backpack	ferry	passenger	terminal
boat	flight	passport	ticket
bridge	fly	petrol	tour (n)

bus	freight	petrol station	tour guide
bus station	garage	pilot	tourist
bus stop	helicopter	platform	tourist information centre
car	highway	railway	traffic
cargo	immigration	repair (v)	underground (n)
coach	journey	return(n & v)	traffic light
commuter	depart	ride	travel
country	left	right	trip
cruise (n & v)	LRT (light rail transit)	road	tyre
customs	limousine	roundabout	underground (n)
delay (n & v)	luggage	sailing	visit
delayed	machine	seat	visitor
drive	map	ship	way (n)
driver	mechanic	station	wheel
driving/driver's licence	mirror	stop	window

Weather

cloud	haze	snow	warm
cloudy	hot	storm	waves
cold	landslide	sun	weather
flood	Lightning	sunny	wet
fog	ice	thunderstorm	wind
foggy	rain	tsunami	windy

Work and Occupations

accountant	cook (n & v)	farm	photographer
actor / actress	customer	farmer	pilot
air steward	dentist	guest	police officer
air stewardess	desk	guide	politician
architect	diary	instructions	receptionist
artist	diploma	job	secretary
boss	doctor (Dr)	journalist	shop assistant
business	driver	letter	shopper
businessman	earn	manager	singer
businesswoman	email (n & v)	mechanic	staff
chef	engineer	meeting	teacher
chemist	explorer	message	tour guide
cleaner	factory	musician	uniform
clerk	fireman	nurse	waiter / waitress
coach (n)	fisherman	occupation	work
company	fishmonger	office	worker
computer	government servant	painter	writer

Note

(n) refers to noun; (v) refers to verb; (adj) refers to adjective

Adapted from KET Vocabulary List© UCLES 2012

TEACHING ORGANISER

Name of Teacher(s):		
Form	Duration(weeks)	Grammar Item(s)

Domain (s)	Theme	Topic

Expectations (questions/statements to be answered while and after lessons-similar to objectives)

Teaching and Learning Strategies

--

Cross-Curricular Elements

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Listening and Speaking	Duration: hours
Content Standard(s):	
Learning Standard(s):	
Activity(ies):	
Formative Assessment:	
Resources:	
Reflection:	

Reading	Duration: hours
Content Standard(s):	
Learning Standard(s):	
Activity(ies):	
Formative Assessment:	
Resources:	
Reflection:	

Writing		Duration: hours
Content Standard(s):		
Learning Standard(s):		
Activity(ies):		
Formative Assessment:		
Resources:		
Reflection:		

Grammar	Duration: hours
Content Standard(s):	
Learning Standard(s):	
Activity(ies):	
Formative Assessment:	
Resources:	
Reflection:	

Action-Oriented Task(s)

(These action-oriented tasks ensure that all the four language skills and the Grammar elements

taught are integrated to emulate real-life situations. These tasks and experiences will be the bridging that helps pupils to overcome challenges in real life which require them to communicate in English.)

Duration: hours**Content Standard(s):****Learning Standard(s):****Activity(ies):****Assessment:****Resources:****Reflection:**

Literature in Action	Duration: hours
Content Standard(s):	
Learning Standard(s):	
Activity(ies):	
Formative Assessment:	
Resources:	
Reflection:	

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