



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

TINGKATAN 2



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Tingkatan 2

Bahagian Pembangunan Kurikulum

Terbitan 2017

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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 memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan 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 memberi 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) ini digubal bagi memenuhi keperluan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum Bahasa Inggeris yang dilaksanakan di sekolah menengah setanding dengan standard antarabangsa.

Sehubungan dengan itu, KSSM bagi mata pelajaran Bahasa Inggeris yang diajarkan dengan *Common European Framework of References* (CEFR) telah digubal melalui Usaha Sama Kementerian Pendidikan Malaysia (KPM) dan Cambridge English (CE), United Kingdom.

Melalui usaha sama ini, satu kurikulum berasaskan standard telah dijelmakan menerusi pembinaan Standard Kandungan dan Standard Pembelajaran yang diajarkan dengan CEFR. Silibus dan Rancangan Pengajaran Tahunan (*Schemes of Work*) juga dibina bagi membantu guru bahasa Inggeris melaksanakan proses pengajaran dan pembelajaran yang berkesan.

Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Bahasa Inggeris yang disediakan juga mengandungi Standard Pentaksiran untuk membantu guru mengenal pasti tahap penguasaan murid dan

membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid dalam mata pelajaran Bahasa Inggeris.

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

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan kurikulum ini secara langsung mahupun tidak langsung. Semoga pelaksanaan KSSM Bahasa Inggeris yang diajarkan dengan CEFR ini akan mencapai hasrat dan matlamat pendidikan kebangsaan.

Shazali Bin Ahmad
Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

INTRODUCTION

In this era of global competitiveness, the mastery of English is essential for pupils to gain access to information and knowledge. As English Language is also dominantly used in Information and Communications Technology (ICT), pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet. Besides, it is paramount that pupils equip themselves with the necessary skills in order to keep pace in a rapidly emergent global economy as indicated in The Malaysia Education Blueprint 2013 – 2025.

The Blueprint also stipulates the importance of the development and the application of 21st Century curriculum and assessment. This is in line with the government's policy to enhance the mastery of English Language amongst teachers and pupils as well as internationally benchmark the English Language curriculum. The Blueprint also specifies that every pupil should be independently proficient in the English language as defined by the Common European Framework of References (CEFR) for languages. The latter has been adopted by many countries as an international framework for language teaching, learning and assessment.

Thus, collaboration between the Ministry of Education, Malaysia (MOE) and Cambridge English, United Kingdom (CE) has been

fostered to enable the development of the Standards-Based English Language Curriculum (SBELC). The SBELC document incorporates a mapping of the English Language Content and Learning Standards as well as pedagogical approaches which are aligned with the CEFR.

In addition, the CEFR levels and descriptors form the basis in the development of the curriculum standards for preschool as well as for primary and secondary schools. The SBELC document includes the syllabus containing key components of a lesson namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment Standards.

The framework is also used as a reference to develop the SBELC's target proficiency levels (A1 and A2 or Basic User; B1 and B2 or Independent User; and C1 and C2 or Proficient User). These curriculum target levels describe what the pupils are expected to achieve at each stage of learning from preschool to form five. These target levels will enable pupils to measure their own progress, and facilitate teachers in gauging the pupils' proficiency level.

Table 1 indicates the curriculum target levels for primary and secondary based on the CEFR. The curriculum standards for Form 2 are aligned to the CEFR proficiency level A2 High.

Table 1: Curriculum Target Levels Based on CEFR

Primary						Secondary				
1	2	3	4	5	6	1	2	3	4	5
Working Towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid	Revise A2	A2 High	B1 Low	B1 Mid	B1 High

In conclusion, the CEFR aligned Standards-Based English Language Curriculum (SBELC) is built on the foundations of communicative competence and fully caters for cognitive progression in its learning standards through increasing expectations of pupils' ability to grasp concepts as they move through the preschool to secondary levels. Therefore, this curriculum of an international standard will further maximise pupils' learning outcomes.

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.

The aim of learning English in Form 2 is to continue providing pupils with positive and successful experiences with English, along with an integrated focus on grammar and varied and continued practice of the four skills (listening, speaking, reading and writing) and Literature in Action.

OBJECTIVES

By the end of secondary education, pupils are able to:

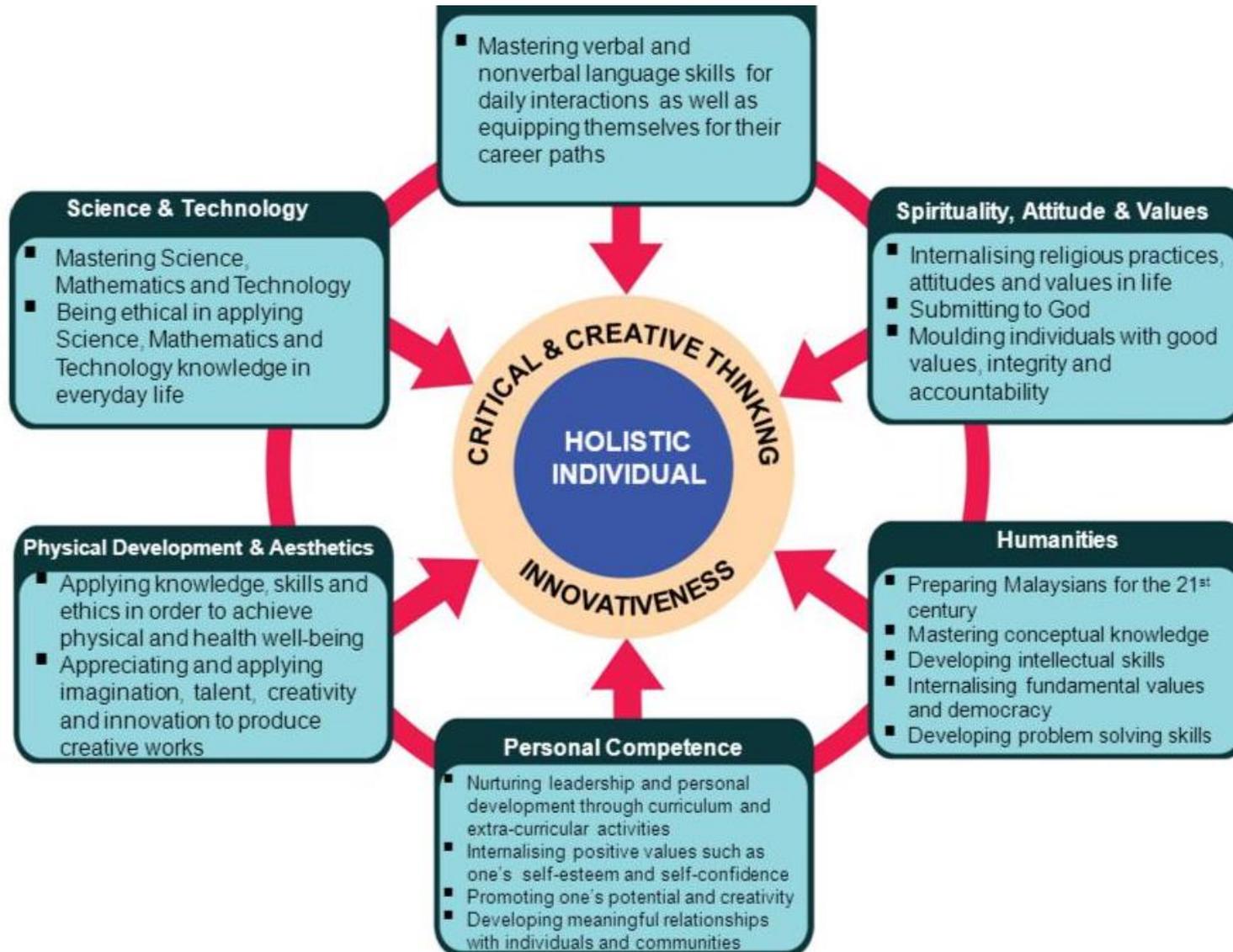
1. understand meaning in a variety of familiar contexts.
2. use appropriate listening strategies in a variety of contexts.
3. recognise features of spoken genres on familiar topics.
4. communicate information, ideas, opinions and feelings intelligibly on familiar topics.
5. use register appropriately.
6. use appropriate communication strategies.
7. communicate appropriately to a small or large group on familiar topics.
8. understand a variety of texts by using a range of appropriate reading strategies to construct meaning.
9. explore and expand ideas for personal development by reading independently and widely.
10. communicate intelligibly through print and digital media on familiar topics.
11. communicate with appropriate language, form and style.
12. engage with, respond to and interpret a variety of literary text types.
13. analyse and evaluate a variety of literary text types.
14. express an imaginative response to literary texts.

THE CURRICULUM FRAMEWORK

The curriculum 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 Standards-Based Curriculum Framework for Secondary Schools



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 Pupils' Differences
- Developing Confident and Competent Communicators

1. 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.

2. 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.

3. Acquiring Global Competencies

The world today is highly interconnected and is important 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.

4. Acknowledging Pupils' 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.

5. 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 2).

Table 2: 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.

Curriculum Approach

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

During teaching and learning, the four language skills and the aspects 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. These 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 Listening, Speaking, Reading and Writing. In addition to the four language skills, Grammar and Literature in Action are also given due focus during the teaching and learning process.

A teacher may begin a topic by focusing on Listening skills while other skills such as Speaking, Reading and Writing are incidental. This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Speaking skills during which Listening, Reading and Writing skills are incidental. When the Reading skill or Writing skill is in focus, all other language skills are incidental. The SBELC does not specify any specific order of teaching the language skills.

All the four language skills are linked through a topic of a selected theme. Aspects of Grammar are evidently present during each focus. Grammar is infused during the teaching of these language skills. 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.

To optimise learning, proper planning is required prior to teaching and learning. In SBELC, teachers can plan lessons using the Syllabus document and the Scheme of Work which ties the

various key components of a lesson namely; themes, topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and assessment together. Collaborative planning 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.

Teachers are encouraged to plan an action-oriented task at the end of each topic. This task depicts meaningful real life situations 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) aspect mainly focuses on the Literature Component of the SBELC. This component involves the use of literary texts of different genres namely; 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 2

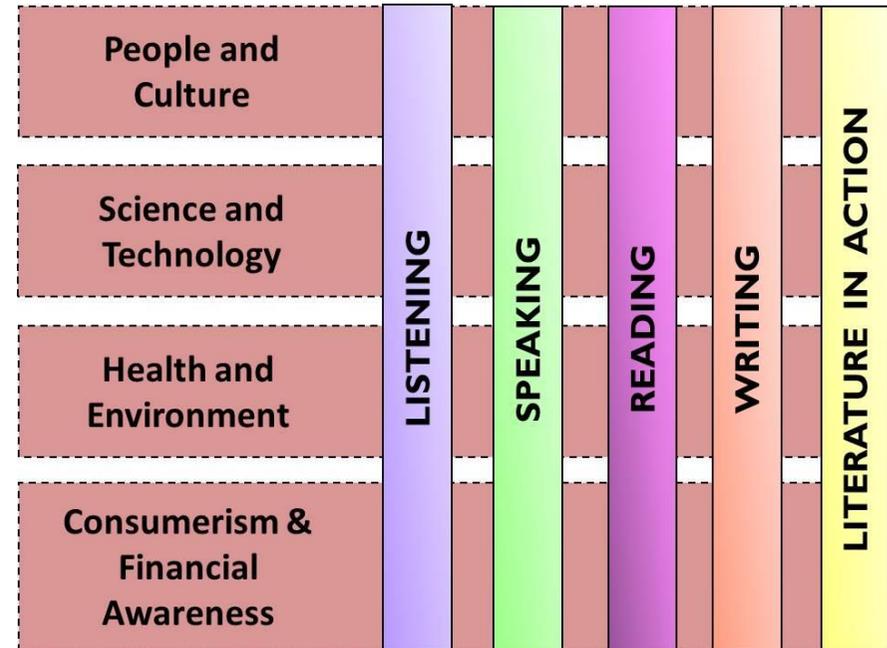


Figure 2: Lesson Organisation

Figure 2 shows how the themes, the four language skills and LiA are organised to realise the aims and objectives of SBELC. The organisation does not reflect any specific order on how the language skills and LiA are to be carried out during the teaching and learning process.

21ST CENTURY SKILLS

One of the Standards-Based Secondary Curriculum (KSSM) aspirations is to develop pupils with the 21st Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices. The 21st Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 1. The mastery of Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21st Century Skills.

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 3).

Table 3: 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 judgments. They are able to think about learning and about being pupils themselves. They generate questions about learning and are opened 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 and express their thoughts, ideas and information with confidence and creatively, 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.

PUPILS' PROFILE	DESCRIPTION
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 serve the society and ensure 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 Standards-Based Curriculum for secondary schools (KSSM), 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 4).

Table 4: 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 judgment 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 judgments 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.

SCHOOL ASSESSMENT

School assessment involves the process of collecting information about pupils' progress in the classroom. The school 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.

Two types of school assessments are carried out in schools; the formative assessment and summative assessment.

The formative assessment is an important aspect of teaching and learning in the classroom. Formative assessment is an ongoing and continuous process. 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 students' progress in learning.

The main purpose of formative assessment is to improve pupils' learning and teachers can modify their approach to instructional strategies, amend and modify the learning materials and lesson design based on their post-lesson reflections, external observation and other methods of assessment mentioned above. This is to allow teachers to actively plan the lesson materials and approach to suit

pupils' actual levels and needs. To help teachers carry out the formative assessment effectively, the Performance Standards are incorporated into this document together with the Content and Learning Standards.

The summative assessment is an assessment of learning, carried out to evaluate pupils' learning, skills 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 the extent of pupils' learning as stipulated in the curriculum. The summative assessment can also be utilised as part of school improvement efforts to help teachers monitor pupils' academic progress or whether they are meeting the expected Learning Standards. The results of the summative assessment are used to inform modifications to instructional strategies, learning materials and lesson designs.

Performance Standards

Performance Standards refer 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 5, a general Performance Standards Guide is provided to assist teachers in assessing their pupils' overall progress. Similarly, specific Performance Standards Guides for the four language skills; Listening, 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 5.

In addition, the assessment for Grammar and Literature in Action is based on the Performance Standards Guide of the four language skills.

Table 5: General Performance Standards Guide for A2
(Basic User)

Performance Level	Notes
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations for the curriculum target.
4	Pupil works towards exceeding expectations of the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupil exceeds expectations of the curriculum target.

CONTENT ORGANISATION

The Curriculum Standards are developed jointly by the Ministry of Education, Malaysia and Cambridge English. The Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards are explained in Table 6

Table 6: The Curriculum 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 focus section provides an idea or the expected achievement by the end of Form 5.</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 Standards.</p> <p>These standards should be mastered by all pupils at the end of each Form.</p>	<p>Express 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>

SBELC adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the Performance Standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the Learning Standards to describe the thinking process which are measurable through the learning outcomes. In addition, the Content and Learning Standards in the SBELC document cover all aspects of thinking skills which are consistent with the CEFR principles.

1.0 LISTENING

LISTENING

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 two Content Standards focus on pupils' ability to understand meaning, to use appropriate listening strategies, and to recognise typical features of spoken texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

Objectives for Listening in Form 2

By the end of Form 2, pupils are able to:

1. understand independently the main ideas in simple longer texts on a range of familiar topics.
2. understand independently specific information and details in simple longer texts on a range of familiar topics.
3. recognise with support attitudes or opinions in simple longer texts on a range of familiar topics.
4. understand with little or no support longer sequences of classroom instructions.
5. understand with little or no support more complex questions.
6. understand with little or no support longer simple narratives on a wide range of familiar topics.
7. guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics.

1.0 Listening Skills

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
1.1 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	1.1.1 Understand independently the main ideas in simple longer texts on a range of familiar topics
	Understand specific details when listening to texts on familiar topics	1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics
	Understand attitude or opinion when listening to texts on familiar topics	1.1.3 Recognise with support attitudes or opinions in simple longer texts on a range of familiar topics
	Understand classroom instructions about familiar topics	1.1.4 Understand with little or no support longer sequences of classroom instructions
	Understand questions on familiar topics	1.1.5 Understand with little or no support more complex questions
	Understand narratives on familiar topics	1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics
1.2 Use appropriate listening strategies in a variety of contexts	Use strategies to understand meaning on familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics
1.3 Recognise features of spoken genres on familiar topics	Recognise typical features of spoken texts	1.3.1 <i>No learning standard (will be taught in subsequent years)</i>

Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> Hardly understands the main ideas and specific details in a text. Hardly shows any understanding of classroom instructions, complex questions and guess the meaning of unfamiliar words even with a lot of support. 	Requires support to achieve curriculum target (A2 High)
2	<ul style="list-style-type: none"> Acquires limited understanding of the listening skills in identifying the main ideas and specific details in a text with a lot of support. Shows limited understanding of classroom instructions, complex questions and guess the meaning of unfamiliar words. 	On track to achieve curriculum target (A2 High)
3	<ul style="list-style-type: none"> Acquires adequate understanding of the listening skills in identifying the main ideas and specific details in a text Shows satisfactory understanding of classroom instructions, complex questions and guess the meaning of unfamiliar words. 	Achieves expectations to achieve curriculum target (A2 High)
4	<ul style="list-style-type: none"> Acquires good understanding of the listening skills in identifying the main ideas and specific details in a text. Shows good understanding of classroom instructions, complex questions, and guess the meaning of unfamiliar words. 	On track to exceed expectations to achieve curriculum target (B1 Low)
5	<ul style="list-style-type: none"> Acquires very good understanding of the listening skills in identifying the main ideas and specific details in a text. Shows very good understanding of classroom instructions, complex questions, and guess the meaning of unfamiliar words. 	Working towards exceeding expectations to achieve curriculum target (B1 Low)
6	<ul style="list-style-type: none"> Acquires and uses the listening skills in identifying the main ideas and specific details excellently. Shows excellent understanding of longer sequences of classroom instructions, more complex questions and guess the meaning of unfamiliar words independently. Displays exemplary model of language use to others. 	Exceeds expectations to achieve curriculum target (B1 Low)

2.0 SPEAKING

SPEAKING

The four Content Standards focus on pupils' ability to communicate meaning, to use register appropriately, to use appropriate communication strategies, and to communicate appropriately when speaking alone to a small or large group. There are two sections; *Spoken Interaction* mainly for interacting with others, and *Spoken Production*, when speaking alone to a group.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 2.1.1 and finishes with 2.4.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different speaking skills in varied sequences in their English lessons.

Objectives for Speaking in Form 2

By the end of Form 2, pupils are able to:

1. ask about and explain key information from simple texts.
2. ask for and respond appropriately to simple suggestions.
3. express opinion about future plans or events.
4. express opinions about simple spoken or written advice given to themselves or others.
5. express opinions or feelings about character and personality.
6. keep interaction going in longer exchanges by checking understanding of what a speaker is saying.
7. communicate opinions or feelings about a story, event or experience.

2.0 Speaking Skills

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
SPOKEN INTERACTION		
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate information clearly	2.1.1 Ask about and explain key information from simple texts
	Find out about and communicate information clearly	2.1.2 Ask for and respond appropriately to simple suggestions
	Communicate plans and ambitions clearly	2.1.3 Express opinion about future plans or events
	Communicate a point of view clearly	2.1.4 Express opinions about simple spoken or written advice given to themselves or others
	Communicate feelings clearly	2.1.5 Express opinions or feelings about character and personality
2.2 Use register appropriately	Use register appropriately in familiar contexts	2.2.1 No learning standard (will be taught in subsequent years)
2.3 Use appropriate communication strategies	Manage interaction appropriately	2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying
SPOKEN PRODUCTION		
2.4 Communicate appropriately to a small or large group on familiar topics	Communicate information, events, stories, feelings and ideas to an audience	2.4.1 Communicate opinions or feelings about a story, event or experience

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly shows any ability to find out about and communicate information, opinions and feelings clearly. • Hardly manages interaction in communicating a point of view appropriately even with a lot of support. • Hardly shows any ability to narrate short stories and events to an audience even with a lot of support. 	Requires support to achieve curriculum target (A2 High)
2	<ul style="list-style-type: none"> • Displays limited ability to find out about and communicate information, opinions and feelings clearly. • Shows limited response in managing interaction by communicating a point of view appropriately. • Provides limited response in narrating short stories and events to an audience. 	On track to achieve curriculum target (A2 High)
3	<ul style="list-style-type: none"> • Displays adequate ability to find out about and communicate information, opinions and feelings clearly. • Shows satisfactory response in managing interaction in communicating a point of view appropriately. • Provides satisfactory response in narrating short stories and events to an audience. 	Achieves expectations to achieve curriculum target (A2 High)
4	<ul style="list-style-type: none"> • Displays good response in finding out about and communicating information, opinions and feelings clearly. • Shows good response in managing interaction in communicating a point of view appropriately. • Provides good response in narrating short stories and events to an audience. 	On track to exceed expectations to achieve curriculum target (B1 Low)
5	<ul style="list-style-type: none"> • Displays very good response in finding out about and communicating information, opinions and feelings clearly. • Shows very good response in managing interaction in communicating a point of view appropriately. • Provides very good response in narrating short stories and events to an audience. 	Working towards exceeding expectations to achieve curriculum target (B1 Low)

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
6	<ul style="list-style-type: none">• Displays excellent response in finding out about and communicating information, opinions and feelings clearly.• Shows excellent response in managing interaction in communicating a point of view appropriately.• Provides excellent response in communicating opinions about a story and events to an audience.• Displays exemplary model of language use to others.	Exceeds expectations to achieve curriculum target (B1 Low)

3.0 READING

READING

The two Content Standards for Reading focus on pupils' ability to understand meaning and to extend thinking through independent reading. The Learning Standards have five main strands. These are: understanding main ideas, understanding details, using reading strategies, using reference resources, and reading to develop thinking.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 3.1.1 and finishes with 3.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

Objectives for Reading in Form 2

By the end of Form 2, pupils are able to:

1. understand the main points in simple longer texts on a range of familiar topics.
2. understand specific details and information in simple longer texts on a range of familiar topics.
3. guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.
4. use independently familiar print and digital resources to check meaning.
5. recognise with support the attitude or opinion of the writer in simple longer texts.
6. read and enjoy fiction / non-fiction and other suitable print and digital texts of interest.

3.0 Reading Skills

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Understand the main idea in a variety of text types on familiar topics	3.1.1 Understand the main points in simple longer texts on a range of familiar topics
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics
	Guess the meaning of unfamiliar words in a variety of text types on familiar topics	3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics
	Use dictionary skills appropriately to check and extend understanding	3.1.4 Use independently familiar print and digital resources to check meaning
	Recognise the attitude or opinion of the writer in a variety of text types on familiar topics	3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts
	Recognise typical features of texts on familiar topics	3.1.6 No learning standard (<i>will be taught in subsequent years</i>)
3.2 Explore and expand ideas for personal development by reading independently and widely	Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment	3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest

Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly understands in identifying the main ideas and specific details in a text. • Hardly shows any ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words even with a lot of guidance. • Hardly shows any ability to read and understand a variety of fiction or non-fiction texts. 	Requires support to achieve curriculum target (A2 High)
2	<ul style="list-style-type: none"> • Displays limited understanding in identifying the main ideas and specific details in a text with a lot of support. • Shows limited ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words. • Displays limited ability to read and understand a variety of fiction or non-fiction texts. 	On track to achieve curriculum target (A2 High)
3	<ul style="list-style-type: none"> • Displays adequate understanding of the reading skills in identifying the main ideas and specific details in a text • Shows satisfactory ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words. • Displays satisfactory interest to read and understand a variety of fiction or non-fiction texts. 	Achieves expectations to achieve curriculum target (A2 High)
4	<ul style="list-style-type: none"> • Displays good understanding of the reading skills in identifying the main ideas and specific details in a text. • Shows positive attitude in using dictionary skills to check meaning and guess the meaning of unfamiliar words correctly. • Displays interest to read and understand clearly a variety of fiction or non-fiction texts. 	On track to exceed expectations to achieve curriculum target (B1 Low)
5	<ul style="list-style-type: none"> • Displays very good understanding of the reading skills in identifying the main ideas and specific details in a text. • Uses dictionary skills to check meaning and guess the meaning of unfamiliar words precisely. • Shows a lot of interest to read and give personal response to fiction or non-fiction texts with some guidance. 	Working towards exceeding expectations to achieve curriculum target (B1 Low)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
6	<ul style="list-style-type: none">• Acquires and uses the reading skills in identifying the main ideas and specific details excellently.• Uses dictionary skills to check meaning and guess the meaning of unfamiliar words precisely and independently.• Reads and gives personal response to a variety of fiction or non-fiction texts independently.• Displays exemplary model of language use to others.	Exceeds expectations to achieve curriculum target (B1 Low)

4.0 WRITING

WRITING

The Content Standards focus on pupils' ability to communicate meaning, and to use appropriate language, form and style when doing so. Learning Standards are divided almost equally between the two Content Standards. This reflects the importance of both fluency and accuracy in writing at this stage of the pupils' school career.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 4.1.1 and finishes with 4.2.3. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different writing skills in varied sequences in their English lessons.

Objectives for Writing in Form 2

By the end of Form 2, pupils are able to:

1. explain simple content from what they have read.
2. make and respond to simple requests and suggestions.
3. summarise the main points of a simple story, text or plot.
4. express opinions and common feelings such as happiness, sadness, surprise, and interest.
5. organise, and sequence ideas within short texts on familiar topics.
6. punctuate written work with moderate accuracy.
7. spell written work with moderate accuracy.
8. produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently.

4.0 Writing Skills

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
4.1 Communicate intelligibly through print and digital media on familiar topics	Communicate information clearly	4.1.1 Explain simple content from what they have read
	Communicate information clearly	4.1.2 Make and respond to simple requests and suggestions
	Communicate ideas clearly	4.1.3 Summarise the main points of a simple story, text or plot
	Communicate feelings and opinions clearly	4.1.4 Express opinions and common feelings such as happiness, sadness, surprise, and interest
	Organise information coherently	4.1.5 Organise, and sequence ideas within short texts on familiar topics
4.2 Communicate with appropriate language, form and style	Punctuate texts appropriately	4.2.1 Punctuate written work with moderate accuracy
	Spell written work accurately	4.2.2 Spell written work with moderate accuracy
	Plan, draft and edit work appropriately	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently
	Use register appropriately	4.2.4 No learning standard (<i>will be taught in subsequent years</i>)

Performance Standards Guide for Writing

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly shows any ability to express and organise information, ideas, opinions and feelings in written work coherently. • Hardly punctuates appropriately and spells accurately even with a lot of guidance. • Hardly plans, drafts and edits written work even with a lot of guidance. 	Requires support to achieve curriculum target (A2 High)
2	<ul style="list-style-type: none"> • Displays limited ability to express and organise information, ideas, opinions and feelings in written work coherently. • Shows limited ability to punctuate appropriately and spell accurately. • Shows limited ability to plan, draft and edit written work. 	On track to achieve curriculum target (A2 High)
3	<ul style="list-style-type: none"> • Displays adequate ability to express and organise information, ideas, opinions and feelings in written work coherently. • Shows adequate ability to punctuate appropriately and spell accurately. • Shows the ability to plan, draft and edit written work adequately. 	Achieves expectations to achieve curriculum target (A2 High)
4	<ul style="list-style-type: none"> • Displays a commendable level to express and organise information, ideas, opinions and feelings in written work coherently. • Shows a commendable level to punctuate appropriately and spell accurately. • Shows the ability to plan, draft and edit written work in response to feedback with little support. 	On track to exceed expectations to achieve curriculum target (B1 Low)
5	<ul style="list-style-type: none"> • Displays a high level of ability to express and organise information, ideas, opinions and feelings in written work coherently. • Shows a high level of ability to punctuate appropriately and spell accurately. • Shows the ability to plan, draft and edit written work in response to feedback. 	Working towards exceeding expectations to achieve curriculum target (B1 Low)
6	<ul style="list-style-type: none"> • Acquires the writing skills in expressing and organising information, ideas, opinions and feelings independently. • Shows excellent ability to punctuate appropriately and spell accurately. • Shows the ability to plan, draft and edit written work independently. • Displays exemplary model of language use to others. 	Exceeds expectations to achieve curriculum target (B1 Low)

5.0 LITERATURE IN ACTION

LITERATURE IN ACTION

The Literature in Action Content Standards focus on pupils' ability to enjoy and appreciate different text types, to analyse and evaluate texts, and to respond imaginatively to texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 5.1.1 and finishes with 5.3.1. Pupils need to develop Literature in Action skills simultaneously over the school year, and so will learn from opportunities to practise different Literature in Action skills in varied sequences in their English lessons.

Objectives for Literature in Action in Form 2

By the end of Form 2, pupils are able to:

1. explain in simple language connections between characters, places or events in texts and their own lives.
2. identify and describe in simple language the key characters and themes in a text.
3. respond imaginatively and intelligibly through creating board games, puzzles and quizzes.

5.0 Literature in Action

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
5.1 Engage with, respond to and interpret a variety of literary text types	Give a personal response to a variety of literary text types	5.1.1 Explain in simple language connections between characters, places or events in texts and their own lives
	Interpret a variety of literary text types	5.1.2 Identify and describe in simple language the key characters and themes in a text
5.2 Analyse and evaluate a variety of literary text types	Analyse and evaluate a variety of literary text types	5.2.1 No learning standard (will be taught in subsequent years)
5.3 Express an imaginative response to literary texts	Plan, prepare and produce creative work with a focus on language use	5.3.1 Respond imaginatively and intelligibly through creating board games, puzzles and quizzes Other imaginative responses as appropriate.

Note:

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

FORM TWO SYLLABUS

Secondary Form 2 English Language Syllabus

Overview:

The aim of learning English in Form 2 is to continue providing pupils with positive and successful experiences with English, along with an integrated focus on grammar and varied and continued practice of the four skills (listening, speaking, reading and writing) and Literature in Action. This syllabus sets out the themes, topics, grammar and vocabulary pupils will learn in Form 2. It also provides a list of suggested text types suitable for pupils in Form 2.

Themes and Topics:

The English Language Curriculum for Malaysian Secondary Schools emphasises the importance of sustaining the use of the English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is reflected within the four broad themes of:

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

The selected textbook for Form 2 (Pulse 2 Units 6 – 9) and the lessons that teachers will create themselves (i.e. the non-textbook-based lessons) will all be based on the above four themes. Details of themes and lessons can be found within the Scheme of Work document.

Grammar:

In Form 2 there will be a number of lessons where grammar is explicitly focused on. These will cover a range of grammatical structures and functions at the A2 level of the CEFR. Although grammar is explicitly taught, it should be noted that teachers will need to ensure that grammatical structures and functions are integrated where possible within lessons focusing on the four skills and Literature in Action. For this reason, the grammar lessons are referred to as *Language Awareness* lessons within the Scheme of Work.

This syllabus will provide teachers with the list of grammatical structures and functions covered within the Pulse 2 textbook, and an additional list which teachers will need to refer to when creating their own non-textbook-based lessons.

Vocabulary:

The Form 2 syllabus lists vocabulary in two ways: by textbook unit and by category.

The words in the Form 2 wordlist come from the Pulse 2 textbook, Units 6 – 9. These words are repeated within the textbook units, and so pupils will have the opportunity to recycle them as they learn to use them. There is also a Study Guide section at the end of each unit to provide consolidation of vocabulary (and of language structures). The non-textbook-based lessons should ideally aim to recycle some of the textbook-based vocabulary whenever possible.

Pupils are **not** expected to learn all these words by heart, or to spell all of them with 100% accuracy; although good accuracy in spelling is a requirement at A2 level, complete accuracy in spelling is above the A2 target in the CEFR.

The wordlist does **not** show all the words which pupils will meet in Form 2. Teachers can, of course, choose other words for pupils to learn or omit some words from the wordlist, if this is appropriate to their local context.

In addition to the provided wordlist within this syllabus document, teachers are encouraged to consult the following additional vocabulary resources:

1. **English Vocabulary Profile (EVP):** The EVP shows the most common words and phrases that pupils need to know in British or American English. The meaning of each word or phrase in the wordlist has been assigned a level between A1 and C2 on the CEFR. The EVP can therefore provide teachers with guidance on A2 – appropriate words.

EVP can be accessed at <http://www.englishprofile.org/wordlists>

2. **Cambridge English: Key for Schools Wordlist:** Although this is a wordlist which teachers can use to prepare their pupils for the A2 Key for Schools Examination, teachers will find this to be a user-friendly resource as this provides A2 words within an accessible wordlist document.

<http://www.cambridgeenglish.org/images/22105-ket-vocabulary-list.pdf>

Higher Order Thinking Skills (HOTS):

Pupils have frequent opportunities to develop thinking skills as they learn English in Form 2. The Pulse 2 textbook offers pupils many opportunities to apply these thinking skills within the classroom. For example in Unit 6 pupils read a message board with advice on making money. Pupils are then asked to evaluate this advice by choosing the piece of advice they think is best. They then compare their choices thereby giving them the opportunity to explain and justify their choices and at the same time analyse and evaluate the choices of other pupils.

In the non-textbook-based lessons, teachers have the opportunity to expand their pupils' higher order thinking skills according to observed needs within the class. A particularly good opportunity to do this is within the Literature in Action lessons where pupils are encouraged to respond to a range of texts. Here pupils can be encouraged to infer cause and consequence, speculate on alternative outcomes to storylines, assess and criticise characters' behaviours or choices, invent new endings or outcomes and to create their own expression of the themes explored by writing their own poems and stories.

Text types:

It is important to ensure that pupils are exposed to a variety of text types. The selected text types should be based on pupils' needs and interests. The selected text types below are varied and are appropriate to the A2 level within CEFR. The Pulse 2 textbook contains several of the chosen text types below (e.g. magazine interview, online message board, articles about present day issues etc.) Teachers are also encouraged to incorporate a range of text types within their own non-textbook-based lessons. Teachers should note that other text types which suit their pupils' needs or interests are of course possible.

Suggested Text Types:

Articles	Leaflets
Adverts	Letters
Blog posts	Maps
Brochures	Message boards
Charts	News reports
Comics	Online articles
Dialogues	Poems
Graphs	Questionnaires
Guides	Quizzes
Instructions	Stories
Interviews	Web pages

When creating, selecting or adapting text content for Form 2, teachers should focus on content which is within their pupils' interest or experience and can widen their world knowledge. The concepts within the text should be varied in order to integrate concrete specific and some abstract concepts such as national identity, cultural values etc.)

Text content should include support for pupils when suitable (e.g. pictures to support a text about geographical descriptions). They should also provide opportunities for pupils to engage with texts about real life appropriate to their age range and level. Where possible, text content should reflect the Malaysian National Education Policy that aims to develop a greater understanding and sensitivity of the different races and ethnic groups within Malaysia.

Form 2 Textbook scope and sequence

Theme	Unit	Topic	Grammar Content	Vocabulary
Consumerism and Financial Awareness	6	Money	<p>be going to</p> <p>a. affirmative I'm going to buy a magazine with my pocket money.</p> <p>b. negative We aren't going to go on holiday this year.</p> <p>c. questions Yes, I am. / No, I'm not.</p> <p>Time expression + will, when + will</p> <p>I'll see you tomorrow / next week / this summer / soon. When I go on holiday, I'll buy some souvenirs.</p> <p>would like</p> <p>would like + infinitive</p> <p>a. affirmative I'd like to visit Canada.</p> <p>b. negative Jess wouldn't like to babysit.</p> <p>c. questions Would you like to go shopping?</p> <p>d. short answers Yes, I would. / No, I wouldn't.</p>	<p>Jobs and chores</p> <p>babysit clean the windows deliver newspapers do the gardening do the ironing do the washing up lay the table make the beds pet sit take dogs for walks tidy your room wash cars</p> <p>Money and shopping</p> <p>borrow buy collect cost earn lend lose pay for save sell spend swap win</p>
People and Culture	7	Journeys	<p>Present perfect</p> <p>a. affirmative I've seen lots of monuments.</p>	<p>Transport</p> <p>bicycle caravan coach</p>

Theme	Unit	Topic	Grammar Content	Vocabulary
			<p>He / She / [It]'s visited interesting places. You / We / They've lived in many different countries.</p> <p>b. negative I haven't read the new novel. He / She / [It] hasn't been on a yacht. You / We / They haven't flown by helicopter.</p> <p>Questions</p> <p>Have I / you / we / they been in the USA? Has he / she / [it] seen the TV programme?</p> <p>Short answers</p> <p>Yes, I have. / No, I haven't. Yes, he has. / No, he hasn't.</p>	<p>ferry helicopter horse and carriage hot-air balloon lorry motorbike plane ship the Underground tram yacht</p> <p>Verbs of movement (1) arrive carry climb crash cross drive fall fly follow land pull push sail take off</p>
People and Culture	8	Good luck, bad luck	<p>Present perfect + for and since</p> <p>I've been a supporter for two years. I've been a supporter since 2002. I've been a supporter since I was 13.</p>	<p>Sport and competitions captain champion coach goal loser match opponent race</p>

Theme	Unit	Topic	Grammar Content	Vocabulary
				stadium supporter team tournament winner Verbs of movement (2) break carry cross drop meet open pick put scratch spill touch walk
Health and Environment	9	Take care	Tense review present simple present continuous past simple past continuous present perfect will be going to should / shouldn't a. affirmative You should go to the doctor if you feel ill. b. negative	Personal issues appearance arguments bullying depression diet exercise health relationships social life stress vegetarian Health backache bee sting

Theme	Unit	Topic	Grammar Content	Vocabulary
			<p>You shouldn't forget to eat fruit and vegetables.</p> <p>c. questions Should you tell an adult?</p> <p>d. short answers Yes, you should. / No, you shouldn't.</p> <p>must / mustn't</p> <p>a. affirmative He must go to the hospital if his condition gets serious.</p> <p>b. negative You mustn't react to a bully's behaviour.</p> <p>c. questions Must I tell my teacher?</p> <p>d. short answers Yes, you must. / No, you mustn't.</p>	<p>cold cough earache eye strain headache mosquito bite spots stomach ache sunburn toothache</p>

Form 2 Vocabulary by category

Fixed phrases	Health	Jobs and chores
<p>Can I ask you a favour? Can you say that again? Can you repeat that? Don't worry. Excuse me? Go ahead. Hurry up! Hmm. It's a deal! Let's go. I'm not surprised. I don't understand. I love your look. I see what you mean. No problem. Ooh! Phew! I see! Yes, of course. Sorry, I didn't hear what you said! Sure (as in yes). That's a great (jacket). What does that mean? What's the matter? Yeah, right.</p>	<p>backache bee sting cold cough earache eye strain headache mosquito bite spots stomach ache sunburn toothache</p>	<p>babysit clean the windows deliver newspapers do the gardening do the ironing do the washing up lay the table make the beds pet sit take dogs for walks tidy your room wash cars</p>

<p>Money and shopping</p> <p>borrow buy collect cost earn lend lose pay for save sell spend swap win</p>	<p>Personal issues</p> <p>appearance arguments bullying depression diet exercise health relationships social life stress vegetarian</p>	<p>Transport</p> <p>bicycle caravan coach ferry helicopter horse and carriage hot-air balloon lorry motorbike plane ship the Underground tram yacht</p>
<p>Sport and competitions</p> <p>captain champion coach goal loser match opponent race stadium supporter team tournament winner</p>	<p>Verbs of movement (1)</p> <p>arrive carry climb crash cross drive fall fly follow land pull push sail take off</p>	<p>Verbs of movement (2)</p> <p>break carry cross drop meet open pick put scratch spill touch walk</p>

Grammar (Language Awareness) Syllabus

Many of the key grammatical areas at the A2 level are integrated explicitly in the four units of Pulse 2 textbook and these areas have been indicated in the above Form 2 textbook scope and sequence table. Teachers will need to ensure that the following grammatical areas are also covered within their own Form 2 non-textbook-based lessons.

1. Review of present simple and present continuous
2. Growing range of quantifiers
all, both, any, a few, a lot (of), a lot, (too) much, (too) many
3. Review of past simple and past continuous
4. Question forms and indirect questions.
5. Adjectives ending with *-ed / -ing*
6. Comparatives and superlative adjectives
7. Countable and uncountable nouns
8. Modal verbs to talk about rules and obligation in past and present
must, mustn't, have to, don't have to, had to, didn't have to
9. Question tags to show interest / request clarification
10. Passive (present and past simple)
11. Infinitive of purpose
She went to the shops to buy a new bag for school.

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