KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH
PENDIDIKAN KHAS

English For Communication

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 3

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Bahagian Pembangunan Kurikulum

April 2017

CONTENT

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

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

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 Prestasi.

Usaha memasukkan standard pentaksiran di dalam dokumen kurikulum telah mengubah lanskap sejarah sejak Kurikulum Kebangsaan dilaksanakan di bawah Sistem Pendidikan Kebangsaan. Menerusinya murid dapat ditaksir secara berterusan untuk mengenal pasti 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 pembelajaran guru perlu memberi penekanan kepada KBAT dengan 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 Curriculum for Special Education Secondary School (KSSM) takes into account the ability and potential of pupils with Special Educational Needs (SEN). Pupils with SEN regardless of their disabilities; hearing disabilities, visual disabilities, physical disabilities, speech disabilities and multiple disabilities should be given the same space and opportunities to study and to use this curriculum. For those with high cognitive ability and do not have behavioural problems, can manage themselves well emotionally and physically, can choose to follow the mainstream's curriculum.

Those who do not perform well academically, but are more capable in vocational skills, especially the low function pupils, can follow the KSSM for Special Education curriculum. Besides providing space and opportunities for them to acquire the vocational skills, they will be taught on self-management, and to apply the knowledge and skills learnt, and practise good values to enable them to communicate and to be independent.

KSSM for pupils with SEN includes core subjects and vocational subjects that provide basic knowledge and skills to strengthen and improve their vocational skills. It is to prepare them for adulthood and as a transitional process towards career after finishing school.

The core subjects provide pupils with SEN with the soft skills, which include interpersonal and as well as intrapersonal skills. This is to enhance the potential and the willingness to learn the vocational skills that are more specific to the technical elements, procedures and systems that are more complicated.

The vocational specific curriculum is based on the National Occupational Skills Standards (NOSS) issued by the Department of Skills Development (JPK). Teaching process will be based on the Written Instructional Materials (WIM). Work activities will be integrated with transitional support activities to improve the pupils' readiness for employment after leaving school.

Every pupils with SEN will be facing obstacles to learn, caused by their own inability. These obstacles are from the cognitive development problems, language, emotions, behaviour, gross motor and their fine motor skills. Hence, the on going support in the form of intervention and transition activities can minimize

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those obstacles and maximize the potential of these pupils to learn better.

The planning and the details of intervention and transition activities for pupils with SEN are detailed in Individual Education Plan (IEP) as described in the Education (Special Education) Regulations 2013. One of the main objectives of IEP is to help these pupils to follow the curriculum effectively, as stated in the government circular (*Surat Pekeliling Ikhtisas Bil. 7/2004*):

> "*Bagi memastikan keberkesanan pelaksanaan*
> *kurikulum ini, Rancangan Pengajaran Individu*
> *(RPI) setiap murid hendaklah dilaksanakan*".

The involvement of the professionals from various fields of expertise such as audiologist, psychologist, speech-language pathologist, occupational therapists, through a multidisciplinary teamwork is required to provide intervention and habilitation based on the pupils' need.

Pupils with SEN who use special equipment such as hearing aids (ABP), cochlea implant, Braille machines, white cane, slate and stylus, these special equipments need to be detailed in the IEP.

It is something usual for pupils with SEN to experience unstable emotional condition, negative behaviour changes, and lost their focus everytime there is a change of environment for example, they change class, or teachers or classmates. Transitional activities support can help these pupils to adapt and to adjust themselves ao that they will be able to focus in the teaching and learning process.

The implementation of transitional support programmes is based on the following two factors:

(i) Transitional support programmes towards career, and it is focused on these 3 aspects:

    a) psychological and emotional support for these pupils to adapt themselves to the environment, individuals and communities in the school, family, home and at the work place.

    b) to develop self-confidence and advocacy skills through soft skills and social skills.

    c) exposure and hands-on experience at work through industrial training programmes (traineeship/internship/apprenticeship).

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(ii)   Transitional support programmes towards career based on six components as shown in Figure 1:

a)   living skills.

b)   self-advocacy skills.

c)   preparation to adulthood.

d)   career skills.

e)   career preparation.

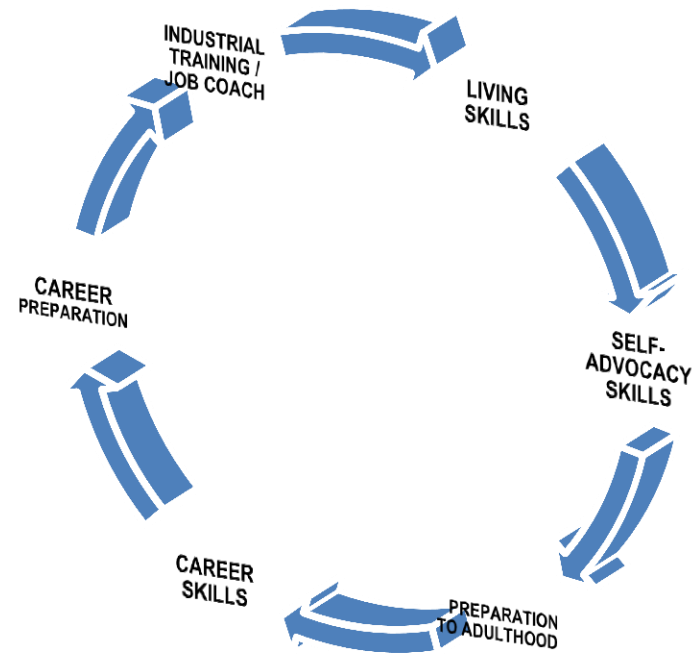f)   skills at work place (Industrial training/Job Coach).

Figure 1: Transitional Support Programmes towards career for pupils with SEN framework

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AIM

The Standard Based English for Communication Curriculum (SBECC) aims to equip pupils with SEN with basic language skills to enable them to communicate and interact confidently in a variety of contexts.

OBJECTIVES

By the end of secondary school education, pupils with SEN will be able to acquire knowledge, skills and values as follows:

1. Introduce themselves and someone else to others.
2. Listen to and respond to spoken English on variety of social topics.
3. Demonstrate the understanding of English Language for specific instructions and information.
4. Express feelings as well as opinions towards the given situations in spoken language.
5. Converse meaningfully in conversations in order to purchase things and to ask for information and help.
6. Read informative texts to widen their experiences in daily lives.
7. Extract information from spoken and written texts.
8. Acquire vocabulary for specific purposes, spell words correctly and construct simple sentences.
9. Use language expressions to deal with everyday situations.
10. Display positive attitudes towards learning English.

STANDARD-BASED CURRICULUM FRAMEWORK FOR SECONDARY SCHOOLS

Standard-Based Curriculum for Secondary Schools is built on six pillars, namely Communication; Spirituality, Attitudes and Values; Humanities; Grooming; Physical Development and Aesthetics; and Science and Technology. The six pillars are the main domain that support each other and be integrated with critical thinking, creative and innovative. This integration is aimed at developing human capital to appreciate values based on religious, knowledgeable, skilled, creative and critical-thinking and innovative as illustrated in Figure 2.
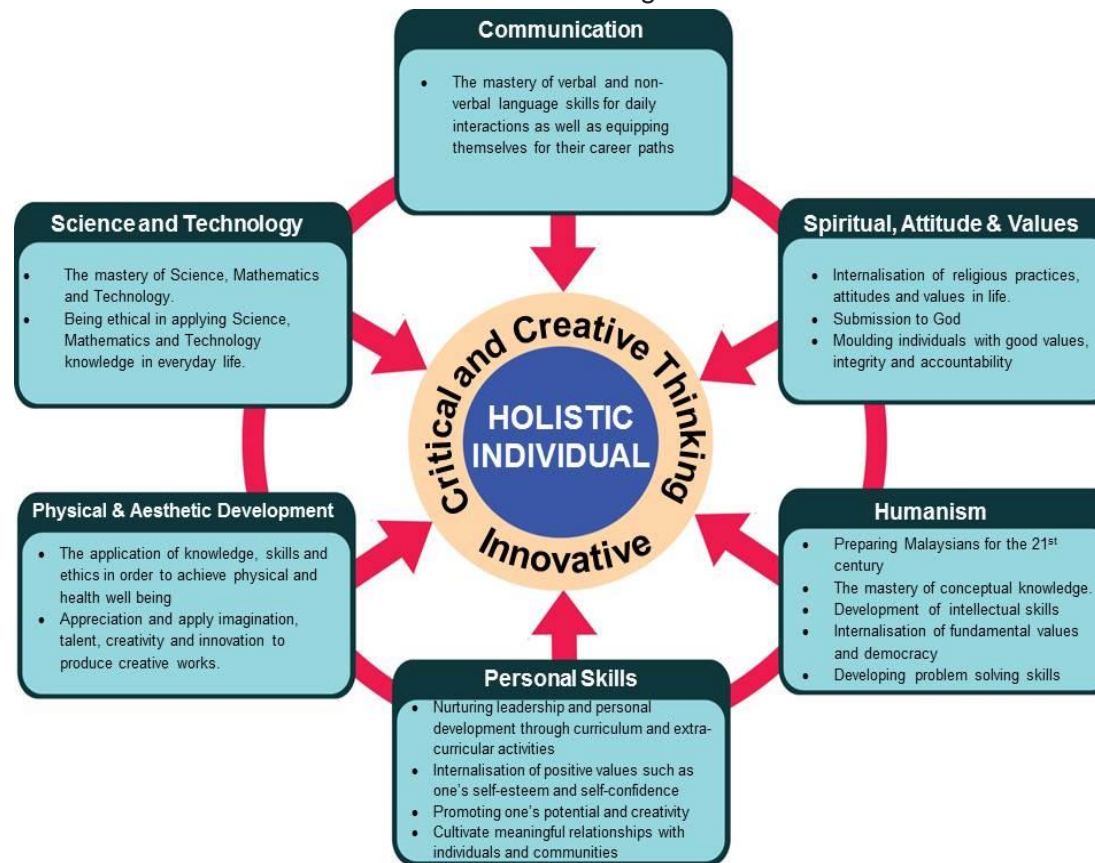
Figure 2: Standard-Based Curriculum Framework for Secondary Schools

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FOCUS

The SBECC focuses on the development of English language skills, and in particular the communication process. It is the practice of four main skills namely listening, speaking, reading and writing focuses on basic communication related to life-situations, feelings and opinion expressions as well as role-play performances. It emphasises the role of language in communication between individuals, groups and organisations. This subject enhances pupils' confidence and competency in using English Language in daily communication. By the end of the secondary schooling, it is hoped that pupils with SEN are able to:

1. Demonstrate understanding of English Language for specific instructions and information;
2. Listen to and respond to spoken English on variety of social topics;
3. Express thoughts and feelings in spoken language;
4. Read informative texts to widen their experiences in daily lives;
5. Read for information and enjoyment;
6. Apply appropriate writing skills;
7. Write using appropriate language, form and style for a range of purposes;
8. Produce creative works

21ST CENTURY SKILLS

In today's world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that pupils will get after they graduate may not yet exist. For this reason, pupils need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life.

Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. Given the widespread availability of information today, teacher should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The aim of the 21st Century Skills is to produce pupils with the following profile as shown in Table 1.

Table 1: Pupil's Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are able to face and overcome difficulties and challenges with wisdom, confidence, tolerance, and empathy.
Communicative	Pupils are able to express their thoughts, ideas and information confidently and creatively in oral and in written form, using a variety of media and technology.
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 are able to generate questions and are receptive towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Team Spirit	Pupils are able to co-operate effectively and harmoniously with others. They share collective responsibility, respect and cherish the contribution of each member in the team. They acquire interpersonal skills through collaborative activities, which in turn mould them into 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.
Righteous	Pupils have a sense of integrity and sincerity, equality, fairness and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.
Informative	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.

Loving/ Considerate	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 SBECC, emphasis is placed on application, analysis, evaluation and creation as described in Table 2.

Table 2: Level of thinking for HOTS

LEVEL OF THINKING	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, skill, value 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 promotes critical thinking and creativity, and utilises 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

The teaching and learning in the 21st century is pupil-centred and that the teacher acts as a facilitator. Teaching and learning strategies are designed to encourage full participation of pupils in the classroom activities. Pupils are actively involved in teaching and learning that integrates the acquisition of knowledge, skills and attitudes and values application.

The following teaching and learning strategies accommodate differences in learning styles. Teachers are encouraged to use their professional judgement 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 SBECC 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 judgements, 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.

Constructivism Learning

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experience. Some of the important features in this learning strategy are:

(i) Teachers take into account existing knowledge of pupils.

(ii) Learning process is based on pupils' effort.

(iii) Learning occurs when pupils connect the original idea with new ideas and restructure these ideas.

(iv) Pupils have the opportunity to collaborate, share ideas and experiences, and reflections.

Contextual Learning

Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that pupils are able to construct meaning based on their own experiences. Learning occurs when teachers relate subject matter to real world situations. Pupils are motivated to make connections between knowledge and its applications to their lives as family members, citizens and workers.

Mastery Learning

Mastery Learning is a method of instruction where the focus is on the role of feedback in learning. Furthermore, mastery learning refers to a category of instructional methods which establishes a level of performance that all pupils must master before moving on to the next unit.

Analysis Assignment Approach

Analysis Assignment Approach involves in dividing the skills into few components or steps that can be easily controlled and learnt by the pupils. This approach helps teachers to organize the skills to be taught, giving consistent training and evaluate the level of pupils' achievement. This approach can be implemented as follows:

(i) To ensure that the appropriate skills are taught to pupils according to their abilities.

(ii) The selected skills is explained briefly.

(iii) The skills selected are to be divided into few steps.

(iv) To make adjustments according to the learning ability of the pupils.

(v) Teacher must observe and assess the skills that has been acquired.

(vi) Teacher must make necessary ammendments and changes so that pupils can master the skills to be taught .

Project-Based Learning

Project-based learning is another strategy that emulates the real world. Pupils learn to plan and document the progress of their projects. In implementing the plan, pupils might need to make improvements and adjustments as they proceed to complete the project within the stipulated time frame. Therefore, time management, critical and analytical thinking plus creativity and collaborative work come to play in determining the completion of the project.

Pupils are given small inter-connected projects leading and culminating into the production of a large scale performance, an exhibition of pupils work, video clip advertisements and other innovative productions. The teacher guides the pupils to ensure the implementation of the project progresses smoothly and is completed as planned. In total, the project-based learning activities promote hands-on; minds-on; and hearts-on activities that lead towards the development of holistic students who are prepared for the challenges of the 21st century.

Learning Through Playing Approach

Learning Through Playing Approach is emphasized in the process of teaching and learning for pupils with SEN especially, because this approach seeks to attract and create excitement in teaching and learning process. This strategy encourages pupils with SEN to conduct exploration, discovery and development of understanding based on experience, with a sense of joy and fun. This approach can improve cognitive ability and raise the curiosity, thinking and psychomotor skills, as well as skills to control emotions.

Some of the important features in this learning strategy are:

(i)   Fun learning activities.

(ii)   Exploration and interaction with the environment.

(iii) The activity is well-planned.

(iv) Flexible in time.

(v)   Try own ideas.

(vi) Opportunity to focus and give attention.

Themed Teaching Approach

Themed Teaching Approach is used in the process of teaching and learning , especially for the pupils with SEN. Selection of a topic or theme must necessarily correspond with pupils' environment.

Themed Teaching Approach involves:

(i) The use of a common topic across the areas of learning.

(ii) The theme chosen must suit to the pupils' ability, certain situations or events.

(iii) Related to existing experience and gain new experience systematically .

(iv) Establishing and strengthening knowledge and skills.

(v) Staged from easy to difficult and common to the more specific.

The chosen of themes need to take into consideration these factors:

(i) Suitable to the pupils' life and environment

(ii) The opportunity to apply the skills to the pupils; the basic skills of listening, reading, writing, mathematics, computer applications, etc.

(iii) The skills acquired from themes that can help pupils to learn problem-solving skills.

(iv) Sources that are readily available.

(v) According to the events to create awareness and to strengthen and improve the knowledge of pupils.

Experiential Learning

Experiential Learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve pupils reflecting on their product. This strategy needs teacher to:

(i) Ensure a positive atmosphere for learning.

(ii) Explain the role of pupils in assignments given.

(iii) Ensure sources for the learning process are available and obtainable.

(iv) Prepare the source for the learning process.

(v) Balance the intellectual and emotional components of learning.

(vi) Share your feelings and thoughts with pupils without dominating and stifling them.

The Learning Process for this strategy are as follow:

(i) Teacher set the goals and objectives for individuals and/or group.

(ii) Teacher plans the learning activities according to pupils' readiness.

(iii) Teacher explains the tasks or activities to be conducted with the pupils and discusses what to expect from the activities.

(iv) Pupils are placed in an environment that requires new skills or support and encouragement.

(v) Learning occurs through learning experiences and teacher provides information on what has been taught.

(vi) Teacher provides assistance and training by relating what they have learnt with the real life situation.

Outdoor Learning

This approach aims to provide space and opportunities for pupils to:

(i) Get real experience.

(ii) Enjoy recreational activities.

(iii) Socialize and communicate.

(iv) Enjoy fun learning activities.

(v) Explore and interact with the environment.

(vi) Enjoy fun free and well-planned activities.

Among the recreational activities outside the classroom that can be carried out are excursion, camping/motivational courses, picnic, equestrian activities, swimming and buying and selling activities.

INDIVIDUAL EDUCATION PLAN (IEP)

Education (Special Education) Regulations 2013 has stated that IEP is the record that reports the details of the educational programmes based on individual's potential. Teachers need to identify the abilities and the weaknesses of the pupils through oral diagnostic test, writing test and observation. Besides that, discussion with parents, guardians and specialists such as psychologist, audiologist, speech therapist, occupational therapist must also be conducted to guide teachers to plan the intervention activities and rehabilitation needed so that pupils with SEN can perform better.

Cooperation and collaboration between parents and multidisciplinary group consists of experts such as audiologist, and psychologist is essential in determining the appropriate intervention and rehabilitation activities based on the pupils' disabilities. Intervention activities such as speech training, emotion and behavioural control can help pupils to improve on their concentration, interest and attention in the classroom. IEP is also aims to help teachers to identify the suitable teaching and learning strategies that can optimize the pupils' ability and potential either in academic or vocational skills.

COLLABORATION BETWEEN VARIOUS PARTIES

Collaboration efforts between several parties, groups, organisations with spesific expertist is required in handling pupils with SEN. Special education teachers are trained in pedagogy and teaching and learning strategies, but they do not have the expertise in dealing with disabilities issues. Pupils with SEN are more likely to have medical and health problems that become obstacles for them to learn.

Collaboration between the various parties is based on expertist and specialisation that includes the following aspects:

(i)   Intervention and rehabilitation

Various parties such as hospitals, Centre for Special Education Services (under the Ministry of Education), Intervention Centre, Community Centre (under the Ministry of Women, Family and Community Development), as well as societies and NGO (KIWANIS, NASOM, etc) have expertists comprising of psychologist, audiologist, speech pathologist, occupational therapist and physiotherapist. These specialists support services can help in minimizing the impact of disabilities and enhancing individuals' cognitive development, communication, emotion, behaviour, gross motor and fine motor.

(ii)   Special Equipment Support

Special equipments such as hearing aids (ABP) helps pupils with hearing disability and enable them in language learning. Parties like malaysia Association for the Blind (MAB) can assist in supplying the Braille machines, white canes and embosser. White cane helps pupils with visual disability to move with more confidence without having to rely on friends and teachers. Braille machines and embosser help these pupils to write and to read. Augmentative Alternative Communication (AAC) like Go Talk helps pupils with learming disability to communicare well.

(iii)   Vocational skill training

Schools under the Special Education Integrated Programmes (PPKI) can collaborate with Vocational College, Community College, private training centre, agriculture office, to enable pupils with SEN to use the facilities in these premises as on job training. Job skills training should be exposed to pupils with SEN as an exposure as well as part of transition programmes towards career.

CROSS CURRICULAR ELEMENTS

Cross curricular elements are value-added elements applied in the process of teaching and learning other than those specified in

the standard content. This element is applied aimed at strengthening the skills and desired skills and human capital to address current and future challenges. Elements across the curriculum are as follows:

1. Language

- Use the correct language should be emphasized in all subjects.
- When the teaching and learning for each subject, aspects of pronunciation, sentence structure, grammar, vocabulary and grammar should be emphasized to help pupils organize ideas and communicate effectively.

2. Environmental Sustainability

- Awareness of environmental love and compassion in the hearts of students to be nurtured through teaching and learning in all subjects.
- Knowledge and awareness of the importance of the environment in shaping the pupils to appreciate ethical nature.

3. Values

- Moral values emphasized in all subjects so that pupils are aware of the importance and practice.

- The covers pure spirituality, humanity and citizenship into practice in daily life.

4. Science and Technology

- Increasing interest in science and technology can improve scientific and technological literacy among pupils.
- The use of technology in teaching can help and contribute to learning more efficient and effective.
- Integration of Science and Technology in teaching and learning comprises four main factors:
    (i) Knowledge of science and technology (facts, principles, concepts related to science and technology);
    (ii) Scientific skills (thought processes and certain manipulative skills);
    (iii) Scientific attitude (such as accuracy, honesty, security); and
    (iv) The use of technology in teaching and learning activities.

5. Patriotism

- Use of the correct language should be emphasized in all subjects.

- The spirit of patriotism to produce pupils who have the patriotism and pride as a people.

6. Creativity and Innovation

- Creativity is the ability to use imagination to collect, assimilate and generate ideas or create something new or original by inspiration or combinations of existing ideas.
- Innovation is the application of creativity through modification, repair and practice the idea.
- Creativity and innovation go hand in hand and the need to ensure the development of human capital that can meet the challenges of the 21st century.
- Elements of creativity and innovation should be integrated in the teaching and learning.

7. Entrepreneurship

- Implementation of an entrepreneurial element aims to establish the characteristics and practice so that it becomes a culture of entrepreneurship among pupils.
- The entrepreneur can apply in teaching and learning through activities that can foster such attitudes hardworking, honest, trustworthy, responsibility and

develop creative and innovative minds to drive the idea to market.

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 globalization, 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

- The global sustainability element aims at developing sustainability thinking among pupils providing them with

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knowledge and values to understand the links between global environmental change and 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 readying pupils to face the 21stcentury 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, practicing ethical financial management and managing finances with skill and accountability.

SCHOOL ASSESSMENT

School Assessment is an assessment approach that involves the process of collecting information on pupils' progress. The school assessment is planned, implemented and reported by respective teachers. This process is continuous and can be formal or informal in tracking pupils' actual level of proficiency and mastery. School assessment should be implemented in a holistic manner based on the principles of inclusiveness, authentic and localised. Information obtained from the assessment will be used by administrators, teachers, parents and pupils in planning what to do next to enhance the development of the pupils with SEN.

There are two types of school assessment to be carried out in schools, 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, end year examinations and as standardised national examinations. The aim of the summative assessment is to determine to what degree pupils have learnt, what they have been taught as outlined by the curriculum.

To ensure that school assessment helps to increase the performance of the pupils, teacher should use assessment strategies with these characteristics:
(i)   Various methods.
(ii)   Fair to all pupils.
(iii)   Taking into account the various levels of cognitive.
(iv)   Allow pupils to demonstrate the variety of learning abilities.
(v)   Taking into account the knowledge and skills that have been acquired by the pupils.

School assessment is one of the main components in teaching and learning that it served to enhance pupils' learning, improve the effectiveness of teaching and be able to provide valid information about what has been done or achieved in teaching and learning. School-based assessment implemented by teachers and school authorities begin with the planning, construction of items and assessment instruments, administration, inspection or scoring, recording and reporting. Assessment is important to determine the effectiveness of teachers and schools in an effort to create a harmonious and balanced human being. School-based is an ongoing activity that demands commitment and therefore, schools and teachers must be clear on their mission to develop the pupils with SEN's potential to the highest level according to their ability.

School assessment must have the following characteristics:
(i)   Holistic and must be able to provide comprehensive information on how they have achieved, knowledge, skills, and practice of moral values;
(ii)   Continous assessment activities together with teaching and learning;
(iii) The assessment methods must be flexible and varied according to suitability and readiness of the pupils with SEN; and
(iv) Must refer to the Performance Standard developed in the Standard Curriculum.

School Assessment can be implemented:

(i) As formative assessment which is carried out during teaching and learning process.

(ii) As summative assessment conducted at the end of the topic, semester or year.

Performance Standards

Performance Standards are used to view the progress and development of pupils with SEN in their learning, and also their achievement. Standard Reference Assessment is the process of getting information on the pupils' progress to determine how far they know, understand, learnt and mastered based on the performance standards. The assessment does not compare the performance of one pupil to another. Pupils with SEN are assessed fairly and equitably as individuals in a society based on their ability, talent, skills and potential without comparison to others.

The school will be able to obtain a complete response in the form of qualitative and quantitative data. The information obtained will allow those responsible to identify, understand, appreciate and recognize the pupils as individuals who are useful, important, and has the potential to contribute to national development and also to the nation. Assessment of Content Standards can be carried out using the performance standards as a reference to determine how far pupils with SEN have achieved according to the Content Standard.

The Performance Standard details six levels of performance with descriptors for each level based on clusters of learning standards. These levels serve as a guide to teachers in assessing their pupils' development and growth in the acquisition of the learning standards that are taught. Teachers can make professional judgements to determine the level of the pupils based on their observation and can also based on professional discussions with the colleagues. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the different levels of pupils' achievement as shown in Table 3.

Table 3: Descriptions of General Performance Level for English for Communication

PERFORMANCE LEVEL	DESCRIPTOR
1 Very Limited	Pupils show **very limited** command of the language and require a lot of guidance to perform basic language tasks.
2 Limited	Pupils show **limited** command of the language and require guidance to perform basic language tasks.
3 Satisfactory	Pupils show **satisfactory** command of the language. They have the ability to use language adequately but require guidance for some challenging language tasks.
4 Good	Pupils show **good** command of the language. They have the ability to use language fairly independently but require guidance for more complex language tasks.
5 Very Good	Pupils show **very good** command of the language. They have the ability to use language almost independently. They are able to perform challenging and complex language tasks with minimal guidance.
6 Excellent	Pupils show **excellent** command of the language. They have the ability to use language independently. They are able to perform challenging and complex language tasks.

CONTENT ORGANISATION

SBECC is to be implemented in accordance to the current circular. It is organized into four areas:

1.   Listening & Speaking

2.   Reading

3.   Writing

The SBECC contains of content and learning standards that describe the knowledge, skills and values that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they talk, listen, read and write in English. When pupils engage in English learning experiences as described in this curriculum, they will develop the ability to speak, listen, read and write in English meaningfully, purposefully and with confidence.

The approach taken in this syllabus stresses the need for pupils to develop all four language skills: listening, speaking, reading, and writing. Pupils will, for example, learn how to interact with peers, listen attentively, express themselves orally or in writing with confidence, read, and write with minimal grammatical errors.

Themes

The themes chosen for teaching are based on the common topics which closely related to the pupils. The suggested themes may be varied depending on the pupils' ability, interest and also teacher's creativity. For SBECC the themes chosen/suggested are:

i. People and Culture

ii. Science and Technology

iii. Health and Environment

This document outlines the SBECC is organised according to Content Standards, Learning Standards and Performance Standards.

Table 4: Content Organisation of SBECC

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD
Content Standard specifies the essential knowledge and skills pupils need to acquire by the end of Form 3.	Learning Standard details the relevant knowledge and language skills that pupils need to acquire in a particular year in relation to the Content Standards.	Performance Standard serves as a tool to monitor pupils' developmental progress for each Learning Standard. (Indicator of Success)

1.0   LISTENING AND SPEAKING / SEEING AND SIGNING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 Listen to and use correct pronunciation, rhythm and intonation to communicate appropriately	Pupils can: 1.1.1 Listen to, express feelings and emotions in any situations: (i) make polite requests using simple sentences (ii) thank someone or express appreciation using simple sentences (iii) express apology using simple sentences	1	Can listen to, and express feelings and emotions based on the situations given with a lot of guidance.
		2	Can listen to, and express feelings and emotions based on the situations given with some guidance.
		3	Can listen to, and express feelings and emotions based on situations given with correct pronunciation, rhythm and intonation with minimal guidance.
		4	Can listen to, and express feelings and emotions based on situations given with correct pronunciation, rhythm and intonation with some confidence.
		5	Can listen to, and express feelings and emotions based on situations given with correct pronunciation, rhythm and intonation with a lot of confidence.
		6	Can listen to, and express feelings and emotions based on situations given with correct pronunciation, rhythm and intonation confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 Listen to and interpret meaningful conversations	Pupils can: 1.2.1 Listen to, ask and respond to variety of stimulus/situations: (i) buying items or services (ii) asking for information 1.2.2 Follow and give instructions and directions: (i) going places (ii) simple processes	1	Can listen to, ask, and respond to stimulus/situations given with a lot of guidance.
		2	Can listen to, ask and respond to stimulus/situations given with some guidance.
		3	Can listen to, ask, respond to stimulus/situations given and can follow instructions or directions with minimal guidance.
		4	Can listen to, ask, respond to stimulus/situations given and can follow and give instructions or directions with some confidence.
		5	Can listen to, ask, respond to stimulus/situations given and can follow and give instructions or directions with a lot of confidence.
		6	Can listen to, ask, respond to stimulus/situations given and can follow and give instructions or directions confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 Listen to and respond to spoken, audio and visual texts on variety of social topics	Pupils can: 1.3.1 Listen to and respond appropriately to visual and audio media (television/radio shows): (i) weather report (ii) sports news (iii) entertainment news	1	Can listen to and respond to given stimulus by using appropriate words and phrases with a lot of guidance.
		2	Can listen to and respond to given stimulus by using appropriate words and phrases with some guidance.
		3	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences with minimal guidance.
		4	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences with some confidence.
		5	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences with a lot of confidence.
		6	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences confidently and independently.

2.0   READING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.1 Read informative texts to widen experiences in daily lives.	Pupils can: 2.1.1 Read and demonstrate understanding by transferring information contained in: (i) television programmes (ii) menus (iii) signs (iv) instructions	1	Can read and transfer information contained in the stimulus given with a lot of guidance.
		2	Can read and transfer information contained in the stimulus given with some guidance.
		3	Can read and transfer information contained in the stimulus given with minimal guidance.
		4	Can read and transfer information contained in the stimulus given with some confidence.
		5	Can read and transfer information contained in the stimulus given with a lot of confidence.
		6	Can read and transfer information contained in the stimulus given confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Read for information and enjoyment.	Pupils can: 2.2.1 Read and identify main ideas from any texts given: (i) newspaper reports (ii) magazine articles (iii) short stories	1	Can read text at word level with a lot of guidance.
		2	Can read text at word level with some guidance.
		3	Can read text and identify main ideas with minimal guidance.
		4	Can read text and identify main ideas with some confidence.
		5	Can read, identify main ideas and answer simple questions based on materials read with a lot of confidence.
		6	Can read, identify main ideas and give comments based on materials read confidently and independently.

3.0   WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	**DESCRIPTOR**
3.1 Apply appropriate writing skills.	Pupils can: 3.1.1 Extract information from any spoken and written texts given and transfer the information by: (i) writing notes (ii) writing short messages 3.1.2 Transfer information from texts to complete: (i) poster (ii) message (iii) flyer (iv) table (v) schedule	1	Can write or extract information from any stimulus given with a lot of guidance.
		2	Can extract information from any stimulus given with some guidance.
		3	Can extract and transfer information from any stimulus given with minimal guidance.
		4	Can extract and transfer information from any stimulus given with some confidence.
		5	Can extract and transfer information from any stimulus given with a lot of confidence.
		6	Can extract and transfer information from any stimulus given confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 Write using appropriate language, form and style for a range of purposes	Pupils can: 3.2.1 Write short notes and descriptions on variety of social topics: (i) objects (ii) places (iii) people	1	Can write short notes with a lot of guidance.
		2	Can write short notes with some guidance.
		3	Can write short notes and descriptions with minimal guidance.
		4	Can write short notes and descriptions using appropriate language, form and style with some confidence.
		5	Can write short notes and descriptions using appropriate language, form and style with a lot of confidence.
		6	Can write short notes and descriptions using appropriate language, form and style confidently and creatively.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.3 Produce creative works	Pupils can: 3.3.1 Write creative expression: (i) daily journal (ii) poetry (iii) visual story (iv) short dialogue (v) blog (vi) cartoon strips (vii) facebook post .	1	Can write/copy creative expressions with a lot of guidance.
		2	Can write creative expressions using correct punctuations with some guidance.
		3	Can write simple creative expression by completing sentences with minimal guidance.
		4	Can write simple creative expression with some confidence.
		5	Can produce creative expression with a lot of confidence.
		6	Can produce creative expression confidently and creatively.

PANEL OF WRITERS

1.	Paizah binti Zakaria	Bahagian Pembangunan Kurikulum
2.	Haris bin Yusof	Bahagian Pembangunan Kurikulum
3.	Aida Farzlina binti Rosly	Bahagian Pembangunan Kurikulum
4.	Alya Qasdina Ng Ai Lee	Bahagian Pendidikan Khas
5.	Jamilah binti Kadir	Jabatan Pendidikan Negeri Sembilan
6.	Fong Meow Lyn	SMK Gali, Raub Pahang
7.	Chuah Beng Ean	SMK Putrajaya Presint 11(1), Putrajaya
8.	Zaimie bt Zainal Abidin	SMK Putrajaya Presint 18(1), Putrajaya
9.	Rubashini a/p Ramakrishnan	SMK Bukit Kepayang, Seremban, Negeri Sembilan