



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

KURIKULUM STANDARD KELAS PERALIHAN

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran



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Standard Dokumen Kurikulum dan Pentaksiran

Bahagian Pembangunan Kurikulum

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CONTENT

Rukun Negara	v
Falsafah Pendidikan Kebangsaan.....	vii
Definisi Kurikulum Kebangsaan.....	ix
Kata Pengantar	xi
Introduction	1
Aim.....	2
Objectives.....	2
The Curriculum Framework.....	4
Focus.....	6
21 st Century Skills.....	10
Higher Order Thinking Skills.....	12
Teaching and Learning Strategies.....	13
Cross-Curricular Elements.....	15
Classroom Assessment.....	18
Content Organization.....	21
Listening.....	22
Speaking.....	27
Reading.....	32
Writing.....	36
Literature in Action	41

Grammar..... 43

Suggested Word List..... 44

Panel of Writers..... 54

Acknowledgement..... 55



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. Menurut Akta Pendidikan 1996 (Akta 550), "...'kelas peralihan' ertinya kelas di sekolah menengah yang menyediakan ajaran selama satu tahun untuk murid daripada sekolah rendah yang menggunakan bahasa selain daripada bahasa kebangsaan sebagai bahasa pengantar sebelum bermulanya pendidikan menengah rendah."

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997
[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

3. National Curriculum

(1) The National Curriculum is an educational program that consists of the curriculum and co-curriculum activities that includes all knowledge, skills, norms, values, cultural elements and beliefs to help the full development of a student in physical, spiritual, mental and emotional and to plant and enhance the desired moral values and communicate knowledge. According to the Education Act 1996 (Act 550), "... 'transition class' means a class in a secondary school providing one year of instructions to pupils from a primary school using a language other than the national language as the medium of instruction prior to the commencement of the lower secondary education..."

Source: Education (National Curriculum) Regulations 1997

[PU(A)531/97.]

KATA PENGANTAR

Kurikulum Standard Kelas Peralihan (KSKP) dilaksanakan mulai tahun 2019 menggantikan Kurikulum Kelas Peralihan (Semakan 2003) yang mula dilaksanakan pada tahun 2003. KSKP digubal bagi memenuhi keperluan dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum yang dilaksanakan di Kelas Peralihan selari dengan Kurikulum Standard Sekolah Rendah (KSSR) dan Kurikulum Standard Sekolah Menengah (KSSM). Kurikulum berasaskan standard yang menjadi amalan antarabangsa dijelmakan dalam KSKP menerusi penggubalan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) bagi semua mata pelajaran.

Penggubalan KSKP mengambil kira kerangka KSSM. KSKP memfokuskan kepada kemahiran berbahasa iaitu kemahiran mendengar, bertutur, membaca dan menulis. KSKP dilaksanakan melalui aktiviti dan komunikasi yang menyeronokkan dan merangsang pembelajaran untuk mempertingkatkan serta memperkukuh penguasaan bahasa Melayu. KSKP juga mengambil kira elemen memupuk nilai perpaduan dan keharmonian kaum supaya murid mengenal, menghormati dan menerima kelainan serta perbezaan individu.

KSKP juga mengintegrasikan Kemahiran Berfikir Aras Tinggi (KBAT) yang bersesuaian dengan keupayaan dan pencapaian murid. Penerapan elemen KBAT dapat merangsang keupayaan berbahasa secara optimum dan berkesan selari dengan keperluan Kemahiran Abad ke-21 yang seterusnya dapat melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan.

Kejayaan pelaksanaan KSKP memerlukan komitmen yang jitu daripada guru dalam mempelbagaikan pendekatan pengajaran dan pembelajaran seperti inkuiri, modular, pembelajaran berasaskan projek dan pembelajaran kontekstual untuk memastikan murid menguasai kemahiran berbahasa dan memperkukuh kemahiran abad ke-21 dalam kalangan mereka.

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

SHAZALI BIN AHMAD

Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

INTRODUCTION

The Standards-Based English Language Curriculum for Remove Class (SBELCRC) is a progression from the Standards-Based English Language Curriculum for Primary Schools and is developed on the basis of accessibility, quality, equity, flexibility and do-ability. The SBELCRC acts as a transition stage for pupils completing their primary education in national-type schools (Chinese and Tamil vernacular schools) and moving on to secondary education.

The SBELCRC document encompasses the Content Standards, Learning Standards, assessment and pedagogical approaches.

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

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

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

AIM

The Standards-Based English Language Curriculum for Remove Class aims to reinforce pupils' basic understanding of the English language so that they are able to communicate in the language for knowledge acquisition, future workplace needs and to enable them to communicate effectively in a variety of contexts.

OBJECTIVES

By the end of Remove Class, pupils are able to achieve the following objectives:

1. Listen to and understand simple spoken English in order to function in common real world situations.
2. Speak clearly using simple language.
3. Read and understand stories and simple factual and literary texts for enjoyment and information.
4. Write using simple language.
5. Inculcate awareness and appreciation of values, unity and love towards the nation.

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

The SBELCRC is aligned to the Common European Framework of Reference (CEFR) for Languages, an international framework for language teaching, learning and assessment practised by many countries. The CEFR levels and descriptors are used extensively to develop the curriculum standards for Preschool as well as for Primary and Secondary Schools.

The CEFR is used to develop the SBELCRC's target proficiency levels via the CEFR 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 towards effective delivery of the curriculum standards.

Table 1 indicates the minimum curriculum target levels from primary to secondary schools based on the CEFR. The curriculum standards for Remove Class are aligned to the CEFR proficiency level A2 Mid, which is mainly a revisit of standards achieved by pupils during Year 6 of primary school.

Table 1: Curriculum Target Levels Based on the CEFR

PRIMARY						Remove Class	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	A2 Mid	Revise A2	A2 High	B1 Low	B1 Mid	B1 High

THE CURRICULUM FRAMEWORK

The Standards-Based Curriculum for Secondary Schools (KSSM) is based on the six strands, which are Communication, Spirituality, Attitude and Values, Humanities, Personal Competence, Physical Development and Aesthetics, and Science and Technology.

These six strands are the main domains that complement one another and are integrated with critical, creative and innovative thinking. The integration aims to develop human capital that appreciates moral values based on religion, knowledge, competence, creative and critical thinking and innovation as illustrated in Figure 1.

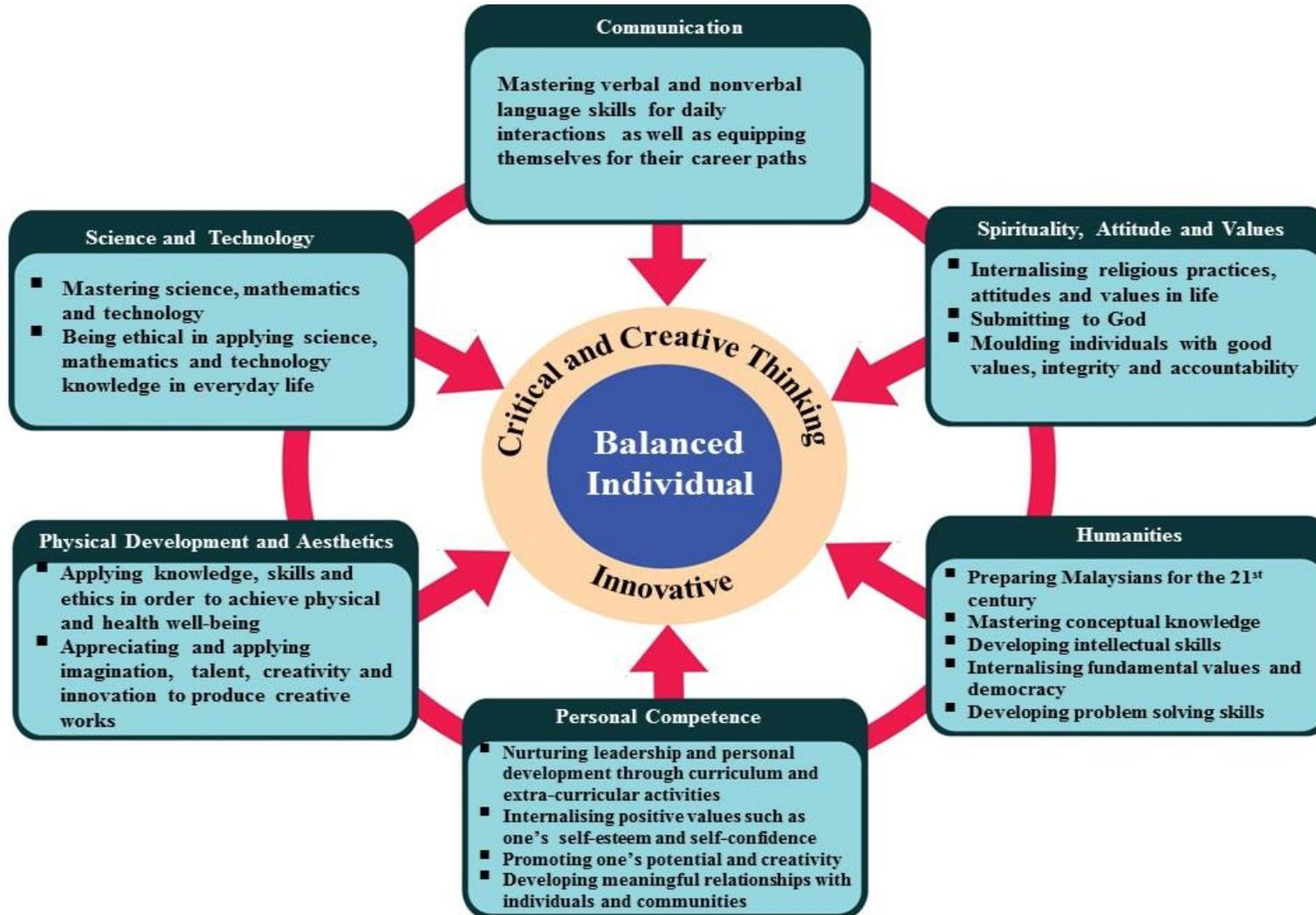


Figure 1: The Standards-Based Curriculum Framework for Secondary School

FOCUS

The SBELCRC focuses on enabling pupils to communicate effectively in the real world. Reinforcement of listening, speaking, reading and writing skills in Remove Class will ensure pupils can adapt to more extensive language usage when they proceed to Form One. The SBELCRC 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 SBELCRC 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 SBELCRC 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 SBELCRC 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 realized through 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 that 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 the SBELCRC

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

Curriculum Approach

The SBELCRC 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.

The four language skills and the aspects of Grammar 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 SBELCRC. 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 SBELCRC 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 skills or Writing skills are in focus, all other language skills are incidental. The SBELCRC 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. 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 to be infused in all the language skills.

To optimise learning, proper planning is required prior to teaching and learning. In SBELCRC, teachers can plan lessons using the Standards-Based Curriculum and Assessment Document (DSKP) and the Scheme of Work which tie 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 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 SBELCRC lesson organisation is represented in Figure 2.

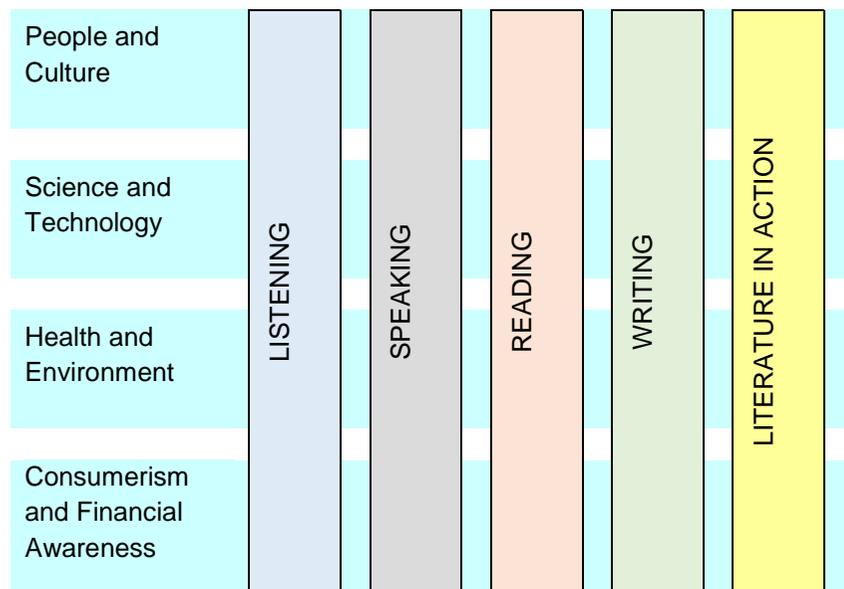


Figure 2: Lesson Organisation

Figure 2 shows how the themes and the four language skills, LiA and Grammar are organised to realise the aims and objectives of SBELCRC. 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 aspirations in the Standards-Based Secondary Curriculum (KSSM) 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 values. The 21st Century Skills aim at producing pupils with characteristics defined in the pupils' profile (Table 3) in order to be able to compete globally. Mastery of the Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21st Century Skills.

Table 3: Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are able to face 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 being pupils themselves. They generate questions about learning and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Communicator	Pupils are able to voice out and express their thoughts, ideas and information with confidence and creativity, orally and in written form using various types of media and technologies.
Team Player	Pupils are able to co-operate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions by each member in the team. They gain interpersonal skills through collaboration, which in turn makes them better leaders and team members.

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, sympathy and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.
Patriotic	Pupils are able to show their love, support and respect for the country.

HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is stated explicitly in the curriculum so that teachers can interpret them in teaching and learning to promote structured and focused thinking among pupils. In the SBELCRC, emphasis on HOTS refers to the four cognitive levels as presented in Table 4.

Table 4: Higher Order Thinking Skills

COGNITIVE LEVELS	EXPLANATION
Applying	Using knowledge, skills and values in different situations to complete a piece of work.
Analysing	Breaking down information into smaller parts in order to understand and make connections between these parts.
Evaluating	Considering, making decisions using knowledge, experience, skills, and values and justifying decisions made.
Creating	Producing an idea or product using creative and innovative methods.

HOTS is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating.

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.

HOTS can be applied in the classroom through reasoning, inquiry, problem-solving activities and projects. In order to encourage pupils to think, thinking tools such as mind maps as well as high level of questioning techniques can be used by teachers and pupils.

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 which includes time, effort, skills 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 SBELCRC are:

1. 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.

2. 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.

Teachers should take note that the final three lessons in the Remove Class Scheme of Work (Lessons 106 to 108) provide teachers with the opportunity to create a series of project-based lessons. There can be a different project focus for each lesson or one project over a series of two or three lessons. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these project-based lessons based on the specific needs and interests of their pupils.

3. 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 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.

4. 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 the SBELCRC. 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:

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 all the subjects so that pupils are aware of its importance and practise them.
- Values encompass aspects of spirituality, humanity and citizenship to be practised in their daily lives.

4. Science and Technology

- Inculcating pupils' interest in Science and Technology can increase their literacy level in these areas.
- The use of technology in teaching can contribute to more efficient and effective learning.
- The integration of Science and Technology in teaching and learning encompasses four areas:
 - (i) Scientific and technological knowledge (facts, principles, concepts related to Science and Technology);
 - (ii) Scientific skills (specific processes of thinking and manipulative skills);
 - (iii) Scientific behaviour (such as accuracy, honesty, safety); and
 - (iv) The use of technology in teaching and learning activities.

5. Patriotism

- Patriotism can be cultivated in all subjects, co-curricular activities and community services.
- Patriotism helps to produce pupils who love the country and are proud to be Malaysians.

6. Creativity and Innovation

- Creativity is the ability to use 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 mutually compatible and necessary to ensure the development of human capital to face the 21st Century challenges.
- Creativity and innovation elements need to be integrated in teaching and learning.

7. Entrepreneurship

- Integration of entrepreneurial elements aims to cultivate entrepreneurial characteristics and practices amongst pupils.
- Entrepreneurial features in teaching and learning can nurture attitudes such as diligence, honesty, trust and responsibility as well as develop creative and innovative minds to generate marketable ideas.

8. Information and Communications Technology

- Integration of Information and Communications Technology (ICT) elements in teaching and learning ensures pupils can apply and enhance their basic ICT knowledge.
- The application of ICT encourages pupils to be creative, makes teaching and learning more interesting and fun, thus enhances the quality of learning.
- ICT is integrated in teaching and learning to help pupils understand the content of the subject.
- Computational thinking is one of the skills emphasised in all subjects. It is a skill that uses logical reasoning, algorithm, frequency, contour analysis, abstraction and evaluation in solving problem with the help of computer.

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.
- This element is inserted in lessons or taught directly in related subjects.

10. Financial Education

- The integration of Financial Education aims to create a future generation that is capable of making sound financial decisions, practising ethical financial management and managing financial affairs skillfully and with accountability.
- Financial Education can be applied directly or embedded in teaching and learning through topics such as Money that contains explicit financial elements, namely the calculation of simple interest and compound interest. It can also be

embedded or integrated through other topics across the curriculum. Exposure to financial management is vital to provide pupils with knowledge, skills and values that can be applied effectively and meaningfully in real life.

CLASSROOM ASSESSMENT

Classroom assessment involves the process of collecting information about pupils' progress in the classroom. The on-going assessment is planned, implemented and reported by respective teachers. This process is ongoing to enable teachers to determine the pupils' mastery level.

Two types of classroom assessments are carried out by the teachers in schools; formative assessment and summative assessment. Formative assessment is carried out during teaching and learning, whereas summative assessment is implemented at the end of an instructional period; as a conclusion of a learning unit as well as mid-semester and year-end examinations. Teachers should plan, construct assessment or instruments, examine, record and report levels of acquisition based on the Standards-Based Curriculum and Assessment Document (DSKP). To ensure that assessment improves the ability and mastery level of the pupils, teachers should carry out assessment that has the following characteristics:

- Use of various methods of assessment such as observations, oral presentations, quizzes, question and answer, task sheets or written assignments to document students' progress in learning.
- Use of various assessment strategies that can be carried out by teachers and pupils.

- Take into account the various levels of knowledge and skills learned.
- Allow pupils to exhibit various learning capabilities.
- Assess the pupils' mastery level based on the Learning Standards and Performance Standards.
- Perform follow-up action for remedial and enrichment purposes.

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.

Specific Performance Standards Guides for Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document (DSKP). These Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers can use the specific descriptors to determine the performance level of their pupils in the respective language skill.

The performance levels indicate pupils' progress in learning. There are six levels which indicate pupils' progress in the four language

skills that are arranged in a hierarchy. The levels take into account the knowledge, skills and values stipulated in the curriculum.

Teachers can record pupils' progress in the record book, exercise book, notebook, checklist, schedules or through other appropriate methods. The performance levels are recorded in the reporting template that has been provided after the teachers have completed the Content and Learning Standards.

OVERALL PERFORMANCE LEVEL

The Overall Performance Level for each subject should be determined at the end of each year. This covers aspects of knowledge, skills and values. Teachers need to assess students collectively and holistically by looking at all aspects during the learning process. Teachers should use professional judgment in assessing and determining the overall performance level. Professional judgment can be carried out based on the teachers' knowledge and experience, interaction with pupils and also discussions with colleagues. Once the performance level of each language skill has been identified, teachers can then determine their pupils' overall performance level as shown in Table 5.

Table 5: Overall Performance Level for Target Level CEFR 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 implementation of English Language in Remove Class is in accordance with the Circular Letter (KP/KPPM/6 Jld. 2(23) dated 2 November 2016) which is in effect now. A minimum of 108 contact hours per year is allocated for English Language learning. The Curriculum Standards that encompass the Content Standards, Learning Standards and the 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 Five.</p>	<p>The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their secondary education.</p> <p>It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard.</p> <p>These standards should be mastered by all pupils at the end of each Form.</p>	<p>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>

The SBELCRC 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 SBELCRC document cover all aspects of thinking skills which are consistent with the principles of the CEFR for Languages.

LISTENING

Effective communication is to articulate thoughts and ideas in various forms and contexts for different purposes using both verbal and non-verbal 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 language lessons.

The Performance Standards for listening are provided for teachers to assess their pupils' progress in listening. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

Objectives for Listening in Remove Class

By the end of Remove Class, pupils are able to:

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

1.0 Listening

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 with little or no support 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 with little or no support 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 <i>No learning standard</i> (will be taught in subsequent years)
	Understand classroom instructions about familiar topics	1.1.4 Understand longer sequences of supported classroom instructions
	Understand questions on familiar topics	1.1.5 Understand more complex supported questions
	Understand narratives on familiar topics	1.1.6 Understand with support longer simple narratives on a range of familiar topics

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
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 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</i> (will be taught in subsequent years)

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, more complex questions and the meaning of unfamiliar words even with a lot of support. 	Requires support to achieve the curriculum target.
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, more complex questions and the meaning of unfamiliar words. 	On track to achieve the curriculum target.
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, more complex questions and the meaning of unfamiliar words. 	Achieves expectations of the curriculum target.
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, more complex questions and the meaning of unfamiliar words. 	Working towards exceeding expectations to achieve the curriculum target.

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
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, more complex questions and the meaning of unfamiliar words.	On track to exceed expectations of the curriculum target.
6	<ul style="list-style-type: none">• Acquires and uses the listening skills in identifying the main ideas and specific details independently.• Shows excellent understanding of longer sequences of classroom instructions, more complex questions and the meaning of unfamiliar words.	Exceeds expectations of the curriculum target.

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 language lessons.

The Performance Standards for speaking are provided for teachers to assess their pupils' progress in speaking. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

Objectives for Speaking in Remove Class

By the end of Remove Class, pupils are able to:

1. ask about and give detailed information about themselves and others.
2. ask about and express rules and obligations.
3. ask about and describe future plans or events.
4. explain and give reasons for simple advice.
5. ask about and describe personality.
6. keep interaction going in short exchanges by checking understanding of what a speaker is saying.
7. agree a set of basic steps needed to complete extended classroom tasks.
8. narrate short stories and events and experiences.

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 give detailed information about themselves and others
	Find out about and communicate information clearly	2.1.2 Ask about and express rules and obligations
	Communicate plans and ambitions clearly	2.1.3 Ask about and describe future plans or events
	Communicate a point of view clearly	2.1.4 Explain and give reasons for simple advice
	Communicate feelings clearly	2.1.5 Ask about and describe personality
2.2 Use register appropriately	Use register appropriately in familiar contexts	2.2.1 <i>No learning standard</i> (to 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

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
2.3 Use appropriate communication strategies	Negotiate classroom tasks appropriately	2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks
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 Narrate short stories, events and experiences

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly finds out about and communicates information clearly. • Hardly manages interaction by communicating a point of view appropriately even with a lot of support. • Hardly narrates short stories, events and experiences to an audience even with a lot of support. 	Requires support to achieve the curriculum target.
2	<ul style="list-style-type: none"> • Displays limited ability to find out about and communicate information clearly. • Shows limited response in managing interaction by communicating a point of view appropriately. • Demonstrates limited ability in narrating short stories, events and experiences to an audience. 	On track to achieve the curriculum target.
3	<ul style="list-style-type: none"> • Displays adequate ability to find out about and communicate information clearly. • Shows satisfactory response in managing interaction by communicating a point of view appropriately. • Demonstrates satisfactory ability in narrating short stories, events and experiences to an audience. 	Achieves expectations of the curriculum target.
4	<ul style="list-style-type: none"> • Displays good response in finding out about and communicating information clearly. • Shows good response in managing interaction by communicating a point of view appropriately. • Demonstrates good ability in narrating short stories, events and experiences to an audience. 	Working towards exceeding expectations of the curriculum target.

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
5	<ul style="list-style-type: none"> • Displays very good response in finding out about and communicating information clearly. • Shows very good response in managing interaction by communicating a point of view appropriately. • Demonstrates very good ability in narrating short stories, events and experiences to an audience. 	On track to exceed expectations of the curriculum target.
6	<ul style="list-style-type: none"> • Displays excellent response in finding out about and communicating information clearly. • Shows excellent response in managing interaction by communicating a point of view appropriately. • Demonstrates excellent ability in communicating opinions about a story, events and experiences to an audience. 	Exceeds expectations of the curriculum target.

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 language lessons.

The Performance Standards for reading are provided for teachers to assess their pupils' progress in reading. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

Objectives for Reading in Remove Class

By the end of Remove Class, pupils are able to:

1. understand the main points in simple longer texts.
2. understand specific details and information in simple longer texts.
3. guess the meaning of unfamiliar words from clues provided by other known words and by context.
4. use with some support familiar print and digital resources to check meaning.
5. read and enjoy fiction or non-fiction print 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
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in simple longer texts
	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
	Use dictionary skills appropriately to check and extend understanding	3.1.4 Use with some support familiar print and digital resources to check meaning
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 or 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 the curriculum target.
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 guidance. • 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 the curriculum target.
3	<ul style="list-style-type: none"> • Displays adequate understanding 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 ability to read and understand a variety of fiction or non-fiction texts. 	Achieves expectations of the curriculum target.
4	<ul style="list-style-type: none"> • Displays good understanding 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. • Shows interest to read and understand clearly a variety of fiction or non-fiction texts. 	Working towards exceeding expectations of the curriculum target.

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	<ul style="list-style-type: none">• Displays very good understanding in identifying the main ideas and specific details in a text.• Uses dictionary skills to check meaning and guess the meaning of unfamiliar words skillfully and precisely.• Shows a lot of interest to read and give opinion to a variety of fiction or non-fiction texts with some guidance.	On track to exceed expectations of the curriculum target.
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 independently.• Reads and gives opinion on a variety of fiction or non-fiction texts independently.	Exceeds expectations of the curriculum target.

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 experience.

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 4.2.4. 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 language lessons.

The Performance Standards for writing are provided for teachers to assess their pupils' progress in writing. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

Objectives for Writing in Remove Class

By the end of Remove Class, pupils are able to:

1. give detailed information about themselves and others.
2. describe future plans or events.
3. narrate factual and imagined events and experiences.
4. describe personality.
5. connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns.
6. use capital letters, full stops, commas in lists, question marks, and speech marks appropriately at discourse level.
7. spell most high frequency words accurately in independent writing.
8. produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback.

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 Give detailed information about themselves and others
		4.1.2 Describe future plans or events
	Communicate ideas clearly	4.1.3 Narrate factual and imagined events and experiences
	Communicate feelings and opinions clearly	4.1.4 Describe personality
	Organise information coherently	4.1.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns
4.2 Communicate with appropriate language, form and style	Punctuate texts appropriately	4.2.1 Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
	Spell written work accurately	4.2.2 Spell most high frequency words accurately in independent writing
	Plan, draft and edit work appropriately	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback
	Use register appropriately	4.2.4 <i>No learning standard</i> (will be taught in subsequent years)

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 ideas, opinions and organise information coherently. • Hardly punctuates appropriately and spells most high frequency words accurately even with a lot of guidance. • Hardly plans, drafts and edits written work even with a lot of guidance. 	Requires support to achieve the curriculum target.
2	<ul style="list-style-type: none"> • Displays limited ability to express ideas, opinions and organise information coherently. • Shows limited ability to punctuate appropriately and spell most high frequency words accurately. • Shows limited ability to plan, draft and edit written work. 	On track to achieve the curriculum target.
3	<ul style="list-style-type: none"> • Displays adequate ability to express ideas, opinions and organise information coherently. • Shows adequate ability to punctuate appropriately and spell most high frequency words accurately. • Shows adequate ability to plan, draft and edit written work in response to feedback adequately. 	Achieves expectations of the curriculum target.
4	<ul style="list-style-type: none"> • Displays good ability to express ideas, opinions and organise information coherently. • Shows good ability to punctuate appropriately and spell most high frequency words accurately. • Shows good ability to plan, draft and edit written work correctly in response to feedback. 	Working towards exceeding expectations of the curriculum target.

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
5	<ul style="list-style-type: none">• Displays very good ability to express ideas, opinions and organise information coherently.• Shows very good ability to punctuate appropriately and spells most high frequency words accurately.• Shows very good ability to plan, draft and edit written work in response to feedback.	On track to exceed expectations of the curriculum target.
6	<ul style="list-style-type: none">• Expresses ideas, opinions, common feelings and organises information independently.• Shows excellent ability to punctuate appropriately and spells most high frequency words accurately.• Shows the ability to plan, draft and edit written work independently.	Exceeds expectations of the curriculum target.

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 language lessons.

Objectives for Literature in Action in Remove Class

By the end of Remove Class, pupils are able to:

1. describe in simple language a character's actions or feelings and explain the reasons for them.
2. identify and describe in simple language the key characters in a text.
3. respond imaginatively and intelligibly through creating simple stories and simple poems.

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 Describe in simple language a character's actions or feelings and explain the reasons for them
	Interpret a variety of literary text types	5.1.2 Identify and describe in simple language the key characters 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 <i>No learning standard</i> (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 simple stories and simple poems Other imaginative responses as appropriate

Note:

Literature in Action (LiA) can be assessed through the four skills; Listening, Speaking, Reading and Writing.

GRAMMAR

In Remove Class, 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.

Teachers are encouraged to assess their pupils and identify other grammar structures that require further attention during English Language lessons. A list of grammatical structures and functions to be covered in Remove Class is given below as a guide.

1. Indirect questions with present and past tenses
Do you know what ...?
Can you tell me ...?
2. Past tense with a limited range of sequencing adverbs
first, then, after that, etc.
3. Modal verbs to talk about rules and obligations
must, mustn't, should, shouldn't
4. Present continuous, *going to, will*, to talk about future events, plans and arrangements
Tomorrow we're meeting in the park to play football.
5. Modal verbs to give and talk about advice
Can, could, should, shouldn't, might
6. Defining relative clauses to describe and give information
who, which, and that.
7. Growing range of prepositions
against, into, out, of, towards, past, over, near to, in front of etc.
8. Infinitive of purpose
She went to the shops to buy a new bag for school.
9. Passive sentences (present simple and past simple)
The house is made of wood.

Suggested Vocabulary List

This list contains vocabulary pertaining to areas of interest to be mastered at the A2 level of the Common European Framework of Reference (CEFR) for Languages. These words should be often repeated and reiterated in classroom teaching and learning for pupils to remember the meanings of these words effectively and develop a familiarity for their use. 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, complete accuracy in spelling is above A2 targets in the CEFR for Languages.

As the list is not exhaustive, teachers may also teach other words in relation to the themes provided. 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.

Additional Vocabulary Resources:

1. **English Vocabulary Profile:** Teachers are strongly encouraged to consult *English Vocabulary Profile* (EVP). This 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. **The Cambridge English KET for Schools Wordlist:** Though this is a wordlist which teachers can use to prepare their pupils for the A2 KET for School 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>

Word Sets

Animals

bear	dinosaur	insect	mouse
bird	duck	meat	rabbit
chicken	elephant	monkey	rat

Body and Health

accident	chemist	healthy	sick
ambulance	cigarette	heart	stomach
appointment	cold	hurt	stomach ache
blood	dentist	ill	
body	exercise	look after	
born	finger	medicine	
brain	fit	neck	
break your arm/leg	headache	nurse	
a broken arm/leg	health	pain	

Clothes and Accessories

purse	belt	scarf
fashion	earring	jumper
comb	boot	pocket
dressed	glove	scarf
spend	pocket	shorts
cap	handbag	sock
ring	kit	suit

Describing Things

above	at least	blue	circle
across	awesome	bright	comfortable
after	beside	brilliant	cool
against	between	broken	deep
amazing	big	brown	degree
around	black	centimetre	dirty
excellent	in front of	old	terrible

extra	inside	pair	thin
fantastic	kilogram	pale	under
a few	kilometre	pink	useful
fine	large	right	whole
great	less	round	wide
grey	light	silver	without
half	lovely	soft	wonderful
hard	metre	special	worst
heavy	most	square	yellow

Education

art	department	mark	project
biology	diploma	maths	pupil
blackboard	fail	paper	science
chemistry	geography	pass	school
college	history	physics	term

Food and Drinks

bake	fast food	mineral water	sausage
barbecue	fresh	main course	slice
burger	fried	mug	snack
bean	grilled	mushroom	steak
bowl	ham	onion	soft drink
can	honey	order	supper
carrot	jam	pasta	spoon
chicken	lemon	pear	sweets
cooker	lunchtime	pepper	thirsty
cooking	mango	roast	toast
cream	melon	salad	yogurt
dish	menu	sauce	

Jobs and Chores

actor	dentist	paint	teach
ambulance	drawing	painter	teacher
artist	earn	photographer	temperature
appointment	farmer	pilot	tidy
blood	fly	play	trainer
boss	footballer	policeman	toothache
business	guide	police officer	tour guide
businessman	head	police woman	wash
businesswoman	job	post	win
chef	kick	prepare	write
chemist	manager	receptionist	work
cleaner	medicine	repair	worker
cook	nurse	secretary	
cut	occupation	serve	
clown	off (not at work)	sing	
dance	open	singer	

People: Action

activity	end	kill	practice
add	cycling	kiss	pull
arrive	decide	laugh	push
bring	delay	leave	return
change	do	lend	ring
check	friendly	lie	save
click	drink	lose	see
climb	find	make	share
collect	fill	miss	shut
complete	enter	mix	exit
contact	exercise	move	skateboarding/skating
copy	follow	open	snowboarding
cover	get	pack	swim
cross	give	point	try

Money and Shopping

available	customer	on sale	sell
bill	department	order	shop assistant
bookshop	discount	price	shopping
chemist	for sale	receipt	shut
cost	half-price	salesperson	spend

Sports and Competition

activity	fishing	push	swimming
badminton	games	race	team
baseball	goal	riding	toy
bat	golf	rugby	video game
card	hockey	runner	volleyball
chess	play	sailing	
climbing	pool	stadium	
field	pull	sports centre	

Technology

battery	download	laptop	surf
call	electricity	mechanic	telephone
chat	email	mouse	turn on
click	engine	online	turn off
digital camera	keyboard	printer	web page

Things

advertisement	case	guidebook	motorbike
aeroplane	coach (vehicle)	horrible	newspaper
album	comfortable	kilogram	notebook
baseball	dirty	litre	pair
bat	drum	luggage	petrol
bicycle	envelope	map	piano
book	farm	magazine	poster

Transport

aeroplane

driving licence

park

roundabout

airport

engine

path

route

battery

exit

platform

scooter

bike

flight

petrol

seat

bus

journey

petrol station

ship

bus station

pack

pilot

tyre

bus stop

passenger

rent

vehicle

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