



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

# **Kesusasteraan Inggeris**

Dokumen Standard Kurikulum dan Pentaksiran

## **Tingkatan 4 dan 5**





KURIKULUM STANDARD SEKOLAH MENENGAH

# Kesusasteraan Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

## Tingkatan 4 dan 5

Bahagian Pembangunan Kurikulum  
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## **RUKUN NEGARA**

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:  
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;  
Memelihara satu cara hidup demokratik;  
Mencipta satu masyarakat yang adil di mana kemakmuran negara  
akan dapat dinikmati bersama secara adil dan saksama;  
Menjamin satu cara hidup 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 atas prinsip-prinsip yang berikut:

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



## **NATIONAL PRINCIPLES**

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

Maintaining a democratic way of life;

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

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

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

We, the people of Malaysia,

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

**BELIEF IN GOD**

**LOYALTY TO KING AND COUNTRY**

**SUPREMACY OF THE CONSTITUTION**

**RULE OF LAW**

**GOOD BEHAVIOUR AND MORALITY**



## **FALSAFAH PENDIDIKAN KEBANGSAAN**

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

Sumber: Akta Pendidikan 1996 (Akta 550)

## **NATIONAL EDUCATION PHILOSOPHY**

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

Source: Education Act 1996 (Act 550)

## **DEFINISI KURIKULUM KEBANGSAAN**

### **3. Kurikulum Kebangsaan**

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

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]

## **NATIONAL CURRICULUM DEFINITION**

### **3. National Curriculum**

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

Source: Education Regulations (National Curriculum) 1997  
[PU(A)531/97.]

## **KATA PENGANTAR**

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

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

Bagi menjayakan pelaksanaan KSSM, pengajaran dan 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.

**SHAZALI BIN AHMAD**

Pengarah  
Bahagian Pembangunan Kurikulum  
Kementerian Pendidikan Malaysia



## INTRODUCTION

The Standards-Based English Literature Curriculum for Secondary Schools (SBELitC) is offered as an elective subject for study at the secondary school level. It is a higher and in-depth study of literary texts compared to the Language Arts module in Primary Curriculum and the Literature in Action module in Secondary Curriculum and is developed on the basis of accessibility, quality, equity, flexibility and do-ability.

The SBELitC requires pupils to study literary works in the English language. The literary works are drawn from three genres: prose (short story and novel), poetry and drama.

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

The Content Standards determine the goals the pupils have to achieve at the end of Form 5. The Learning Standards determine what the pupils are expected to know and do at a particular year in their secondary education. The Performance Standards and assessment track pupils' learning progress in the form of formative

assessment. The pedagogical approaches help teachers design their lessons in line with current practices.

The SBELitC is based on the study of prescribed texts. The selected texts convey the values as well as the interests of the pupils. In addition to these texts, teachers can draw upon other literary works and references to widen the knowledge and experience for their pupils. The study of literature also allows pupils to explore relationships, ideas, places, time and events. This will lead to a better understanding of themselves, the people around them and the world at large, thus forging cultural understanding and preparing pupils for real world situations.

In Malaysia, the SBELitC is open to all pupils who are interested in learning the subject. Standard British English is the official standard of reference for English language although varieties of the English language are used in the literary texts.

**AIMS**

The SBELitC aims to develop in pupils the ability to enjoy the experience of reading literature; understand and respond to literary texts from different periods and cultures; analyse issues of human concern depicted in the selection of prose, poetry and drama; appreciate literature and use language effectively to become responsible citizens and lifelong learners; explore the contribution of literature towards imaginative, intellectual and aesthetic growth; and become balanced and harmonious individuals as envisioned in the National Education Philosophy.

This elective subject serves as an initial preparation for pupils who intend to study literature at higher levels. In addition, this subject enriches pupils' knowledge of the English language, enabling them to engage in post-secondary school pursuits.

**OBJECTIVES**

The SBELitC aims for pupils to achieve the following objectives:

1. Cultivate a love for literature to enhance aesthetic, imaginative and intellectual growth.
2. Be critical readers who make informed arguments and decisions with cultural sensitivity, empathy and awareness.
3. Explore, reflect and adopt values in literature on universal concerns and issues from various periods and cultures.
4. Apply the knowledge, skills and values gained, to become global citizens.



## **THE CURRICULUM FRAMEWORK**

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

These six learning 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.

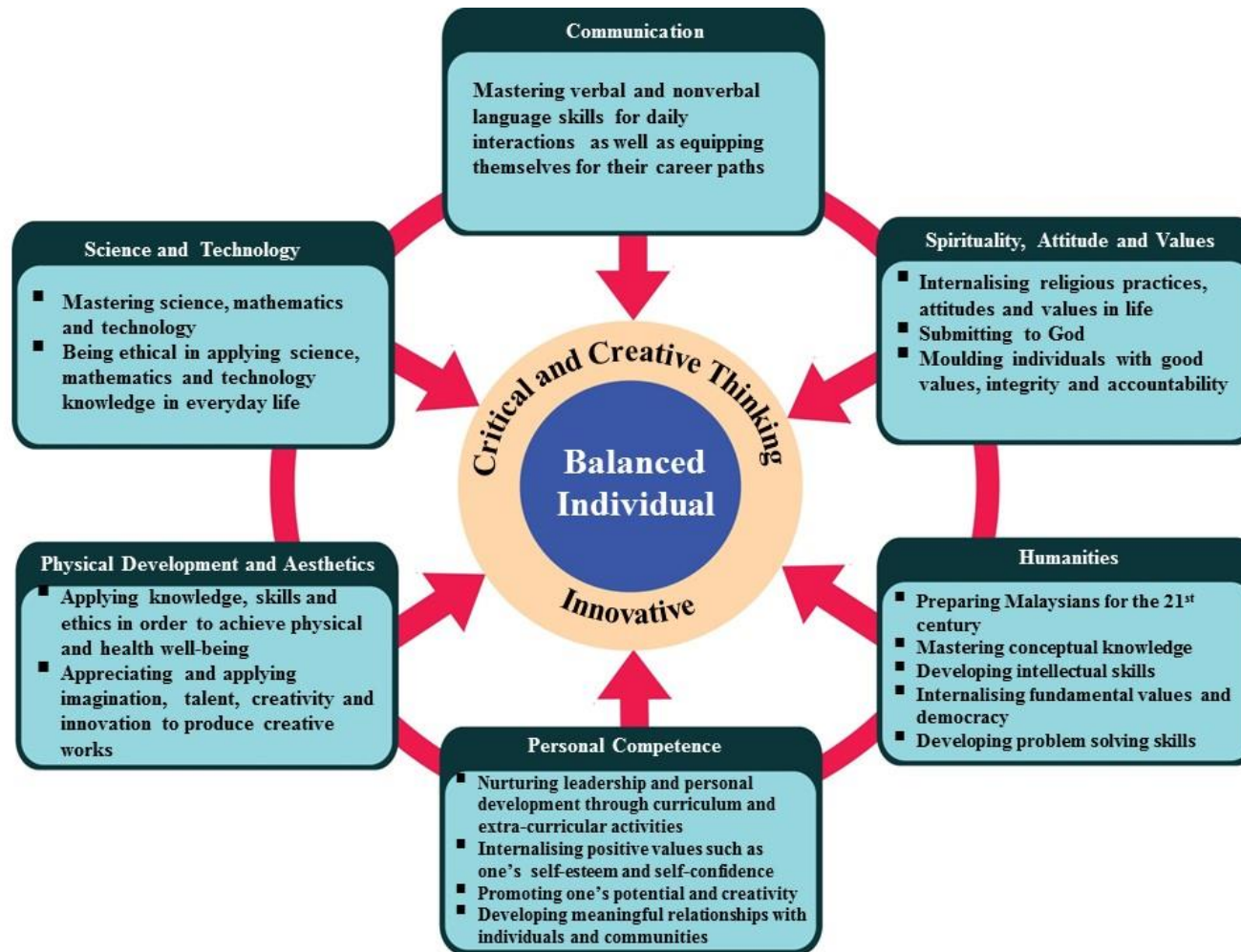


Figure 1: The Standards-Based Curriculum Framework for Secondary Schools

## FOCUS

The SBELitC is based on three genres: Prose, Poetry and Drama.

The three genres may encompass the following themes:

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

These themes are based on the aims and objectives of the SBELitC, which are essential in the selection of the literary texts.

Selected literary texts for the SBELitC should be accessible to a good percentage of pupils in terms of language, concepts, ideas, cultural references and in line with the values and aspirations of the Malaysian culture and norms. The selection is based on the four broad themes in the following page (Sustaining Language Use) and Figure 2 (pg.8), where various issues cater to the interests and maturity level of pupils. Examples of such issues are human relationships, growing pains, poverty, materialism, nature, patriotism, war, adventure and science. Chosen texts comprise a selection of both classics and contemporary works from around the world. Only original and unabridged works of reasonable length are selected. Translated works are not accepted.

### 1. Prose

Prose refers to continuous pieces of writing which comprise works of fiction. The two components of prose are Short Story and Novel. In Prose, the writer uses creative language to highlight and explore issues and concerns of human interest. Pupils will learn values and draw lessons in life by engaging with the texts. This leads to a better understanding of themselves and the world around them.

### 2. Poetry

Poetry is a form of art in which language is used for its aesthetic and evocative qualities. It is derived from the Greek word *poiesis*, meaning "making" or "creating". Poets often use particular forms and conventions to expand the literal meaning of the words, or to evoke emotional or sensory responses. Pupils gain deeper insights and perceptions into life through their imaginative and emotional responses to the poems.

### 3. Drama

Drama allows the expression and exploration of diverse characters through the enactment of roles and situations portrayed. Pupils are encouraged to explore and depict real and

fictional worlds through use of body language, gestures and space. The study of literature gives pupils the opportunity to develop a sense of inquiry and empathy by exploring plays from different periods, traditions, places and cultures. The study of drama encourages pupils to read, analyse, respond, plan, create and perform by drawing on personal experiences.

The SBELitC 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 SBELitC is based on the following five guiding principles that meet the challenges and demands of the 21<sup>st</sup> century:

- Preparing for the Real World
- Sustaining Language Use
- Acquiring Global Competencies
- Acknowledging Pupil Differences
- Developing Confident and Competent Communicators

### **1. Preparing for the Real World**

The challenges of the 21<sup>st</sup> century demand an education system that prepares pupils to be competent, knowledgeable and confident. The SBELitC 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 situations that are meaningful for classroom activities and project work. Hence, pupils will achieve greater success in their future work place.

### **2. Sustaining Language Use**

The SBELitC emphasises the importance of sustaining the use of English language within and beyond the classroom. The curriculum adopts an interdisciplinary approach and this is realised through 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 we live in today is highly interconnected and education is important in preparing pupils to become competent global citizens. Global competence incorporates the knowledge and skills that pupils need in the 21<sup>st</sup> century to:

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

### **4. Acknowledging Pupil Differences**

In planning and implementing the teaching approaches and lessons, teachers must take into account the varying learning styles, needs and abilities of pupils. In addition, sufficient opportunities to explore the different genres should be provided to ensure that Learning Standards are achieved. Therefore,

appropriate activities and materials should be used so that the pupils' full potential can be realised.

### **5. Developing Confident and Competent Communicators**

Effective communication is pivotal in today's fast-paced world. Pupils need to be able to communicate their thoughts and ideas through various modes and mediums in a coherent and cohesive manner. Therefore, they need to read, understand and explore the literary texts as well as engage in activities that enhance their confidence and competence in communication.

### **Curriculum Organisation**

The SBELitC is designed to be taught within eighteen (18) months. Pupils are expected to complete their studies by May or June in Form 5. It is recommended that Prose (Short Story / Novel) and Drama are taught in Form 4 while Poetry is taught in Form 5.

To optimise learning, proper planning is required prior to teaching and learning. In the SBELitC, teachers can plan lessons using the Syllabus document and the Scheme of Work, which tie together the various key components of a lesson: Genre, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies

and Assessment. 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 by connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to real world experiences. Pupils are encouraged to explore their creativity and potential, allowing them to participate actively and express themselves. The SBELitC themes and lesson organisation is represented in Figure 2.

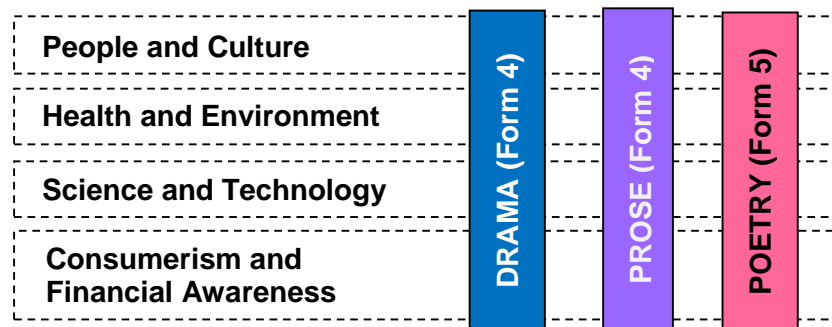


Figure 2: Themes and Lesson Organisation

Figure 2 shows how the themes and the three genres are organised to realise the aims and objectives of the SBELitC. The organisation does not reflect any specific order of how the genres are to be taught during the teaching and learning process. However, by the end of Form 5, pupils will study texts from all three literary genres: prose, poetry and drama. Pupils also will have critically analysed the following texts as in Table 1.

Table 1: Recommended Texts to Teach

FORM	TEXTS	TEXTS TO TEACH
Form 4	Prose (Short Story / Novel)	Six short stories OR one novel in its entirety
	Drama	One play written for the stage (not a film script) from a selection
Form 5	Poetry	Ten poems from a selection

## Curriculum Approach

The teaching and learning of literature takes into account many aspects, which pupils should understand and appreciate. Teachers should incorporate the following aspects to help develop the pupils' interest in learning literature:

### 1. **Writer's or Poet's Background**

- the writer's or poet's beliefs, emotions, thoughts and the impact they have on the underlying meaning of the texts
- personal life
- social, historical and cultural background

### 2. **Literary Features and Language Use**

- elements of a short story, novel and drama such as plot and structure, viewpoint, characterisation, style, setting and atmosphere
- common literary devices used by writers or poets, including their meaning and usage in context
- various poetic devices (including imagery, word association and the musical qualities of the language used) to highlight the intended meaning
- structure and form of poems

- various drama techniques used by playwrights to create mood, tone and movement
- the use of the language in a functional and literary sense which requires pupils to understand how writers or poets use language to create meaning and stylistic effects

### 3. **Text and Context**

- appreciation of how the texts relate to the context in which they were created
- understand the texts better in terms of the events, ideas and socio-cultural aspects that characterise a period

### 4. **Creative works**

- awareness of how written works can be brought to life through various means such as portfolio, dramatisation, poetry recitation, story boards and multimedia presentation
- usage of ICT and multimedia are encouraged where applicable

## 5. Classroom Practices

- Critical Analysis - Encourage pupils to read, analyse, reflect, discuss and respond to texts critically and with maturity of thoughts.
- Environment - Create an environment that promotes a diversity of opinions and perspectives, and allow pupils to make informed relevant arguments and defend them.
- Learning Styles - Incorporate 21<sup>st</sup> century learning skills and cater to pupils' different learning styles and multiple intelligences.
- Reading - Inculcate a love for reading so that pupils can read beyond the parameters of the classroom and examination.
- Writing - Guide pupils to construct coherent and constructive personal responses and arguments supported by textual evidence.

It should be noted that some aspects might not be assessed. However, including them in the study of literature is essential in ensuring pupils' understanding of the texts.

## 21<sup>ST</sup> CENTURY SKILLS

One of the Standards-Based Secondary Curriculum (KSSM) aspirations is to develop pupils with the 21<sup>st</sup> Century Skills which give emphasis on thinking skills as well as life skills and one's career based on good values practices. The 21<sup>st</sup> Century Skills aim at producing pupils with characteristics defined in the pupil's profile (Table 2) in order to be able to compete globally. The mastery of the Content and Learning Standards in the SBELitC contributes to the pupils' acquisition of the 21<sup>st</sup> Century Skills.



Table 2: Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
<b>Resilient</b>	Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.
<b>Thinker</b>	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 pupils themselves. They generate questions about and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
<b>Communicator</b>	Pupils are able to express their thoughts, ideas and information with confidence and creativity, orally and in written form, using various media and technologies.
<b>Team Player</b>	Pupils are able to cooperate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions of each member in the team. They gain interpersonal skills through collaboration, which make them better leaders and team members.

PUPILS' PROFILE	DESCRIPTION
<b>Inquisitive</b>	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 lifelong learning experiences.
<b>Principled</b>	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.
<b>Informed</b>	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 they have acquired.
<b>Caring</b>	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.
<b>Patriotic</b>	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 SBELitC, emphasis on HOTS refers to the four cognitive levels as presented in Table 3.

Table 3: Higher Order Thinking Skills

COGNITIVE LEVELS	EXPLANATION
<b>Applying</b>	Able to use knowledge, skills and values in different situations to complete a piece of work.
<b>Analysing</b>	Able to break down information into smaller parts in order to understand and make connections between these parts.
<b>Evaluating</b>	Able to consider, make decisions using knowledge, experience, skills, and values and justify decisions made.
<b>Creating</b>	Able to produce an idea or product using creative and innovative methods.

Higher Order Thinking Skills (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 thinking and 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 21<sup>st</sup> century is pupil centred while the teacher facilitates. 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 (thinking about thinking) encompass 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 strategy to meet the needs of their pupils. 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 SBELitC are:

### **Inquiry-Based Learning**

The purpose of inquiry in the teaching and learning of literature is to plan strategic pupil-centred learning activities based on explorative learning. Pupils will be actively involved and engaged in the teaching and learning process. This approach is dynamic and effective in stimulating 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 and critically, and respond appropriately as well as being able to evaluate their own learning. Besides questioning, inquiry in language learning can also be realised through methods and techniques such as project-based learning, surveys, brainstorming, demonstration, simulation, role-play, group work, drama, forum, and dialogue for pupils' continued engagement in the teaching and learning process.

**Project-Based Learning**

Project-Based Learning (PBL) emulates 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(s) 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(s).

In the SBELitC, PBL can be implemented in all three genres. Pupils are given small interconnected projects leading to and culminating in the production of a creative work. The teacher guides the pupils to ensure that the implementation of the project progresses smoothly and is completed as planned. In total, PBL promotes hands-on, minds-on and hearts-on activities that lead to the holistic development of pupils to face the challenges of the 21<sup>st</sup> century.

**Pupil-Centredness**

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

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

Pupils' awareness and knowledge of filtering relevant information from various sources are important in order to differentiate fact from fiction; good from bad; ethical from unethical; and truth from lies.

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

**Cooperative Learning**

Group work is recommended for activities or tasks to familiarise pupils with the idea of working in teams. To ensure that every group member is productive and responsible, it is recommended that the size of groups is kept small. Every pupil should take turns to play the role of a group leader as leadership qualities are pivotal in the 21<sup>st</sup> century.

Through group work, pupils learn to manage time, practise soft skills, learn to compromise and collaborate in completing their tasks. 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 judgement 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 SBELitC. This prepares pupils for a complex and multidimensional world, which 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 apply, analyse and evaluate sensitively and critically in order to face the challenges of the 21<sup>st</sup> century confidently. These cross-curricular elements are:

### **1. Language**

- The correct usage of the medium of instruction in all subjects should be emphasised.
- Correct language use, with focus on pronunciation, sentence structure, grammar, terminology and language registers must be emphasised 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 the SBELitC 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 accelerate their literacy in science and technology.
- The use of technology in teaching can help as well as 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 21<sup>st</sup> century challenges.

- Creativity and innovation elements need to be integrated in teaching and learning.

#### **7. Entrepreneurship**

- Integration of entrepreneurial elements aims to develop entrepreneurial characteristics and practices to become a culture amongst pupils.
- Entrepreneurship features can be fostered in teaching and learning through activities that can cultivate attitudes such as diligence, honesty, trust and responsibility and develop creative and innovative minds to drive ideas into the market.

#### **8. Information and Communications Technology**

- Integration of Information and Communications Technology (ICT) elements in teaching and learning ensures pupils can apply and enhance the basic knowledge and ICT skills.
- The application of ICT not only encourages pupils to be creative but also makes teaching and learning more interesting and fun, and subsequently enhances the quality of learning.
- ICT is integrated in teaching and learning to help pupils' understanding of topics in the curriculum.

- 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 current challenges and issues in local, national and global levels.
- This element is embedded in lessons or taught directly in relevant subjects.

### 10. **Financial Education**

- The integration of Financial Education elements 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 elements can be applied directly or embedded in teaching and learning through topics like 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 effective and meaningful 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 to determine the pupils' mastery level.

Two types of classroom assessments are carried out by the teachers in schools; the formative assessment and summative assessment. The formative assessment is carried out during teaching and learning whereas the 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 that are taught based on the Standards-Based Curriculum and Assessment Document. To ensure that assessment improves the ability and mastery level of the pupils, the teacher 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.
- Allows pupils to exhibit various learning capabilities.
- Assess the pupil's 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 the four language skills; Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document. These specific 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 teaching the 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 teacher's knowledge and experience, teacher's 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 using the guide in Table 4.

Table 4: Overall Performance Level Guide

PERFORMANCE LEVEL	OVERALL PERFORMANCE LEVEL DESCRIPTORS
1	Pupils show poor knowledge of the text, require full guidance when reading and interpreting the texts. Pupils provide irrelevant or hardly any personal responses and produce works which demonstrate very little creativity and originality.
2	Pupils show limited knowledge and understanding of the content and language of the texts. Pupils provide limited personal responses and produce works which demonstrate limited creativity and originality.
3	Pupils show some knowledge and understanding of the content and language of the texts. Pupils provide relevant personal responses and produce works which demonstrate some creativity and originality.
4	Pupils show adequate knowledge and understanding of the content and language of the texts. Pupils provide reasonably developed personal responses and produce works with sufficient creativity and originality.
5	Pupils show good knowledge and understanding of the content and language of the texts. Pupils display some maturity in thought in personal responses and produce works which demonstrate a commendable level of creativity, originality and independence.
6	Pupils show in depth knowledge and understanding of the content and language of the texts. Pupils demonstrate insight, sensitivity, individuality and flair in personal responses and produce works with a high level of creativity, originality and independence.

## CONTENT ORGANISATION

A primary aim of SBELitC is to enable pupils to appreciate and enjoy literary genres of varied form and era. The implementation of this curriculum is in accordance with the circular letter (KPM/KPPM/6 Jld.2(23) dated 2 November 2016) and is designed to be taught within eighteen (18) months. The minimum teaching hours are 64 hours per year and ideally 2 to 3 hours per lesson. The curriculum is organised into three broad sections, namely Content Standards, Learning Standards and Performance Standards. Each section is explained in Table 5.

Table 5: 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 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 by the end of Form Five.</p>	<p>Expresses the degree or quality of mastery that pupils are expected to display in relation to the Content and Learning Standards.</p> <p>These Standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.</p> <p>In sum, it is an indicator of success.</p>

## **Objectives of Teaching Prose**

Pupils are able to:

- i. identify, describe and analyse the setting, plot and characters;
- ii. analyse, interpret and discuss themes, messages and issues;
- iii. communicate an informed personal response with reference to texts;
- iv. identify, describe and explain the effects of using literary devices; and
- v. plan and produce creative works in response to texts.

**1.0 Prose**

<b>CONTENT STANDARDS</b>	<b>LEARNING STANDARDS (PROSE)</b>	<b>NOTES</b>
<p>1.0 Read and interpret literary texts of different forms, periods and cultures</p>	<p>1.1 Identify, describe and analyse the setting.</p> <p>1.2 Identify and describe plot structure / sequence of events.</p> <p>1.3 Analyse and discuss significance of events in the text.</p> <p>1.4 Identify, describe and discuss characters, their roles and development in text.</p> <p>1.5 Analyse and examine characters' interactions and relationships.</p>	<ul style="list-style-type: none"> <li>- nature of the setting</li> <li>- atmosphere and mood created by the setting on the:               <ul style="list-style-type: none"> <li>i. characters</li> <li>ii. plot</li> <li>iii. readers</li> </ul> </li> <li>- significance of changes in setting and/or atmosphere in the text</li>   <li>- main plot and subplots</li> <li>- sequence of events</li> <li>- reasons for events</li> <li>- outcome of these events</li> <li>- relationship between events</li> <li>- significance and impact of events in the text</li>   <li>- physical attributes</li> <li>- personality</li> <li>- character development</li> <li>- social position</li> <li>- attitudes and beliefs</li> <li>- actions and reactions</li> <li>- interactions with one another</li> <li>- kinds of relationships</li> <li>- roles and functions in developing the story</li> </ul>

CONTENT STANDARDS	LEARNING STANDARDS (PROSE)	NOTES
	1.6 Identify and examine themes, messages and issues in text.	<ul style="list-style-type: none"> <li>- explicit meaning</li> <li>- implicit meaning</li> <li>- issues of universal concern e.g.: time and space, gender, culture, love, sacrifice, nature, accountability</li> </ul>
2.0 Communicate informed personal responses with reference to texts	2.1 Relate themes, messages and issues in the text to pupil's own experiences.  2.2 Convey informed and sensitive personal responses in relation to the text.  2.3 Explore and evaluate universal issues in relation to the text.	<ul style="list-style-type: none"> <li>- reasons to support one's response to the text</li> <li>- relate the story to one's own feelings and experiences</li> <li>- connect issues of universal concern to personal and current situation</li> </ul>
3.0 Understand, analyse and appreciate different ways writers/ poets/ playwrights use language and styles to achieve their effects	3.1 Identify and describe the language, structure and form in the text.  3.2 Examine and explain the effects of language and style in the text.  3.3 Identify, analyse and explain the use of literary devices in the text.	<ul style="list-style-type: none"> <li>- text type e.g.: mystery, science fiction, romance, fable, satire.</li> <li>- diction</li> <li>- sentence structure and syntax</li> <li>- point of view: omniscient, first person, third person</li> <li>- style e.g.: narrative, descriptive, colloquial</li>   <li>- figures of speech</li> <li>- figurative language</li> <li>- the impact of literary devices in the text</li> </ul>

CONTENT STANDARDS	LEARNING STANDARDS (PROSE)	NOTES
4.0 Produce creative works with reference to literary texts	4.1 Plan and present ideas to a specific audience in written, oral or digital forms.  4.2 Use language, gestures, movements and emotions to convey meaning in creative works.	Suggestions: - creative writing - dialogues - comic strips - caricatures - storyboards - mimes/ skits - digital expression e.g.: videos/ blogs/ vlogs/ podcasts



PERFORMANCE LEVEL	PERFORMANCE STANDARDS GUIDE DESCRIPTORS (PROSE)
1	Pupils can: <ul style="list-style-type: none"> <li>• identify setting, plot, themes and characters in texts.</li> <li>• state positive or negative response to text.</li> <li>• produce creative works with full guidance.</li> </ul>
2	<ul style="list-style-type: none"> <li>• identify setting, basic plot development, themes and messages in texts.</li> <li>• identify and describe some character traits.</li> <li>• identify some literary devices.</li> <li>• communicate a personal response with hardly any reference to texts.</li> <li>• produce creative works with some guidance.</li> </ul>
3	<ul style="list-style-type: none"> <li>• identify the significance of setting, plot development, themes, messages and universal issues in texts.</li> <li>• describe the roles of characters.</li> <li>• identify and explain the use of some literary devices.</li> <li>• provide a relevant personal response with some reference to texts.</li> <li>• produce creative works with limited textual evidence.</li> </ul>
4	<ul style="list-style-type: none"> <li>• respond with clear understanding of the setting, plot, themes, messages and universal issues in texts.</li> <li>• describe the use of language, style and tone in prose.</li> <li>• describe and analyse character development.</li> <li>• provide a reasonably developed personal response with reference to texts.</li> <li>• produce creative works with sufficient textual evidence.</li> </ul>
5	<ul style="list-style-type: none"> <li>• show critical understanding of the setting, plot, themes, messages and universal issues in texts.</li> <li>• analyse the use of language, style and tone in prose.</li> <li>• analyse and evaluate character development.</li> <li>• communicate a perceptive personal response with reference to texts.</li> <li>• produce creative works with relevant textual evidence.</li> </ul>
6	<ul style="list-style-type: none"> <li>• show in-depth understanding of the setting, plot, character, themes, messages and universal issues in texts.</li> <li>• analyse and evaluate the use of language, style and tone in prose.</li> <li>• show individuality and insight through a perceptive personal response with reference to texts.</li> <li>• produce well -planned creative works independently with precise textual evidence.</li> </ul>

## Objectives of Teaching Poetry

Pupils are able to:

- i. identify and describe different types of setting in poems;
- ii. differentiate between literal and underlying meaning;
- iii. analyse, interpret and discuss themes, messages and issues;
- iv. communicate an informed personal response with reference to texts;
- v. identify, describe and explain the effects of poetic devices; and
- vi. plan and produce creative works based on poems

## 2.0 Poetry

CONTENT STANDARDS	LEARNING STANDARDS (POETRY)	NOTES
<p>1.0 Read and interpret literary texts of different forms, periods and cultures</p>	<p>1.1 Identify, describe and analyse the setting.</p> <p>1.2 Recognise the literal meanings of the poem.</p> <p>1.3 Infer the underlying meanings in the poem.</p> <p>1.4 Identify, describe and discuss the persona / speakers in the poem.</p> <p>1.5 Analyse and examine interactions and relationships.</p> <p>1.6 Identify and examine the themes, messages and issues in the poem.</p>	<ul style="list-style-type: none"> <li>- nature of the setting</li> <li>- atmosphere and mood created by the setting</li> <li>- significance of changes in setting and / or atmosphere in poem(s)</li>   <li>- connotative / implicit meaning</li> <li>- denotative / explicit meaning</li> <li>- paraphrasing general or literal meaning</li>   <li>- poet's intention</li> <li>- sometimes a poem may not have a persona or a speaker.</li> <li>- how interactions and relationships impact the poem (when applicable)</li>   <li>- explicit meaning</li> <li>- implicit meaning</li> <li>- issues of universal concern e.g.: war, death, relationships, old age, love, conflicts, growing pains, nature</li> </ul>

CONTENT STANDARDS	LEARNING STANDARDS (POETRY)	NOTES
<p>2.0 Communicate informed personal responses with reference to texts</p>	<p>2.1 Relate themes and issues in the poem to pupil's own experiences.</p> <p>2.2 Convey informed and sensitive personal responses in relation to the poem.</p> <p>2.3 Explore and evaluate universal issues in relation to the poem.</p>	<ul style="list-style-type: none"> <li>- personalising the text</li> <li>- reasons to support one's response to the text</li> <li>- relate the poem to one's own feelings and experiences</li> <li>- connect issues of universal concern to personal and current situation</li> </ul>
<p>3.0 Understand, analyse and appreciate different ways writers/ poets/ playwrights use language and styles to achieve their effects</p>	<p>3.1 Recognise and identify the form and structure of the poem.</p> <p>3.2 Examine and explain the effects of language and style in the poem.</p> <p>3.3 Identify, analyse and explain poetic devices that the poet uses to achieve effects in the poem.</p>	<ul style="list-style-type: none"> <li>- various forms of poetry e.g.: sonnets, elegy, odes, parody</li> <li>- structure e.g.: stanzas, rhyme patterns, blank or free verse, quatrains and couplets (where applicable)</li> <li>- the usual rules of language and style may be different in poetry (poetic licence)</li> <li>- how poetic devices affect meaning and structure of the poem</li> </ul>

CONTENT STANDARDS	LEARNING STANDARDS (POETRY)	NOTES
<p>4.0 Produce creative works with reference to literary texts</p>	<p>4.1 Plan and present ideas to a specific audience in written, oral or digital forms.</p> <p>4.2 Use language, gestures, movements and emotions to convey meaning in creative works.</p>	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>- writing poems</li> <li>- poetry recital</li> <li>- choral speaking</li> <li>- poetry dramatisation</li> <li>- pantomines</li> <li>- jazz chants</li> <li>- poetry slam</li> <li>- digital expressions</li> </ul> <p>e.g.: songs/ videos/ blogs/ vlogs/ podcasts</p>

PERFORMANCE LEVEL	PERFORMANCE STANDARDS GUIDE DESCRIPTORS (POETRY)
1	Pupils can: <ul style="list-style-type: none"> <li>• show very limited understanding in interpreting and analysing poem.</li> <li>• state positive or negative response to text.</li> <li>• produce creative works with full guidance.</li> </ul>
2	<ul style="list-style-type: none"> <li>• show limited understanding in interpreting and analysing poem.</li> <li>• communicate personal responses with hardly any reference to text.</li> <li>• produce creative works with some guidance.</li> </ul>
3	<ul style="list-style-type: none"> <li>• show sufficient understanding in interpreting and analysing poem.</li> <li>• provide a relevant personal response with some reference to text.</li> <li>• produce creative works with limited textual evidence.</li> </ul>
4	<ul style="list-style-type: none"> <li>• show good understanding in interpreting and analysing poems.</li> <li>• provide a reasonably developed personal response with reference to text.</li> <li>• produce creative works with sufficient textual evidence.</li> </ul>
5	<ul style="list-style-type: none"> <li>• show critical understanding in interpreting and analysing poem.</li> <li>• communicate a perceptive personal response with reference to text.</li> <li>• produce creative works independently with relevant textual evidence.</li> </ul>
6	<ul style="list-style-type: none"> <li>• show in-depth understanding in interpreting and analysing poem.</li> <li>• show individuality and insight through a perceptive personal response with reference to text.</li> <li>• produce well planned creative works independently with precise textual evidence.</li> </ul>

## Objectives of Teaching Drama

Pupils are able to:

- i. identify, describe and analyse the setting, plot and characters;
- ii. analyse, interpret and discuss themes, messages and issues;
- iii. communicate an informed personal response with reference to texts;
- iv. identify, describe and explain the effects of dramatic techniques; and
- v. plan and produce creative works in response to texts.

### 3.0 Drama

CONTENT STANDARDS	LEARNING STANDARDS (DRAMA)	NOTES
<p>1.0 Read and interpret literary texts of different forms, periods and cultures</p>	<p>1.1 Describe, explore and analyse the setting.</p> <p>1.2 Identify and describe plot structure / sequence of events.</p> <p>1.3 Analyse and discuss significance of scenes in the drama.</p> <p>1.4 Describe and analyse the characters, their roles and development in the text.</p> <p>1.5 Analyse and examine characters' interactions and relationships.</p>	<ul style="list-style-type: none"> <li>- nature of the setting</li> <li>- atmosphere and mood created by the setting on the:               <ul style="list-style-type: none"> <li>i. characters</li> <li>ii. plot</li> <li>iii. readers/audience</li> </ul> </li> <li>- significance of changes in setting and/or atmosphere in the text</li>   <li>- main plot and subplots</li> <li>- sequence of events</li> <li>- reasons for events</li> <li>- outcome of these events</li> <li>- relationship between events</li> <li>- significance and impact of events in the text</li>   <li>- physical attributes</li> <li>- personality</li> <li>- character development</li> <li>- social position</li> <li>- attitudes and beliefs</li> <li>- actions and reactions</li> <li>- interactions with one another</li> <li>- kinds of relationships</li> <li>- roles and functions in developing the storyline</li> </ul>



CONTENT STANDARDS	LEARNING STANDARDS (DRAMA)	NOTES
	1.6 Identify and examine the themes, messages and issues in the text.	<ul style="list-style-type: none"> <li>- explicit meaning</li> <li>- implicit meaning</li> <li>- issues of universal concern e.g.: prejudice, gender, culture, love, science, nature, family, friendship</li> </ul>
2.0 Communicate informed personal responses with reference to texts	2.1 Relate themes, messages and issues in the text to pupil's own experiences.  2.2 Convey informed and sensitive personal responses in relation to the text.  2.3 Explore and evaluate universal issues in relation to the text.	<ul style="list-style-type: none"> <li>- personalising the text</li> <li>- reasons to support one's response to text(s)</li> <li>- relate the story to one's own feelings and experiences</li> <li>- connect issues of universal concern to personal and current situation</li> </ul>

CONTENT STANDARDS	LEARNING STANDARDS (DRAMA)	NOTES
<p>3.0 Understand, analyse and appreciate different ways writers/ poets/ playwrights use language and styles to achieve their effects</p>	<p>3.1 Identify and describe the language, structure and form used in the text.</p> <p>3.2 Examine and explain the effects of language and style in the text.</p> <p>3.3 Identify, analyse and explain the use of literary devices and dramatic techniques in the text.</p>	<ul style="list-style-type: none"> <li>- diction</li> <li>- sentence structure and syntax</li> <li>- drama form e.g.: comedy, tragedy, monologue, soliloquy.</li> <li>- structure of the play e.g.: scenes/ acts and their effects</li>   <li>- literary devices or dramatic techniques employed by the playwright and the effects achieved through their use</li> </ul>
<p>4.0 Produce creative works with reference to literary texts</p>	<p>4.1 Plan and present ideas to a specific audience in written, oral or digital forms.</p> <p>4.2 Use language, gestures, movements and emotions to convey meaning in creative works.</p>	<ul style="list-style-type: none"> <li>- organize and stage a play / scenes from a play, one act plays, students' own scripts</li> <li>- appropriateness of voice and body language</li> <li>- develop a movie or digital presentation of written text</li> </ul>

PERFORMANCE LEVEL	PERFORMANCE STANDARDS GUIDE DESCRIPTORS (DRAMA)
1	Pupils can: <ul style="list-style-type: none"> <li>• identify setting, plot and themes in texts.</li> <li>• identify characters.</li> <li>• read script and role play a scene.</li> <li>• state positive or negative response to texts.</li> </ul>
2	<ul style="list-style-type: none"> <li>• identify setting, basic plot development, themes and messages in texts.</li> <li>• identify and describe some character traits.</li> <li>• read script with some relevant gestures and emotions.</li> <li>• can identify some literary devices and dramatic techniques.</li> </ul>
3	<ul style="list-style-type: none"> <li>• identify the significance of setting, plot development, themes, universal issues and messages in texts.</li> <li>• describe the roles of characters.</li> <li>• identify and explain the use of language and literary devices in texts.</li> <li>• provide a relevant personal response with some reference to texts.</li> <li>• plan and present play with some understanding of dramatic techniques.</li> </ul>
4	<ul style="list-style-type: none"> <li>• respond with clear understanding of setting, plot, themes, universal issues and messages in texts.</li> <li>• describe and analyse character development.</li> <li>• analyse the use of language and literary devices in the play.</li> <li>• provide a reasonably developed personal response with reference to texts.</li> <li>• plan and present the play in its entirety with relevant dramatic techniques.</li> </ul>
5	<ul style="list-style-type: none"> <li>• display critical and/or analytical understanding of the play.</li> <li>• analyse and evaluate character development.</li> <li>• produce a perceptive personal response with reference to texts.</li> <li>• demonstrate critical appreciation of literary devices and dramatic techniques.</li> <li>• produce creative works that show good understanding of the play.</li> </ul>
6	<ul style="list-style-type: none"> <li>• demonstrate individuality and insight in appreciating the play.</li> <li>• evaluate the use of literary devices and dramatic techniques critically.</li> <li>• show sensitivity and insight through a perceptive personal response with reference to texts.</li> <li>• produce well- planned creative works independently that show in-depth understanding of the play.</li> </ul>

## GLOSSARY

These are the meanings and scope of areas for the terms used in this document as references for the teaching and learning of the SBELitC (Table 6).

Table 6: Meaning and Scope of Area for Terms

TERM	MEANING / SCOPE OF AREA
Character	<p>Any human or non-human represented in literary text. Identification and portrayal of a character includes a character's thoughts, speech and behaviour which reveal his /her attitudes, beliefs and intentions.</p> <p><u>Character Roles and Development</u> Character roles describe the function each character serves in the story. These include protagonists, antagonists, supporting roles, major and minor characters.</p> <p>Character development refers to how a character develops and changes over the course of a story / play.</p> <p><u>Characters' Interactions and Relationships</u> The interaction with one another can be understood by studying the actions and dialogues between characters. These relationships can change, evolve and may have an effect on the plot as a whole.</p>

TERM	MEANING / SCOPE OF AREA
Creative Works	A creative presentation in written, oral or digital form. Includes dramatising texts, poem recitation, storyboards, portfolio, multimedia presentations, etc.
Dramatic Techniques	Staging elements used by a playwright to enhance the emotional experience of the audience. These include stage directions, asides, entrance and exit, act and scene, soliloquy, monologue and dramatic irony.
Informed and Sensitive Personal Responses	How the reader responds to the plot, setting, characters, themes and messages in the texts. It involves giving an opinion and critical analysis of the texts.
Issues of Universal Concern	Fundamental issues of human existence across all cultures and time periods such as human relationships, growing pains, poverty, materialism, nature, patriotism, war, adventure and science.
Language and Style	The writer's choice of words and sentence structures to give meaning and to achieve certain effects.
Language, Gestures, Movements and Emotions	Pupils express feelings and intentions through movements and postures accompanied by gestures and facial expressions.
Language, Structure and Form	Pupils express feelings and intentions through movements and postures accompanied by gestures and facial expressions.

TERM	MEANING / SCOPE OF AREA
Literary Devices	<p>Devices a writer uses to produce special effects in their writing. Some of the most common are:</p> <ul style="list-style-type: none"> <li>- metaphor</li> <li>- personification</li> <li>- alliteration</li> <li>- simile</li> <li>- imagery</li> <li>- hyperbole</li> <li>- flashback</li> <li>- oxymoron</li> <li>- symbolism</li> <li>- irony</li> <li>- onomatopoeia</li> <li>- point of view</li> </ul>
Meaning	<p>What is meant by a word or text, be it implied or explicit.</p> <p><u>Literal Meaning</u> Denotative meaning Words in their usual or most basic sense</p> <p><u>Figurative Meaning</u> Connotative meaning Implicit or deeper meaning</p>
Message	Issues and values in the texts.
Persona / Speakers	A role or character developed by an author or a poet in a written work.
Plot	<p><u>Sequence of Events</u> Components of a story – beginning, middle and end</p>

TERM	MEANING / SCOPE OF AREA
Plot Structure	<p><u>Elements of Plot</u> e.g.: exposition, rising action, climax, falling action, and resolution</p> <p><u>Significance of Events</u> How the events relate / enhance / contribute to plot development, message, issues, structure and purpose of writing.</p>
Poetic Devices	<p>Devices poets use to produce special effects in their poem. Some of the most common are:</p> <ul style="list-style-type: none"> <li>- allegory</li> <li>- alliteration</li> <li>- assonance</li> <li>- imagery</li> <li>- metaphor</li> <li>- rhyme</li> <li>- mood</li> <li>- tone</li> <li>- hyperbole</li> <li>- irony</li> <li>- onomatopoeia</li> <li>- simile</li> <li>- symbol</li> <li>- symbolism</li> <li>- personification</li> <li>- repetition</li> </ul>
Poetic Licence	<p>Poetic licence is more commonly used in reference to a poet's work when they have ignored some of the rules of grammar for its effect.</p> <p>e.g.: <i>Ten thousand saw I at a glance.</i> (<i>Daffodils</i> by <i>William Wordsworth</i>)</p>

TERM	MEANING / SCOPE OF AREA
Setting	The time and place of a story, play or a poem. <ul style="list-style-type: none"><li>- physical setting (time and place)</li><li>- socio-cultural setting</li><li>- historical setting</li><li>- mood and atmosphere</li></ul>
Theme	An underlying idea or central topic in a text / play/ poem.
Written, Oral or Digital Forms	<u>Written Forms</u> Works presented in written form  <u>Oral Forms</u> Works presented orally  <u>Digital Forms</u> Works presented using digital media

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