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Tarikh : 17 Ogos 2023

**Semua Ketua Bahagian
Semua Pengarah Pendidikan Negeri**

YBhg. Datuk/Dato'/Tuan/Puan,

**SURAT SIARAN KEMENTERIAN PENDIDIKAN MALAYSIA BILANGAN 4
TAHUN 2023**

**PELAKSANAAN STANDARD KURIKULUM DAN PENTAKSIRAN BAHASA
INGGERIS PUSAT TINGKATAN ENAM TAHUN 2023**

Surat siaran ini bertujuan memaklumkan berkenaan Pelaksanaan Standard Kurikulum dan Pentaksiran (SKriP) Bahasa Inggeris Pusat Tingkatan Enam (PTE) mulai Tahun 2023.

2. Mesyuarat Profesional Kementerian Pendidikan Malaysia Bilangan 21 Tahun 2023 bertarikh 10 Ogos 2023 telah meluluskan dokumen Standard Kurikulum dan Pentaksiran (SKriP) Bahasa Inggeris Tingkatan Enam untuk rujukan guru Bahasa Inggeris di PTE seluruh negara. Dokumen SKriP telah dibangunkan berpandukan Kerangka Kurikulum Bahasa Inggeris Lepas Menengah (Post-Secondary English Language Curriculum Framework) yang menyasarkan tahap pencapaian *Common European Framework of Reference for Languages* (CEFR) B2 bagi murid lepas menengah menjelang tahun 2025 seperti yang dihasratkan dalam *English Language Education Reform in Malaysia: The Roadmap 2015 - 2025*.

3. Sehubungan dengan itu, KPM telah membangunkan dokumen SKriP Bahasa Inggeris Tingkatan Enam bertujuan untuk memberi panduan kepada semua Pegawai Perkhidmatan Pendidikan (PPP) Bahasa Inggeris di PTE agar dapat merancang pelaksanaan pengajaran dan pembelajaran mata pelajaran Bahasa Inggeris.

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4. YBhg. Datuk/Dato'/Tuan/Puan hendaklah memastikan dokumen SKriP ini dijadikan sumber rujukan dan dipatuhi oleh semua PPP yang berkenaan. Dokumen ini boleh dimuat turun daripada laman sesawang KPM melalui pautan <https://www.moe.gov.my>.

5. Surat siaran ini **berkuat kuasa serta-merta** mulai tarikh surat siaran ini dikeluarkan.

6. YBhg. Datuk/Dato'/Tuan/Puan hendaklah mengambil tindakan dengan memastikan kandungan surat siaran ini dilaksanakan oleh semua pegawai yang bertanggungjawab di bahagian KPM, jabatan pendidikan negeri, pejabat pendidikan daerah dan institusi pendidikan bawah pentadbiran YBhg. Datuk/Dato'/tuan/puan.

Sekian, terima kasih.

“MALAYSIA MADANI”

“BERKHIDMAT UNTUK NEGARA”

Saya yang menjalankan amanah,


HAJI AZMAN BIN HAJI ADNAN

Pengarah Bahagian Pengurusan Sekolah Harian

Menjalankan tugas Timbalan Ketua Pengarah Pendidikan Malaysia
(Sektor Operasi Sekolah)

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- s.k.
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Kementerian Pendidikan Malaysia
 2. YB Timbalan Menteri Pendidikan
Kementerian Pendidikan Malaysia
 3. Ketua Setiausaha
Kementerian Pendidikan Malaysia

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5. Semua Timbalan Ketua Setiausaha
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Kementerian Pendidikan Malaysia



KEMENTERIAN PENDIDIKAN

SKriP

STANDARD KURIKULUM DAN PENTAKSIRAN

Bahasa Inggeris

PUSAT TINGKATAN ENAM

Bahagian Pengurusan Sekolah Harian



KEMENTERIAN PENDIDIKAN

SKriP

**STANDARD KURIKULUM DAN PENTAKSIRAN
PUSAT TINGKATAN ENAM**

Bahasa Inggeris

Bahagian Pengurusan Sekolah Harian

Diterbitkan oleh:

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Hak cipta

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Terbitan 2023

**Istilah tingkatan enam pada mana-mana bahagian dalam dokumen ini diguna pakai sehingga terminologi baharu berkuat kuasa secara rasmi.*

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RUKUN NEGARA

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

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk
mencapai cita-cita tersebut berdasarkan 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 memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara”

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

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

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

3. Kurikulum Kebangsaan

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

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

3. National Curriculum

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

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

KATA PENGANTAR

Standard Kurikulum dan Pentaksiran (SKriP) Bahasa Inggeris bagi Pusat Tingkatan Enam (PTE) dibangunkan berdasarkan kepada Kerangka Kurikulum Bahasa Inggeris Lepas Menengah (Post-Secondary English Language Curriculum Framework, PSELCF) yang dijangka dengan *Common European Framework of Reference for Languages* (CEFR) agar kurikulum Bahasa Inggeris yang dilaksanakan di PTE adalah setanding dengan standard antarabangsa.

Dokumen ini mengandungi Standard Kandungan, Standard Pembelajaran dan Standard Pentaksiran yang membolehkan guru Bahasa Inggeris di PTE merancang Pengajaran dan Pembelajaran (PdP) mereka agar murid mencapai tahap penguasaan Bahasa Inggeris minimum CEFR B2 seperti yang diaspirasikan dalam *English Language Education Reform in Malaysia: The Roadmap 2015-2025*.

Saya berharap guru di PTE dapat memanfaatkan dokumen ini dalam memperkasa PdP ke arah memaksimumkan potensi dan kemenjadian murid sebagai pengguna Bahasa Inggeris yang kompeten.

Saya merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam pembangunan dokumen ini secara langsung mahupun tidak langsung.

TN. HAJI AZMAN BIN HAJI ADNAN

Pengarah

Bahagian Pengurusan Sekolah Harian

Kementerian Pendidikan Malaysia

INTRODUCTION

In the era of global competitiveness, the mastery of English Language is vital for pupils to gain access to information and knowledge as English Language is predominantly used. Hence, the Ministry of Education Malaysia continuously elevates its efforts to further strengthen English language education to increase the level of English language proficiency amongst pupils. This is in line with the aspirations of the Malaysian Education Blueprint (2013-2025).

In 2013, a baseline study was conducted to undertake a comprehensive evaluation of the learning, teaching and assessment of English language in Malaysian schools from pre-school to post-secondary education. The evidence-based 2013 baseline documentation gives the ministry a clear picture of how the Malaysian English language education system was performing against internationally recognised standards. Therefore, Standards-Based English Language Curriculum (SBELC) for primary and secondary schools that is aligned with the Common European Framework of Reference for Languages (CEFR) was developed and implemented in 2018. Post-Secondary English Language Curriculum Framework (PSELCF) that is aligned to the CEFR is a continuation of the SBELC to further support the English language teaching and learning progression between secondary and tertiary education.

From this framework, the SKriP which outlines the Content Standards, Learning Standards and Performance Standards is developed to enable teachers to carry out effective teaching for meaningful learning.

Diagram 1 indicates the minimum curriculum target levels for primary, secondary and post-secondary based on the CEFR. The curriculum standards for post-secondary are aligned to the CEFR proficiency level B2.

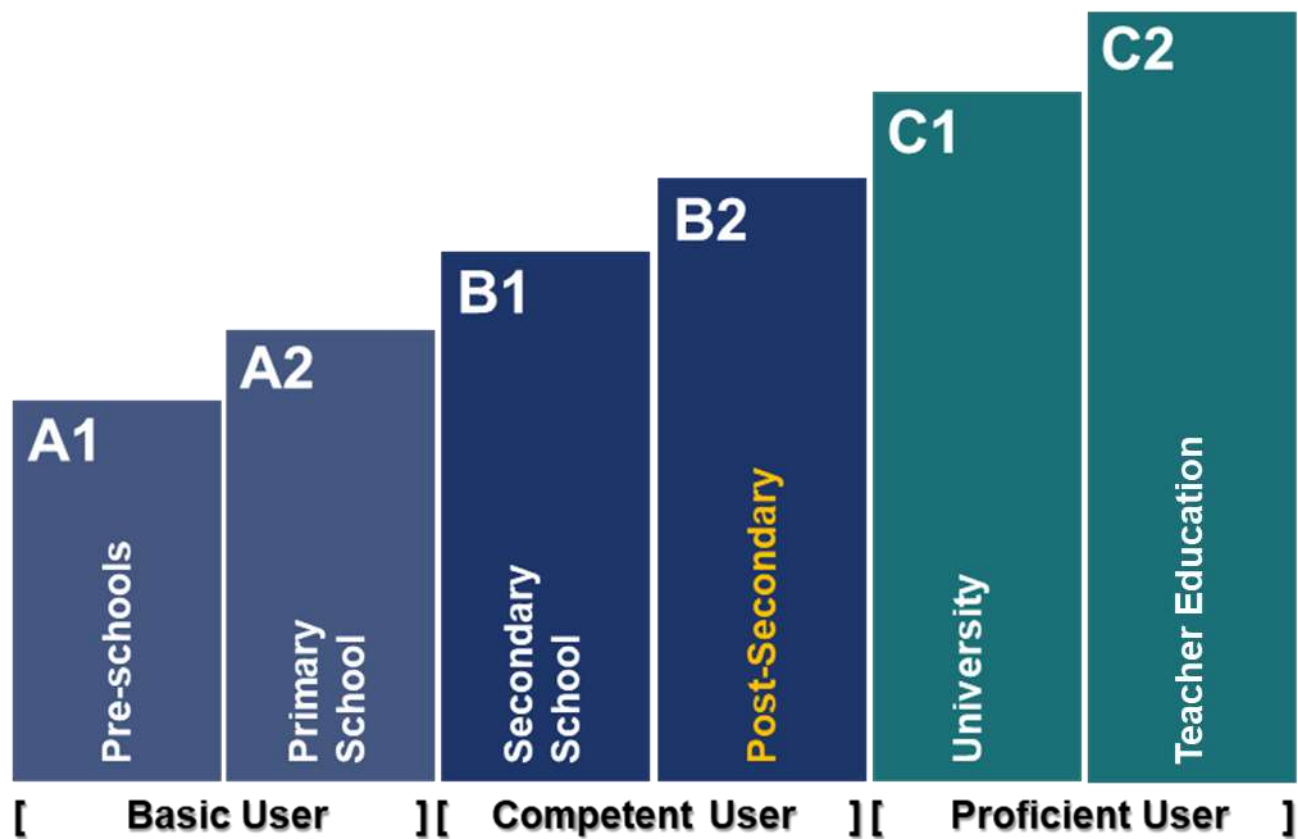


Diagram 1: Curriculum Target Levels Based on The Common European Framework of Reference for Languages (CEFR)

AIMS

The document **aims** to:

1. enhance pupils' existing language proficiency to communicate effectively in a variety of contexts at tertiary level or workplace;
2. provide pupils the opportunities to use the language for personal and intellectual development, tertiary education, and future workplace demands;
3. enable pupils to use the language in extending their knowledge and experience the culture of others thus, expanding their world views; and
4. develop pupils' language competence to communicate effectively and critically with a broad range of topics through different genres in both academic and social contexts.

OBJECTIVES

By the end of post-secondary education, pupils are able to achieve the following objectives:

1. understand standard spoken language on concrete and abstract topics and follow complex lines of arguments;
2. interact with a degree of fluency and spontaneity which makes regular interaction quite possible without strain;
3. understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their fields of specialisation; and
4. produce clear, detailed texts on a wide range of subjects and explain viewpoints on issues of various topics.

THE PSELCF

The PSELCF encompasses a set of interrelated components namely the Language Communicative Competence, Generic Skills, and Values and Attitudes which students are expected to develop at post-secondary level. The Language Communicative Competence is developed through appropriate teaching and learning of language skills. Generic Skills, and Values and Attitudes are embedded through the Content and Learning Standards outlined in this framework as illustrated in Diagram 2.

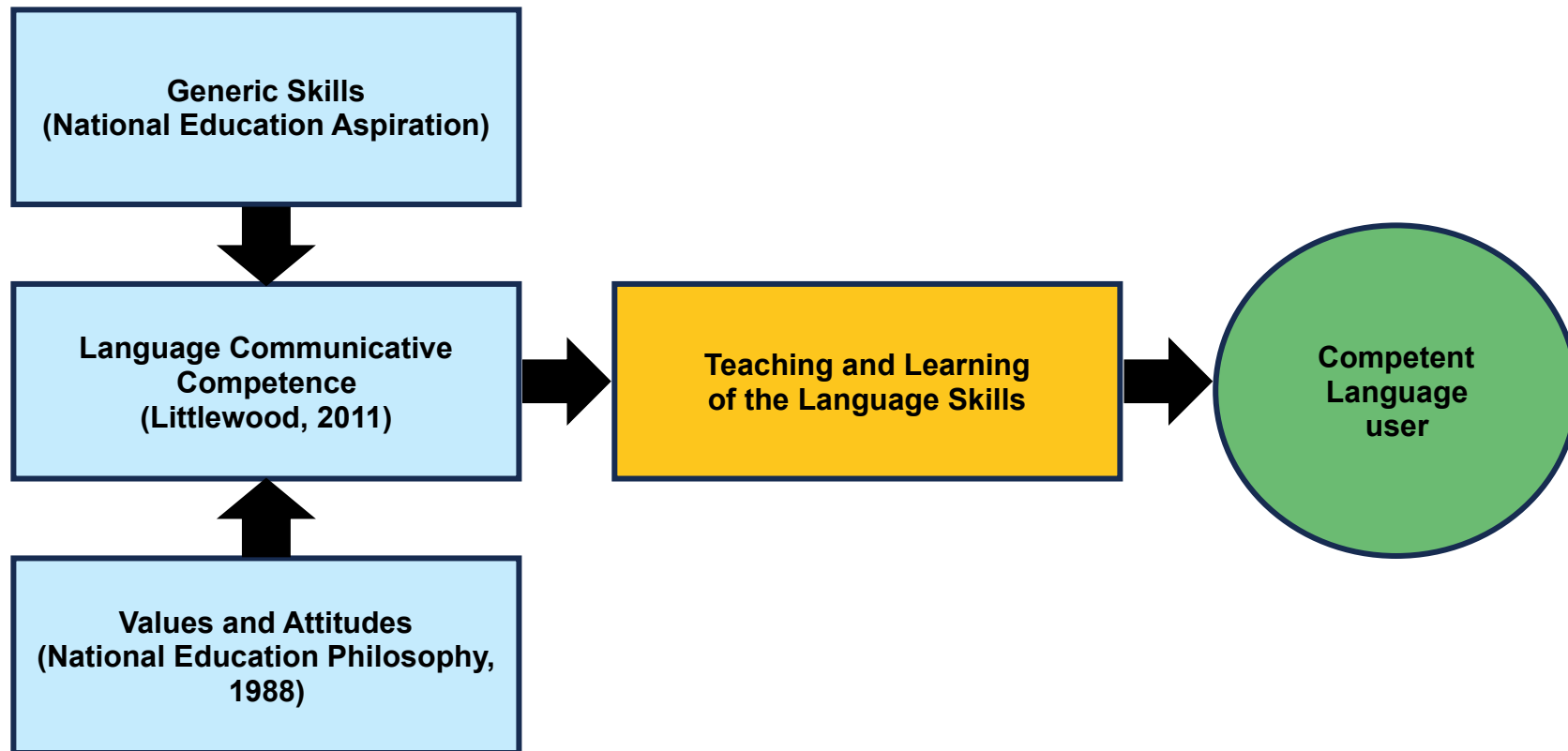


Diagram 2: The Post-Secondary English Language Curriculum Framework, PSELCF

The Language Communicative Competence component incorporates knowledge or competencies, and the capacity to use and understand knowledge appropriately in a specific context of communication. As a result, competent language users are aspired to be developed through these interrelated components.

COMPONENTS OF THE FRAMEWORK (CF)

CF1 : Language Communicative Competence

The Language Communicative Competence adopts Littlewood (2011) Communicative Competence Model as illustrated in Table 1. These competencies are essential in the acquisition of language at post-secondary level. Therefore, this framework prepares the pupils to become competent language users of English by the end of their post-secondary education.

Table 1: Littlewood (2011) Communicative Competence Model

Communicative Competence	Focus
Linguistic Competence	Knowledge of vocabulary, grammar, semantics and phonology that have been the traditional focus of second language learning
Discourse Competence	Enables speakers to engage in continuous discourse, e.g. by linking ideas in longer written texts, maintaining longer spoken turns, participating in interaction, opening and closing conversations
Pragmatic Competence	Enables speakers to use their linguistic resources to convey and interpret meanings in real situations

Communicative Competence	Focus
Sociolinguistic Competence	Primarily refers to knowledge of how to use language appropriately in social situations
Sociocultural Competence	Awareness of the cultural knowledge and assumptions that affect the exchange of meanings and may lead to misunderstandings in intercultural communication

CF2: Generic Skills

The integration of the aforesaid generic skills in teaching and learning activities suggested in this framework allows the pupils to be able to develop the skills in order to succeed in new situations, manage and adapt to changes, and flourish in facing the adversity of the ever-changing world of tertiary education and complexity of workplace environment. Table 2 illustrates the focus of the Generic Skills.

Table 2: The Generic Skills

Generic Skills	Focus
Communication	<ul style="list-style-type: none">• Ability to communicate ideas and information effectively and accurately that is appropriate to their field of interest/specialisation, purpose, and audience• Ability to contribute to productive and harmonious relations between individuals
Entrepreneurship	<ul style="list-style-type: none">• Ability to contribute to innovative ideas
Digital and Numeracy	<ul style="list-style-type: none">• Ability to use, interpret and communicate mathematical information to solve real world problems• A range of abilities to use digital devices, communication applications and networks to access and manage information

Generic Skills	Focus
Leadership	<ul style="list-style-type: none"> • Ability to contribute to productive-effective relationships and outcomes • Ability to contribute to long- and short-terms strategic planning
Creative and Critical Thinking	<ul style="list-style-type: none"> • Ability to think broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation • Ability to plan their future study or work pathways to link their learning with their personal and/or career goals • Ability to be self-independent in their learning

CF3: Values and Attitudes

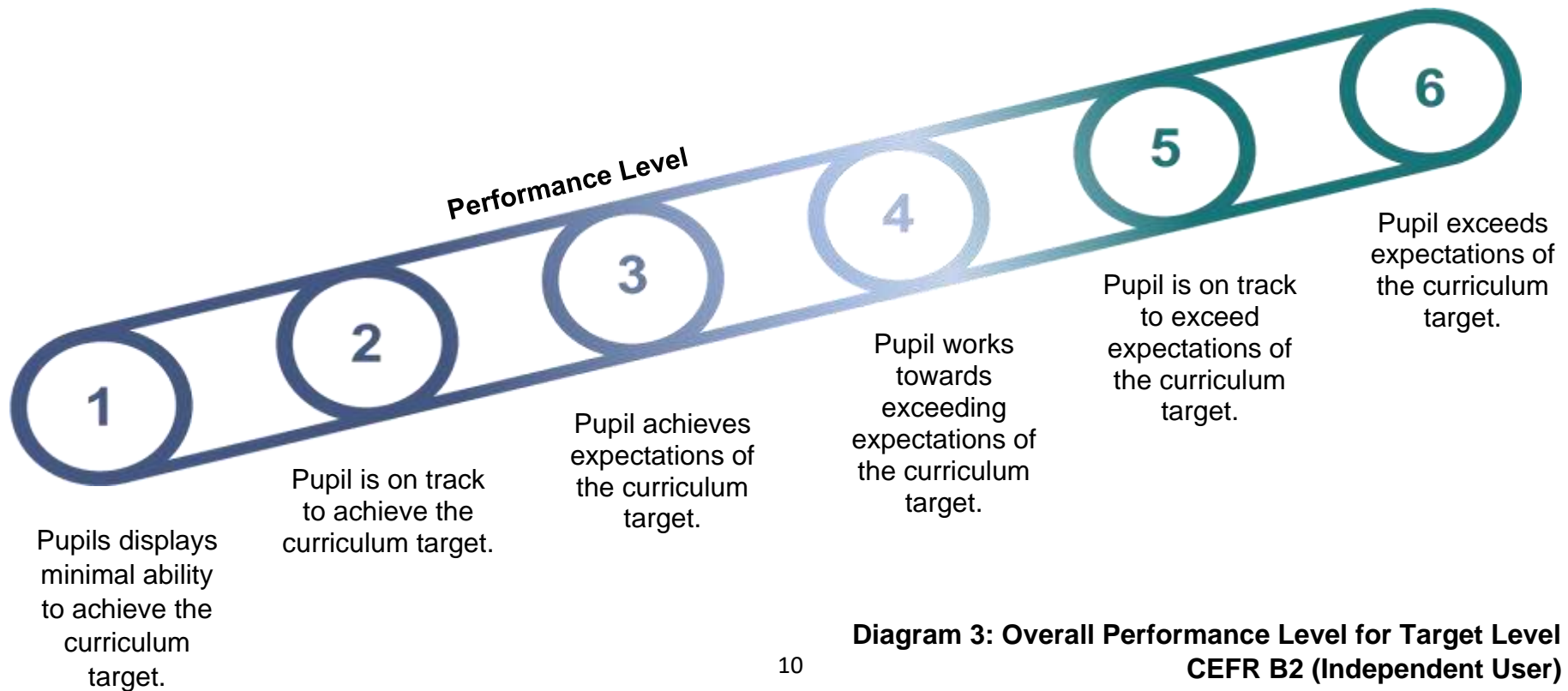
Values and Attitudes which include spiritual, ethics, and humanity aspects are also essential to be inculcated in post-secondary education as illustrated in Table 3. These aspects are in accordance with the aspirations of the National Philosophy of Education to develop responsible and sensible individuals. Through the integration of the above-mentioned aspects in teaching and learning activities, the pupils can develop the following values and attitudes outlined in CF3.

Table 3: Values and Attitudes

Values and Attitudes	Focus
Spiritual	Demonstrate qualities such as self-belief, perseverance and integrity
Ethics	Demonstrate appropriate attitudes of relevant ethics
Humanity	Demonstrate sympathy and empathy towards others

OVERALL PERFORMANCE LEVEL

The overall performance level for each subject should be determined at the end of each semester. This covers aspects of knowledge, skills and values. Teachers need to assess pupils collectively and holistically by looking at all aspects during the learning process. Lecturers should use professional judgement in assessing and determining the overall performance level. Professional judgement can be carried out based on the pupils' knowledge and experience, teachers' interaction with pupils and also teachers' discussions with colleagues. Once the performance level of each language skill has been identified, teachers can then gauge their pupils' overall performance level as shown in Diagram 3.



CONTENT ORGANISATION

A minimum of 320 minutes per week is allocated for the teaching and learning of the English Language in Form Six (KPMSP.100-1/7/2(97) dated 28 September 2016). The document outlines the Content Standards, Learning Standards and Performance Standards as depicted in Diagram 4.

Diagram 4: The standards in the document

Content Standards	Learning Standards	Performance Standards
<p>Specific statements on what pupils should know, understand and be able to do within a studying period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' post-secondary education.</p> <p>The Content Standards are over-arching educational goals that should be achieved by the end of post-secondary education.</p> <p>The focus section provides an idea or the expected achievement by the end of post-secondary education</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 post-secondary education.</p> <p>It is a set of criteria or indicators 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 semester.</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>

LISTENING

Effective communication is to articulate thoughts and ideas in various forms and contexts and for different purposes using both verbal and non-verbal communication skills. The four Content Standards for Listening focus on pupils' ability to understand standard spoken language, the main ideas of complex text on both concrete and abstract topics as well as to use appropriate listening strategies.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which begins with 1.1.1 and ends with 1.4.3. Pupils need to develop these skills simultaneously throughout post-secondary education and will learn from opportunities to practise different listening skills in varied sequences of their English lessons.

1.0 Listening Skills

Content Standards		Learning Standards	Focus
1.1	Identify main points and ideas	1.1.1 Understand the information content of the majority of recorded or broadcast audio materials on topics of personal interest	<ul style="list-style-type: none">• Understanding simple phrases and expressions• Identifying general and specific information• Understanding main ideas made in clear standard speech on familiar matters

Content Standards		Learning Standards	Focus
1.1	Identify main points and ideas	1.1.2 Understand recordings in the standard form of the language and identify speaker viewpoints and attitudes as well as the information content	<ul style="list-style-type: none"> • Understanding main ideas in linguistically complex speech • Understanding familiar and unfamiliar topics • Following extended speech and complex lines of argument on reasonably familiar topics
		1.1.3 Understand a wide range of recorded and broadcast audio material, and identify final points of detail including implicit attitudes	<ul style="list-style-type: none"> • Following extended speech on abstract and complex topics outside field of study, and conforming occasional details • Following less structured implied messages in extended speech • Understanding idiomatic expressions, colloquialisms and variation in language use.

Content Standards		Learning Standards	Focus	
1.2	Listen for specific details and important information	1.2.1	Recognise the speaker's point of view and distinguish this from fact and opinion	<ul style="list-style-type: none"> • Understanding main ideas in linguistically complex speech • Understanding familiar and unfamiliar topics • Following extended speech and complex lines of argument on reasonably familiar topics
		1.2.2	Understand the speaker's point of view on topics that are of current issues	
		1.2.3	Follow complex lines of argument in a clearly articulated lecture	
		1.2.4	Follow lectures, talks and reports and other forms of academic or professional presentations	
		1.2.5	Follow most lectures, discussions and debates with relative ease	<ul style="list-style-type: none"> • Following extended speech on abstract and complex topics outside field of study, and conforming occasional details • Following less structured implied messages in extended speech • Understanding idiomatic expressions, colloquialisms and variation in language use

Content Standards		Learning Standards	Focus
1.3	Understand and follow instructions	1.3.1 Understand announcements and messages on concrete and abstract topics	<ul style="list-style-type: none"> • Understanding main ideas in linguistically complex speech • Understanding familiar and unfamiliar topics • Following extended speech and complex lines of argument on reasonably familiar topics
		1.3.2 Understand complex technical information, such as operating instructions, specifications for familiar products and services	<ul style="list-style-type: none"> • Following extended speech on abstract and complex topics outside field of study, and conforming occasional details • Following less structured implied messages in extended speech • Understanding idiomatic expressions, colloquialisms and variation in language use

Content Standards		Learning Standards	Focus
1.4	Interact with others	1.4.1 Follow chronological sequence in extended informal speech such as in a story or an anecdote	<ul style="list-style-type: none"> • Understanding main ideas in linguistically complex speech • Understanding familiar and unfamiliar topics • Following extended speech and complex lines of argument on reasonably familiar topics
		1.4.2 Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech	
		1.4.3 Easily follow complex interactions in group discussion and debate on abstract, complex and unfamiliar topics	<ul style="list-style-type: none"> • Following extended speech on abstract and complex topics outside field of study, and conforming occasional details • Following less structured implied messages in extended speech • Understanding idiomatic expressions, colloquialisms and variation in language use

Performance Standards Guide for Listening Skills

Performance Level	Descriptors For Listening Skills
1	<ul style="list-style-type: none">• Can display minimal understanding of the main ideas, specific details and attitudes or opinions in extended texts after repeated listening with a lot of support.• Can display minimal understanding of longer and more complex narratives after repeated listening and guess the meaning of unfamiliar words with a lot of support.• Can recognize a few typical features at word, sentence and text levels of a range of spoken genres with a lot of support.
2	<ul style="list-style-type: none">• Can display some understanding of the main ideas, specific details and attitudes or opinions in extended texts with some support.• Can display some understanding of longer and more complex narratives and guess the meaning of unfamiliar words with some support.• Can recognize some typical features at word, sentence and text levels of a range of spoken genres with some support.

Performance Level	Descriptors For Listening Skills
3	<ul style="list-style-type: none"> • Can understand the main ideas, specific details and attitudes or opinions in extended texts modestly. • Can understand longer and more complex narratives and guess the meaning of unfamiliar words modestly. • Can recognize typical features at word, sentence and text levels of a range of spoken genres modestly.
4	<ul style="list-style-type: none"> • Can understand the main ideas, specific details and attitudes or opinions in extended texts by responding clearly to given tasks satisfactorily. • Can understand longer and more complex narratives by responding to given tasks in own words and can infer the meaning of unfamiliar words satisfactorily. • Can recognise typical features at word, sentence and text levels of a range of spoken genres satisfactorily.
5	<ul style="list-style-type: none"> • Can understand the main ideas, specific details and attitudes or opinions independently in extended texts by responding clearly to given tasks effectively. • Can understand longer and more complex narratives by responding to given tasks in own words and can infer the meaning of unfamiliar words correctly. • Can recognize typical features at word, sentence and text levels of a range of spoken genres effectively.

Performance Level	Descriptors For Listening Skills
6	<ul style="list-style-type: none"> • Can understand the main ideas, specific details and attitudes or opinions independently in extended texts by responding to given tasks with ease very effectively. • Can understand longer and more complex narratives on a wide range of familiar topics by responding to given tasks in own words and can infer the meaning of unfamiliar words with ease and very effectively. • Can recognize typical features at word, sentence and text levels of a range of spoken genres with ease and very effectively. • Can guide others in a given task.

SPEAKING

The three Content Standards for Speaking focus on pupils' ability to interact with a degree of fluency and spontaneity with others and use appropriate communication strategies when speaking alone to a small or large group. Interacting with others means spoken interaction and speaking alone to a group means spoken production.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which begins with 2.1.1 and ends with 2.3.6. Pupils need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

2.0 Speaking Skills

Content Standards		Learning Standards	Focus
2.1	Exchange personal or factual information	2.1.1 Give clear, detailed descriptions on a wide range of subjects related to one's field of interest	<ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • justifying • initiating • prompting • negotiating • turn-taking • interrupting • summarising • concluding
		2.1.3 Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	
		2.1.4 Deliver announcements on most general topics with a degree of clarity, fluency and spontaneity	
		2.1.5 Communicate detailed information reliably	

Content Standards		Learning Standards	Focus
2.1	Exchange personal or factual information	2.1.6 Describe the personal significance of events and experiences in detail.	<ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • justifying • initiating • prompting • negotiating • turn-taking • interrupting • summarising • concluding
		2.1.8 Understand in detail what is said to one in the standard spoken language.	
		2.1.10 Use telecommunications for a variety of personal and professional purposes, provided one can ask for clarification.	

Content Standards		Learning Standards	Focus
2.2	Discuss reasons, preferences and opinions	2.2.1 Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples	<ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • justifying • initiating • prompting • negotiating • turn-taking • interrupting • summarising • concluding
		2.2.2 Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options	
		2.2.3 Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	
		2.2.4 Summarise and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.	

Content Standards		Learning Standards	Focus
2.2	Discuss reasons, preferences and opinions	2.2.5 Outline an issue or a problem clearly, speculating about causes or consequences, and weighing	<ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • justifying • initiating • prompting • negotiating • turn-taking • interrupting • summarising • concluding
		2.2.6 Express one's ideas and opinions with precision, present and respond to complex lines of argument questions	
2.3	Manage and contribute to group discussion	2.3.1 Engage in extended conversation on most general topics in a clear and participatory fashion	
		2.3.2 Participate actively in formal and informal discussion in familiar contexts, commenting and putting point of view clearly	

Content Standards		Learning Standards	Focus
2.3	Manage and contribute to group discussion	2.3.3 Sustain one's opinions in discussion by providing relevant explanations, arguments and comments.	<ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • justifying • initiating • prompting • negotiating • turn-taking • interrupting • summarising • concluding
		2.3.4 Carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	
		2.3.5 Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics.	

Performance Standards Guide for Speaking Skills

Performance Level	Descriptors For Speaking Skills
1	<ul style="list-style-type: none"> • Can give simple descriptions on a range of subjects with a lot of support. • Can provide opinions on topical issues with a lot of support. • Can participate in informal or formal discussion in familiar contexts with a lot of support using appropriate language.
2	<ul style="list-style-type: none"> • Can give descriptions on a range of subjects with some support. • Can provide opinions and reasons on topical issues with some support. • Can participate in informal or formal discussion in familiar contexts with some support using appropriate language.
3	<ul style="list-style-type: none"> • Can give detailed descriptions on a wide range of subjects. • Can provide opinions and reasons on topical issues on various options. • Can participate in informal and formal discussion in familiar contexts using general academic language appropriately.
4	<ul style="list-style-type: none"> • Can give detailed descriptions on a wide range of subjects with reasonable fluency. • Can provide opinions and reasons on topical issues by giving simple justification on various options. • Can participate in informal and formal discussion in familiar contexts using general academic language satisfactorily.

Performance Level	Descriptors For Speaking Skills
5	<ul style="list-style-type: none"> • Can give detailed descriptions on a wide range of subjects fluently. • Can provide and expand opinions and reasons on topical issues by giving justification on various options. • Can participate and sustain point of view in informal and formal discussion in complex unfamiliar contexts using appropriate academic language effectively.
6	<ul style="list-style-type: none"> • Can give detailed descriptions on a wide range of subjects fluently and spontaneously. • Can provide and expand opinions and reasons on topical issues by giving justification on various options with ease. • Can participate and sustain point of view in informal and formal discussion in complex unfamiliar contexts using appropriate academic language very effectively. • Can display exemplary model of language use and guide others in a given task.

READING

The four Content Standards for Reading focus on students' ability to read different types of texts, identify main ideas and important details, extend thinking through independent reading as well as to use appropriate reading strategies.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which begins with 3.1.2 and ends with 3.5.4. Pupils need to develop these skills simultaneously throughout post-secondary education and will learn from opportunities to practise different reading skills in varied sequences of their English lessons.

3.0 Reading Skills

Content Standards		Learning Standards	Focus
3.1	Understand main points and ideas	3.1.2 Read and understand specialised articles outside one's field	<ul style="list-style-type: none">• Distinguishing facts and opinions• Interpreting text for author's intention, attitudes, and style• Transferring information from linear to non-linear texts• Categorising similarities and differences across text

Content Standards		Learning Standards	Focus
3.1	Understand main points and ideas	3.1.3 Read and identify the content and relevance of news items, articles and reports on a wide range of professional topics	<ul style="list-style-type: none"> • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text
		3.1.4 Read and obtain information, ideas and opinions from highly specialised sources within one's field	

Content Standards		Learning Standards	Focus
3.2	Locate specific details and important information	3.2.1 Read correspondence relating to one's interest and understand essential meaning	<ul style="list-style-type: none"> • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text • Recognising text content features • Recognising text organisation features
		3.2.2 Read a personal email or posting even where some colloquial language is used	
		3.2.3 Read and scan through long and complex texts from several sources (news items, articles, reports, websites, books etc.) locating relevant details	
		3.2.4 Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints	

Content Standards		Learning Standards	Focus
3.2	Locate specific details and important information	3.2.5 Recognise different structures in discursive text: contrasting arguments, problem solution presentation and cause-effect relationships	<ul style="list-style-type: none"> • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text • Recognising text content features • Recognising text organisation features
		3.2.6 Read and understand implicit as well as explicit attitudes, emotions and opinions in a text	

Content Standards		Learning Standards	Focus
3.3	Read and understand instructions	3.3.1 Read and understand instructions and procedures in the form of a continuous text, for example in a manual	<ul style="list-style-type: none"> • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text
		3.3.2 Read and understand lengthy, complex instructions in one's field, including details on conditions and warnings	

Content Standards		Learning Standards		Focus
3.4	Identify cues and infer	3.4.1	Make basic inferences or predictions about text content from headings, titles or headlines	<ul style="list-style-type: none"> • Inferencing • Identifying details and examples from sources to support an argument • Identifying the main ideas and supporting details • Predicting outcomes • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text
		3.4.2	Deduce the probable meaning of unknown words in a written text	
		3.4.3	Identify unfamiliar words from the context on topics related to one's field and interests	
		3.4.4	Extrapolate the meaning of a section of a text by taking into account the text as a whole	

Content Standards		Learning Standards	Focus
3.4	Identify cues and infer	3.4.5 Exploit different types of connectors and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text	<ul style="list-style-type: none"> • Inferencing • Identifying details and examples from sources to support an argument • Identifying the main ideas and supporting details • Predicting outcomes • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text
		3.4.6 Use a variety of strategies to achieve comprehension, including reading for main points; checking comprehension by using contextual clues	

Content Standards		Learning Standards	Focus
3.5	Read for pleasure	3.5.1 Read newspaper or magazine accounts of films, books, concerts etc. and understand the main points	<ul style="list-style-type: none"> • Inferencing • Identifying details and examples from sources to support an argument • Identifying the main ideas and supporting details • Predicting outcomes • Distinguishing facts and opinions • Interpreting text for author's intention, attitudes, and style • Transferring information from linear to non-linear texts • Categorising similarities and differences across text • Comparing and evaluating information in different texts • Identifying the purpose of a paragraph of text • Recognising the text structure of the whole text • Identifying cause and effect relationships in a text • Recognising text content features • Recognising text organisation features
		3.5.2 Read for pleasure, adapting style and speed of reading to different texts (e.g. magazines, novels, biographies, travelogues, guides, lyrics, poems)	
		3.5.4 Read contemporary literary texts and non-fiction written in the standard form of the language with appreciation of implicit meanings and ideas	

Performance Standards Guide for Reading Skills

Performance Level	Descriptors For Reading Skills
1	<ul style="list-style-type: none"> • Can display minimal understanding of the main points and ideas, specific details and information in extended texts with a lot of support. • Can display minimal understanding of instructions in continuous texts with a lot of support. • Can display minimal ability to identify cues and infer with a lot of support. • Can display minimal understanding of contemporary literary texts with a lot of support.
2	<ul style="list-style-type: none"> • Can display some understanding of the main points and ideas, specific details and information in extended texts with some support. • Can display some understanding of instructions in continuous texts with some support. • Can display some understanding to identify cues and infer with some support. • Can display some understanding of contemporary literary texts with some support.
3	<ul style="list-style-type: none"> • Can understand the main points and ideas, specific details and information in extended texts modestly. • Can understand instructions in continuous texts modestly. • Can identify cues and infer modestly. • Can understand contemporary literary texts modestly.

Performance Level	Descriptors For Reading Skills
4	<ul style="list-style-type: none"> • Can understand the main points and ideas, specific details and information in extended texts satisfactorily. • Can understand instructions in continuous texts satisfactorily. • Can identify cues and infer satisfactorily. • Can understand contemporary literary texts satisfactorily.
5	<ul style="list-style-type: none"> • Can understand the main points and ideas, specific details and information in extended texts effectively. • Can understand instructions in continuous texts effectively. • Can identify cues and infer effectively. • Can understand contemporary literary texts effectively.
6	<ul style="list-style-type: none"> • Can understand the main points and ideas, specific details and information in extended texts with ease and very effectively. • Can understand instructions in continuous texts with ease and very effectively. • Can identify cues and infer with ease and very effectively. • Can understand contemporary literary texts with ease and very effectively.

WRITING

The three Content Standards for Writing focus on pupils' ability to communicate meaning and to use appropriate language form and style, produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. This reflects the importance of both fluency and accuracy in writing at the post-secondary level.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which begins with 4.1.1 and ends with 4.3.10. Pupils need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different writing skills in varied sequences in their English lessons.

4.0 Writing Skills

Content Standards		Learning Standards	Focus
4.1	Organise content and ideas	4.1.1 Write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail	<ul style="list-style-type: none">• Discussing ideas and evaluating arguments or solutions to problems• Giving examples and supporting information

Content Standards		Learning Standards	Focus
4.1	Organise content and ideas	4.1.2 Write a detailed description of a complex process	<ul style="list-style-type: none"> • Discussing ideas and evaluating arguments or solutions to problems • Giving examples and supporting information • Providing advice, reasons, opinions, and justifications
		4.1.3 Evaluate different ideas or solutions to a problem	
		4.1.4 Synthesise information and arguments from a number of sources	
		4.1.5 Write a suitable introduction and conclusion to a longer report or article on a complex academic or professional topic provided that the topics is one's field of interest	

Content Standards		Learning Standards	Focus
4.2	Explain, describe and narrate	4.2.1 Write a review of a film, book, or play	<ul style="list-style-type: none"> • Providing advice, reasons, opinions, and justifications
		4.2.2 Write clear detailed descriptions of real or imaginary events and experiences on a variety of subjects	<ul style="list-style-type: none"> • Describing experiences, feelings, and events • Giving examples and supporting information
4.3	Write for interaction	4.3.1 Post online accounts of social events, experiences and activities and sharing personal feelings	<ul style="list-style-type: none"> • Expressing thanks, apologies, reactions, and preferences • Accepting/declining/rejecting invitations/offers • Making requests • Providing advice, reasons, opinions, and justifications • Giving precise information • Describing experiences, feelings, and events
		4.3.2 Write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views	

Content Standards		Learning Standards	Focus
4.3	Write for interaction	4.3.3 Write non-routine professional letters using appropriate structure and conventions	<ul style="list-style-type: none"> • Expressing thanks, apologies, reactions, and preferences • Accepting/declining/rejecting invitations/offers • Making requests • Providing advice, reasons, opinions, and justifications • Giving precise information • Describing experiences, feelings, and events
		4.3.4 Use idiomatic expressions and colloquialisms in correspondence and other written communications	
		4.3.5 Write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions	
		4.3.6 Take or leave complex personal or professional messages	
		4.3.7 State and respond to opinions on topics of interest in an online discussion	

Content Standards		Learning Standards	Focus
4.3	Write for interaction	4.3.8 Write informal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest	<ul style="list-style-type: none"> • Expressing thanks, apologies, reactions, and preferences • Accepting/declining/rejecting invitations/offers • Making requests • Providing advice, reasons, opinions, and justifications • Giving precise information • Describing experiences, feelings, and events
		4.3.9 Write personal and professional letters and emails using appropriate formality and conventions	
		4.3.10 Write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence with good expression and accuracy.	

Performance Standards Guide for Writing

Performance Level	Descriptors For Writing Skills
1	<ul style="list-style-type: none">• Can organise and communicate simple information, ideas and emotions with a lot of support• Can produce simple descriptions and reviews using a range of simple sentence structures with a lot of support• Can produce simple responses in formal and informal texts on familiar topics with a lot of support
2	<ul style="list-style-type: none">• Can organise and communicate information, ideas and emotions with some support• Can produce descriptions and reviews using a range of simple sentence structures with some support• Can produce simple responses in formal and informal texts on familiar topics with some support
3	<ul style="list-style-type: none">• Can organise and communicate detailed information, ideas and emotions modestly• Can produce detailed descriptions and critical reviews using a range of simple and complex sentence structures modestly• Can produce modest responses in formal and informal texts on a variety of topics

Performance Level	Descriptors For Writing Skills
4	<ul style="list-style-type: none"> • Can organise and communicate detailed information, ideas and emotions satisfactorily • Can produce detailed descriptions and critical reviews using a range of simple and complex sentence structures satisfactorily • Can produce satisfactory responses in formal and informal texts on a variety of topics
5	<ul style="list-style-type: none"> • Can organise and communicate detailed information, ideas and emotions effectively • Can produce detailed descriptions and critical reviews using a range of simple and complex sentence structures effectively • Can produce effective responses in formal and informal texts on a variety of topics
6	<ul style="list-style-type: none"> • Can organise and communicate detailed information, mature ideas and emotions effectively with ease • Can produce detailed descriptions and critical reviews using a range of simple and complex sentence structures effectively with ease • Can produce effective responses in formal and informal texts on a variety of topics with ease

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