

# ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



## MALAY LANGUAGE SL 'B' HANDBOOK 2017-2018

# Why study Malay SL 'B'?

The Malay SL 'B' course is designed for students with some previous learning of the language. In the SL 'B' course, students are facilitated to take on a learning course that is designed to develop students' linguistics mastery and intercultural understanding. Based on the prescribed syllabus and topics, this course gives students the possibility and opportunity to develop language competence to a higher degree.

The course syllabus takes students to develop a greater insight about language, thought and culture through shared perspectives and reflection. The language B syllabus ties in very closely to international and global issues, in reference to local context through the study of various text types and discourse styles. With this in mind, students' awareness about global issues and their responsibility at the local level is raised, thereby establishing an international understanding as well as respect for other peoples in a plural society.

This course is conducted in an intensive 14 month duration with the final exam being conducted in November.

## Approaches to teaching and learning in Malay SL 'B'

The SL 'B' course looks into a deeper understanding of the Malay language and culture and its sociological as well as anthropological aspects.

The approach to teaching and learning in the course structure includes :

- students learn to conduct independent research under supervision in preparation for their written assignment
- students are also taught skills and exam techniques in preparation for the November exams through a structured revision programme
- pedagogical approach is largely student-centred, encouraging reflection and critical thinking skills, developing insightful perspective regarding the relationship between language, thought and culture

With such an approach, students are led and facilitated to develop a **broad set of skills**, as described below :

|                               |   |
|-------------------------------|---|
| <b>Research skills</b>        | Students are taught on the basics of research skills and information literacy with recommended references such as periodicals, academic journals, recommended books and authors as well as the importance of academic honesty. Students are to practice vigilance in academic honesty and this will be under close supervision of the teacher or facilitator.   |
| <b>Communication skills</b>   | This is further developed through the various IOAs (Interactive Oral Activities) prescribed as part of the coursework. These communication skills are integral in developing the student as a whole. Students will be given many opportunities to develop their communication skills through various mean; much of it too depends on their creativity. These may take into the form of forums, debates, oratorical or theatrical forms, monologues, presenting a speech and so forth. |
| <b>Social skills</b>          | Students are facilitated to work in pairs or in groups for some of the topics covered, for example, presenting debates, forums and interviews. In presenting debatable ideas, students are led to present them in a constructive manner, practicing respect for others' opinions, to listen and encourage the involvement of their peers in the discussion.   |
| <b>Thinking skills</b>        | The topics covered in SL 'B' encourage students to explain, analyse, discuss, evaluate and looking into the micro and macro of the whole picture of the topics discussed. The study of SL 'B' topics will greatly enrich the understanding of the Malay language at a whole new level as it brings students on an experiential journey of greater understanding of the cultural insight that is the fundamental of the language.  |
| <b>Self-management skills</b> | Having to conduct independent research (part facilitated and supervised), students learn to utilize and manage their time effectively and productively amidst deadlines and participation in other DP activities.   |

The teacher leading the SL 'B' course will be using a ***broad set of approaches***, including :

|   |   |
|---|---|
| <b><i>Inquiry</i></b>                     | Students are facilitated to practice inquiry in their quest for knowledge; rather than being fed with information, students will be guided to search for information on the given topic based on the skeletal framework taught in class. Discussions will be conducted in class and students are to conduct facilitated research for the topic concerned. |
| <b><i>Emphasizing concepts</i></b>        | Students will be facilitated and guided by teacher to create a 'big' picture of the the topics covered, to see the link between the study of language and its close relationship to thought and culture, that form the integral part of language learning and understanding the fundamentals that form the cultural insight.                              |
| <b><i>Differentiation</i></b>             | Wherever possible and should the need arises, a set of differentiated instructions will be adopted to suit to the various needs and learning styles of the students concerned. As in the case of SL 'B', this might take in the form of different text types or articles for different students.  |
| <b><i>Collaboration</i></b>               | Teacher encourages students to collaborate their information and research in forming a more holistic picture of a given topic. This also can be used later for revision and points to be noted of when students are to make proposals for their academic writing.   |
| <b><i>Development of independence</i></b> | In conducting independent research, students learn to practice independence and taking ownership in their learning. This is especially important when students start on their written assignments, where much of their research and readings will be carried out independently.   |
| <b><i>Assessment</i></b>                  | The teacher will adopt a variety of methods in assessing students' progress and feedback will be given for every task and discussion in class. Marks might not always be the best descriptors - students are to read the comments and feedback and whenever needed, teacher will assign a consultation session for the student concerned.                 |

# Malay SL ‘B’ and the IB learner profile

The DP course provides many opportunities for students to develop and nourish their academic experience and personal growth as a whole. The table below displays examples of how the Malay SL ‘B’ course will help to bring the IB learner profile attributes in each student.

| We hope you will become ... | Examples in Malay SL ‘B’  |
|-----------------------------|---|
| Inquirers                   | Students are led to <b>find out and research</b> on thought and culture as the fundamentals of the language study. Teacher leads the topic with open-ended questions to serve as a guide and base for research.   |
| Knowledgeable               | With guided research, students <b>develop a base for their knowledge</b> and <b>deepen their understanding</b> about the language and culture. Students <b>take ownership of their learning</b> and are led to look deeper into the context of the language and its close relationship with the Malay worldview - <i>weltanschauung</i>                               |
| Thinkers                    | The study of the SL ‘B’ course encourages students to <b>look deeper</b> into the fundamentals of the Malay language, <b>analyse</b> the close relationship between language and thought, example : the concept of <i>budi</i> as the underlying principle beneath the worldview of the Malays.   |
| Communicators               | Students <b>convey their</b> ideas in the Malay language medium, thereby stretching their language proficiency to a higher degree. The <b>sharing of ideas</b> develops helps students to gain a global perspective, deepening their understanding of the Malay language and culture in a fresh perspective. Example: The concept of collectivism in a Malay society. |
| Principled                  | Students are <b>encouraged to form views</b> based on the fundamentals discussed, example: How the concept of <i>budi</i> influences the Malay worldview.   |
| Open-minded                 | In relation to forming and expressing views, students are <b>led to learn to respect others’ opinions and ideas</b> , that there are times when there is no right or wrong answer, whether it is a question of ethics, and so forth.  |
| Caring                      | Students learn to <b>care for their peers</b> in group work and in collaboration of ideas. Students also learn to take great care of their heritage, <b>preserving cultural identity</b> in the midst of the wave of globalisation.   |
| Risk-takers                 | Students learn <b>to be strong in their stand</b> rather than sitting on the fence, to <b>justify their arguments</b> with sound reasoning based on concepts and the knowledge they have gained.  |
| Balanced                    | The course structure helps to <b>develop students as a whole</b> , both academically and on the personal front. The IOAs will greatly enhance the value of their Malay language learning experience as well as interactive class discussions and the academic writing (Writing Assignment) gives students to learn more about cultural identities.                    |
| Reflective                  | Students are encouraged to be more reflective in their learning approach, example : when conducting independent research and developing a critical thinking approach in what they read - information literacy.  |

# Topics studied

The topics covered for the SL 'B' course comprises of 6 main topics, of which they are divided into the core and options categories.

Core topics :

- Communication & Media
- Global Issues
- Social Relationships

Options :

- Cultural Diversity
- Customs & Traditions
- Health

Like all other IB DP, the Malay language SL 'B' consists of 2 components :

- Coursework + Internal assessments (IAs)
- External examinations

The table below demonstrates the topics that will be assessed in the specific components as well as the weightage:

| Internal Assessment (30%)   |  |           |
|---|--|-----------|
| Topics  | Component  | Weightage |
| Core : <ul style="list-style-type: none"> <li>• Communication &amp; Media</li> <li>• Global Issues</li> <li>• Social Relationships</li> </ul> | <u>Interactive Oral Activity</u> <ul style="list-style-type: none"> <li>• 3 interactive oral activities are to be carried out</li> <li>• the highest marks will be chosen and submitted to IB</li> <li>• Final submission : September 2019</li> </ul>                                  | 10%       |
| Options : <ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Customs &amp; Traditions</li> <li>• Health</li> </ul>        | <u>Individual Oral</u> <ul style="list-style-type: none"> <li>• 15 minute preparation time and a 10 minute discussion with the teacher</li> <li>• Oral discussion is recorded and submitted to IB and checked by IB moderators</li> <li>• Final submission : September 2019</li> </ul> | 20%       |

| External Assessment (70%)   |  |           |
|---|--|-----------|
| Topics  | Component  | Weightage |
| Core : <ul style="list-style-type: none"> <li>• Communication &amp; Media</li> <li>• Global Issues</li> <li>• Social Relationships</li> </ul> | <u>Written Assignment</u><br>(Receptive & written productive skills) <ul style="list-style-type: none"> <li>• Students to choose 1 topic for their written assignment task.</li> <li>• Title proposal facilitated &amp; guided by teacher</li> <li>• Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.</li> <li>• Final submission : September 2019</li> </ul> | 20%       |
| Core : <ul style="list-style-type: none"> <li>• Communication &amp; Media</li> <li>• Global Issues</li> <li>• Social Relationships</li> </ul> | <u>Final Examination - November 2019</u><br><u>Paper 1</u><br>1 hour 30 minutes<br>Receptive skills <ul style="list-style-type: none"> <li>• Text-handling exercises on four written texts, based on the core.</li> </ul>  | 25%       |
| Options : <ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Customs &amp; Traditions</li> <li>• Health</li> </ul>        | <u>Final Examination - November 2019</u><br><u>Paper 2</u><br>1 hour 30 minutes<br>Written productive skills <ul style="list-style-type: none"> <li>• One writing exercise of 250–400 words from a choice of five, based on the options.</li> </ul>  | 25%       |

# Malay language SL 'B' in the timetable at SJIIM

At SJIIM, the Malay language SL 'B' is allocated two double lessons per week. The recommended teaching hours for the SL 'B' course is 150 hours. Each lesson is structured based on a course outline as designed to meet the targeted dates of submission. The course outline serves as a guide for the teaching and learning.

The table below reflects the topics covered but not necessarily the order in which they will be taught.

## Malay language SL 'B' course outline

| Year 12   |  |
|---|--|
| Term / Topic  | Allocated time   |
| <p><u>Term 1</u><br/>Aug 2017 - Dec 2017</p> <p><u>Core Topics:</u></p> <p>Unit 1: Communication &amp; Media (3 texts)</p> <p>Unit 2 : Global Issues (Part I) (3 texts)</p> | <p><u>15 weeks</u></p> <p>Unit 1 : Weeks 1-7</p> <ul style="list-style-type: none"> <li>● Introduction to SL B + Text learning &amp; analysis + writing practice (text types)</li> <li>● Text learning &amp; analysis + writing practice (text types)</li> <li>● Formulation of title for IOA 1 (Communication &amp; Media)</li> <li>● Learning + writing practice + revision</li> <li>● IOA 1 (Communication &amp; Media)</li> </ul> <p>Unit 2 : Weeks 9-13</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + writing practice (text types)</li> <li>● Learning + writing practice revision</li> <li>● Revision + Unit Test +Internal assessments take place</li> </ul> <p>Units 1 + 2 : Weeks 14 + 15</p> <ul style="list-style-type: none"> <li>● Revision + Unit test</li> </ul> |



**Year 12**

| <b>Term / Topic</b>  | <b><u>Allocated Time</u></b>  |
|--|---|
| <p style="text-align: center;"><u>Term 2</u><br/>Jan 2018-April 2018</p> <p style="text-align: center;"><u>Core Topics:</u><br/>Unit 2 : Global issues (Part II)<br/>(3 texts)</p> <p>Unit 3 : Social relationships (3 texts)</p> <p style="text-align: center;"><u>Options:</u><br/>Unit 4 : Cultural Diversity (3 texts)</p> | <p><u>12 weeks</u></p> <p>Unit 2 : Weeks 1-4</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + writing practice</li> <li>● Formulation of title for IOA 2 (Global Issues)</li> <li>● Learning + writing practice + revision</li> <li>● IOA 2 (Global Issues)</li> </ul> <p>Unit 3 : Weeks 5-8</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>● Formulation of title for IOA 3 (Social Relationships)</li> <li>● Learning + writing practice + revision</li> <li>● IOA 3 (Social Relationships)</li> </ul> <p>Unit 4 : Weeks 9-12</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>● Introduction to academic writing + Information literacy</li> <li>● Introduction to individual oral (IOA - exam format)</li> <li>● Academic writing practice</li> </ul> <p>Unit 4 : Weeks 13-14</p> <ul style="list-style-type: none"> <li>● Revision + unit test (oral) + paper 2 text types (options)</li> </ul> |

| Year 12  |  |
|--|--|
| Term / Topics  | Allocated Time   |
| <p style="text-align: center;"><u>Term 3</u><br/>April 2018 - June 2018</p> <p style="text-align: center;"><u>Options:</u></p> <p>Unit 5 : Customs &amp; Traditions</p> <p style="text-align: center;">Unit 6 : Health</p> | <p><u>13 weeks</u></p> <p>Unit 5 : Weeks 1-4</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + writing practice</li> <li>● Learning + academic writing practice</li> <li>● IOA (oral) practice</li> <li>● Formulation title for WA (written assignment)</li> <li>● Consultation session for proposed WA title</li> </ul> <p>Unit 6 : Weeks 5-8</p> <ul style="list-style-type: none"> <li>● Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>● Learning + academic writing practice</li> <li>● IOA (oral practice)</li> <li>● Revision + Unit test</li> <li>● Inter-textual readings (WA) + Bibliography</li> <li>● EoY T3 exams</li> </ul> <p>Units 4 + 5 + 6 : Weeks 9-13</p> <ul style="list-style-type: none"> <li>● Consultation for WA <ul style="list-style-type: none"> <li>○ 1st &amp; 2nd drafts</li> </ul> </li> </ul> <p><u>Summer holiday prep</u></p> <ul style="list-style-type: none"> <li>● To work on written assignment</li> <li>● Revision packs for individual oral + Paper 1 + Paper 2</li> </ul> |
| Year 13  |  |
| Term / Topics  | Allocated Time   |
| <p style="text-align: center;"><u>Term 1</u><br/>August 2018 - December 2018</p> <p>Final submission for WA + Interactive Oral + Individual Oral</p>   | <p><u>14 weeks</u></p> <p>Weeks 1 - 3</p> <ul style="list-style-type: none"> <li>● Final consultation &amp; redrafting for WA</li> <li>● Revision for individual oral</li> </ul> <p><u>Week 4</u></p> <ul style="list-style-type: none"> <li>● Individual oral</li> <li>● Final submission for WA + IAs (individual oral + interactive oral activity)</li> </ul> <p>Weeks 5-7</p> <ul style="list-style-type: none"> <li>● Intensive revision for final examinations (Paper 1 + Paper 2)</li> </ul> <p><u>Week 9 (early November 2018)</u></p> <ul style="list-style-type: none"> <li>● Final examinations (Papers 1 + 2)</li> </ul>   |

# Malay language SL 'B' Resources

In teaching and learning the SL 'B' course, there are a variety of resources that can be used as a guide and to facilitate learning. The library has been well stocked with a variety of recommended resources and readings in the Malaysian and South-East Asian collection for students to use as part of their research study. Below are examples of the resources normally used in teaching and learning :

| Type of resources                        | Title  |
|--|--|
| Periodicals                              | <ol style="list-style-type: none"> <li>1. Dewan Bahasa</li> <li>2. Dewan Budaya</li> <li>3. Dewan Sastera</li> <li>4. Dewan Masyarakat</li> <li>5. Dewan Siswa</li> <li>6. Dewan Kosmik</li> <li>7. Pelita Bahasa</li> <li>8. <i>Budi In The Malay Mind</i> – Academic journal</li> </ol> <p>* and various other academic journals and publications<br/>           * magazines that are appropriate for the research context / topic</p>   |
| Encyclopedias                            | <ol style="list-style-type: none"> <li>1. The Encyclopedia of Malaysia (Malaysian series - 14 volumes)</li> <li>2. Ensiklopedia Sejarah &amp; Kebudayaan Melayu</li> </ol>   |
| Recommended books (for ground knowledge) | <ol style="list-style-type: none"> <li>1. Perihal Orang Melayu (Sir Frank Swettenham)</li> <li>2. Malay Sketches (Sir Frank Swettenham)</li> <li>3. Sejarah Melayu : The Malay Annals (W. G Shellabear / Dr John Leyden)</li> <li>4. Antara Sejarah &amp; Mitos : Sejarah Melayu dan Hang Tuah Dalam Historiografi Malaysia</li> <li>5. Sulalatus Salatin</li> <li>6. Konsep Wira dalam Masyarakat Melayu</li> <li>7. Kesenian Melayu (Prof. Rahmah Bujang)</li> <li>8. Baju Melayu</li> <li>9. Mis3 Rasa Budaya (Noor Hasnah Adam)</li> <li>10. Makyung : The mystical heritage of Malaysia</li> <li>11. Wayang Kulit : Shadow Play</li> <li>12. Malay Proverbs (R.O Winstedt)</li> </ol> |
| Newspapers (print and online)            | <ol style="list-style-type: none"> <li>1. Utusan <a href="http://www.utusan.com.my/">http://www.utusan.com.my/</a></li> <li>2. Berita Harian <a href="http://www.bharian.com.my/">http://www.bharian.com.my/</a></li> <li>3. Sinar Harian <a href="http://www.sinarharian.com.my/">http://www.sinarharian.com.my/</a></li> <li>4. Malaysiakini <a href="http://www.malaysiakini.com/my/">http://www.malaysiakini.com/my/</a></li> </ol>  |

| Type of resources | Title  |
|-------------------|--|
| Films             | <ol style="list-style-type: none"> <li>1. Azizah the Legend</li> <li>2. Magika</li> <li>3. P. Ramlee movies</li> <li>4. Gurindam Jiwa</li> <li>5. Sepet</li> <li>6. Mukhsin</li> <li>7. Laskar Pelangi</li> <li>8. Puteri Gunung Ledang</li> <li>9. Sarjan Hassan</li> <li>10. Leftenan Adnan</li> <li>11. Folklores</li> </ol> <p>* films that are in relation to topics in study</p> |

# Teaching order Year 12 (2017 -2018)

| WEEK | STARTS          | TOPIC                  | OVERVIEW  |
|------|-----------------|------------------------|---|
| 1    | 28/8/2017       | Media & Communication  | Unit 1 : Weeks 1-7 <ul style="list-style-type: none"> <li>• Introduction to SL B + Text learning &amp; analysis + writing practice (text types)</li> <li>• Text learning &amp; analysis + writing practice (text types)</li> <li>• Formulation of title for IOA 1 (Communication &amp; Media)</li> <li>• Learning + writing practice + revision</li> <li>• IOA 1 (Communication &amp; Media)</li> </ul> |
| 2    | 4/9/2017        | Media & Communication  |   |
| 3    | 11/9/2017       | Media & Communication  |   |
| 4    | 18/9/2017       | Media & Communication  |   |
| 5    | 25/9/2017       | Media & Communication  |   |
| 6    | 2/10/2017       | Media & Communication  |   |
| 7    | 9/10/2017       | Media & Communication  |   |
| 8    | Half term break |                        |   |
| 9    | 23/10/2017      | Global Issues (Part 1) | Unit 2 : Weeks 9-16 <ul style="list-style-type: none"> <li>• Text learning &amp; analysis + writing practice (text types)</li> <li>• Learning + writing practice revision</li> <li>• Revision + Unit Test +Internal assessments take place</li> </ul>   |
| 10   | 30/10/2017      | Global Issues (Part 1) |   |
| 11   | 6/11/2017       | Global Issues (Part 1) |   |
| 12   | 13/11/2017      | Global Issues (Part 1) |   |
| 13   | 20/11/2017      | Global Issues (Part 1) |   |
| 14   | 27/11/2017      | Units 1 + 2            | Internal Assessment<br>Units 1 + 2  |
| 15   | 4/12/2017       | Units 1 + 2            |   |
| 16   | 12/12/2017      | Units 1 + 2            |   |
| 17   | Christmas Break |                        |   |
| 18   | (End of Term 1) |                        |   |
| 19   | 2/1/2018        | Global Issues (Part 2) | Unit 2 : Weeks 1-4 <ul style="list-style-type: none"> <li>• Text learning &amp; analysis + writing practice</li> <li>• Formulation of title for IOA 2 (Global Issues)</li> <li>• Learning + writing practice + revision</li> <li>• IOA 2 (Global Issues)</li> </ul>   |
| 20   | 8/1/2018        | Global Issues (Part 2) |   |
| 21   | 15/1/2018       | Global Issues (Part 2) |   |
| 22   | 22/1/2018       | Global Issues (Part 2) |   |
| 23   | 29/1/2018       | Social Relationships   | Unit 3 : Weeks 5-8 <ul style="list-style-type: none"> <li>• Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>• Formulation of title for IOA 3 (Social Relationships)</li> <li>• Learning + writing practice + revision</li> <li>• IOA 3 (Social Relationships)</li> </ul>  |
| 24   | 5/2/2018        | Social Relationships   |   |
| 25   | 12/2/2018       | Social Relationships   |   |
| 26   | 20/2/2018       | Social Relationships   |   |
| 27   | 26/2/2018       | Cultural Diversity     |   |
| 28   | 5/3/2018        | Cultural Diversity     | Unit 4 : Weeks 9-12 <ul style="list-style-type: none"> <li>• Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>• Introduction to academic writing + Information literacy</li> <li>• Introduction to individual oral (IOA - exam format)</li> <li>• Academic writing practice</li> <li>• Paper 2 text types (Option topics)</li> </ul>                                       |
| 29   | 12/3/2018       | Cultural Diversity     |   |
| 30   | 19/3/2018       | Units 1 + 2 + 3 + 4    |   |

|                                 |                                 |   |   |
|---------------------------------|---------------------------------|---|---|
| 38                              | Easter Break<br>(End of Term 2) |   |   |
| 39                              |                                 |   |   |
|                                 | 10/4/2018                       | Customs & Traditions                                  | Unit 5 : Weeks 1-4<br><ul style="list-style-type: none"> <li>• Text learning &amp; analysis + writing practice</li> <li>• Learning + academic writing practice</li> <li>• IOA (oral) practice</li> <li>• Formulation title for WA (written assignment)</li> <li>• Consultation session for proposed WA title</li> </ul>                     |
| 40                              | 16/4/2018                       | Customs & Traditions                                  |   |
| 41                              | 23/4/2018                       | Customs & Traditions                                  |   |
| 42                              | 30/4/2018                       | Customs & Traditions                                  |   |
| 43                              | 7/5/2018                        | Health  | Unit 6 : Weeks 5-8<br><ul style="list-style-type: none"> <li>• Text learning &amp; analysis + 100 word rationale (based on 3 texts)</li> <li>• Learning + academic writing practice</li> <li>• IOA (oral practice)</li> <li>• Revision + Unit test</li> <li>• Inter-textual readings (WA) + Bibliography</li> <li>• EoY T3 exams</li> </ul> |
| 44                              | 14/5/2018                       | Health  |   |
| 45                              | 21/5/2018                       | Health  |   |
|                                 | 30/5/2018                       | Revision  |   |
| End of Year Exams<br>(Week 9)   |                                 |   |   |
| 46                              | 11/6/2018                       | Written assignment                                    | <ul style="list-style-type: none"> <li>• Consultation for written assignment (1)</li> </ul>   |
| 47                              | 18/6/2018                       | Written assignment                                    | <ul style="list-style-type: none"> <li>• Consultation for written assignment (1)</li> </ul>   |
| 48                              | 25/6/2018                       | Drafting for written assignment (before summer break) | <ul style="list-style-type: none"> <li>• Organization of notes and past year papers + drafting for written assignment</li> </ul>  |
| 49                              | 2/7/2018                        | Drafting for written assignment (before summer break) | <ul style="list-style-type: none"> <li>• Organization of notes and past year papers + drafting for written assignment</li> </ul>  |
| Summer Break<br>(End of Term 3) |                                 |   |   |

# Teaching order Year 13 (2018 -2019)

| WEEK                         | STARTS          | TOPIC                | OVERVIEW  |
|------------------------------|-----------------|----------------------|---|
| 1                            | 28/8/2018       | Final redrafting     | Weeks 1 – 3<br>• Final consultation & redrafting for WA<br>• Revision for individual oral<br>Week 4<br>• Final submission for all internal assessments (WA + IOAs) + individual oral<br>Weeks 5 – 7<br>• Intensive revision for final exams in November |
| 2                            | 4/9/2018        | Final redrafting     |   |
| 3                            | 11/9/2018       | Revision             |   |
| 4                            | 18/9/2018       | Individual oral exam |   |
| 5                            | 25/9/2018       | Revision             |   |
| 6                            | 2/10/2018       | Revision             |   |
| 7                            | 9/10/2018       | Revision             |   |
| 8                            | Half term break |                      |   |
| 9                            | 23/10/2018      | Revision             |   |
| 10                           | 30/10/2018      | Revision             |   |
| Final SL B Malay Examination |                 |                      |   |