



NEXUS
INTERNATIONAL
SCHOOL
PUTRAJAYA



Middle School Programme **CURRICULUM GUIDE**

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR CORE VALUES

Being Dedicated to a culture of **Respecting** and Caring for Each Other
Excellence
Openness in **Communication**
Acting with **Integrity**
Being **Passionate** in What We Do
Creating **Enjoyable** Environment

OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by celebrating diversity and challenging minds.

OUR PROMISE

To foster the gifts and talents that reside in everybody through careful mentorship and guidance based on respect.

To provide a nurturing environment for these talents; one that is innovative, progressive and grounded in trust, compassion and respect.

Opening Message from the Head of Secondary

Welcome to the Middle School Programme Booklet for Nexus International School, Putrajaya. Inside this booklet you will find valuable information about the curriculum we offer at Nexus for learners who study in Years 7,8 & 9. The curriculum overviews that are provided here, give parents and learners information about what we teach in each subject.

The Middle School Programme develops further the educational philosophy established in our Primary School. However, the learning programme in the Secondary School is slightly more specialised; based on subject disciplines, developing greater independence of thought through identity and value systems. The use of ICT continues to be important, as it is integrated into all facets of learning throughout the Middle School. The structure of the Secondary School is divided into 3 key areas:

1. Years 7-9.
2. Years 10-11 (I)GCSE.
3. Years 12-13 IB Diploma.

We believe that the Middle School curriculum offered at Nexus is designed to challenge learners to think independently and apply knowledge to real life situations in a range of subjects. As the learners progress through Year 7 to 9, they become self-motivated and enquiring learners, ready to take on the challenges of the (I)GCSE examinations courses in Years 10 to 11 and then later the IB Diploma Programme.

The curriculum that we offer at Nexus International School for Year 7 – 9 is based on a modified UK National Curriculum that is taught around 'Big Ideas' or concepts. The curriculum has been designed to celebrate the International context in which the school resides as well as including Malaysian cultural elements.

Please read through this booklet. If more detailed information is required please approach our specialist teachers or our Middle School Phase Leader.

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Middle School Information

The Middle School comprises of three year groups: Year 7, Year 8 and Year 9. Within each year there are three tutor groups: N, E and X. A form tutor is allocated to each tutor group.

A Form Tutor's role is central in both being responsible for learner well-being and monitoring their academic progress (encouraging involvement, commitment, and high standards of work and behaviour). The Form Tutor is active in looking after the interests of the "whole child". If necessary, they will facilitate restorative conversations in order to resolve minor conflicts or when a learner fails to meet expectations, they will help them to develop better self-regulation. Parents are encouraged to contact the Form Tutor in the first instance.

Form Tutors are vital to the efficient running of the school, successful pastoral care and the delivery of the Personal Social Education (PSE) programme. Form Tutors are accountable to their Phase Leader (Leilah Zahedi).

Beyond the Form Tutor, pastoral care is also every teacher's responsibility and any concerns are forwarded to the Form Tutor, Parents, Phase Leader or the Guidance Counsellor for action and support, as and when appropriate.

If any barriers to learning by teachers are identified, they are forwarded to the Extended Language and Learning (ELL) department to provide further investigation and support where necessary.

"Nexus. Personalising Education!"



A growing number of business leaders, politicians, and educators are united around the idea that learners need “21st century skills” to be successful today. These skills have always been important, though they are particularly important in our information-based economy.

When most workers held jobs in industry, the key skills were knowing a trade, following directions, getting along with others, working hard, and being efficient, prompt, honest, and fair. Schools have done an excellent job of teaching these skills, and still do but to hold information-age jobs, people will also need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information.

The rapid changes in our world will require young people to be flexible, to take the initiative and lead when necessary, and to produce something new and useful.



The curriculum is designed to allow all students to develop the following:

Technical Skills

- . Information & Media Literacy
- . Digital Applications
- . Research Skills

Learning Skills

- . Taking Initiative
- . Enquiring
- . Planning
- . Collaborating
- . Synthesising (Design/Create/Make)
- . Communicating
- . Reflecting & Reviewing



Personal Skills

- . Knowledgeable
- . Principled
- . Open-minded
- . Caring
- . Courageous
- . Balanced
- . Resilient & Resourceful

Thinking Skills

- . Critical Thinking (Analysis & Evaluation)
- . Metacognition
- . Problem-solving

Personal & Transferable Skills (PATS)

Developing Information & Media literacy (Print & Digital)

Beginning: Uses media and technology as a tool to access and communicate information

Developing:

- . Uses digital technologies to access, manage and create information and knows how to judge their effectiveness
- . Examines how the media can influence beliefs and behaviours
- . Understands the ethical/legal issues surrounding the access and use of information technologies/media

Mastering:

- . Uses digital technologies communication/networking tools and social networks appropriately to integrate, evaluate and publish information to successfully function in a knowledge economy
- . Utilises multiple media and technologies, and can assess their impact
- . Examines how individuals interpret messages differently, how values and points of view are included or excluded to influence our beliefs and behaviours

Using Digital Applications

Beginning: Uses digital tools to communicate for specified purposes

Developing: Selects the appropriate digital tools to communicate with the intended audience for specified purposes

Mastering: Creates products using digital tools* and processes suitable for the task and the intended audience, using original ideas or research

Researching

Beginning: Is able to locate and acquire information using provided resources

Developing:

- Develops questions to guide research
- Selects information from a variety of digital resources and databases
- **Interprets information and draw conclusions**
- Knows how to use referencing

Mastering:

- Applies varied research skills to find and evaluate resources
- **Makes informed decisions to integrate new information to evaluate future materials and formulate solutions to problems**
- Uses referencing consistently

Critical Thinking (Analysis & Evaluations)

Beginning: Applies personal judgment to different arguments and beliefs when encouraged by the teacher

Developing: Evaluates evidence, arguments, claims and beliefs to make judgements with some teacher guidance

Mastering:

- Analyses and evaluates to make judgements and decisions including how parts of a whole interact with each other to produce overall outcomes in complex systems
- **Seeks and evaluates a range of points of view, and is willing to grow from the experience**

Problem Solving

Beginning:

- Uses resources with help to make decisions and solve problems
- **Identifies a problem or challenge**
- Uses various strategies with guidance by the teacher

Developing:

- Uses resources including technology to collaborate and solve authentic problems with guidance
- **Identifies a problem, opportunity or challenge with some understanding of what it involves**
- Uses various types of reasoning (inductive, deductive, etc.) as appropriate to the situation to solve problems with some support

Mastering:

- Uses multiple resources to plan, design, and execute real world problems
- **Understands and articulates patterns, cause/effect relationships and critical indicators related to the current situation problem**
- Solves different kinds of non-familiar problems in both conventional and innovative ways

Metacognitive Thinking



Beginning: Articulates to others the process they went through as individuals, or as a group, to reach understanding (e.g. “I visualised; I made bullet points.”) when prompted by the teacher

Developing:

- Understands themselves as learners and can articulate the process
- **Uses this self knowledge to support how they learn when guided**
- Develops strategies to utilise their different types of memories with some support

Mastering: Makes genuine choices about how they learn and can articulate these choices

Taking Initiative & Self Direction

Beginning:

- Needs to be directed to take responsibility
- **Contributes when asked**

Developing:

- Shows some initiative, makes some contribution voluntarily and takes some personal responsibility in the classroom
- **Makes links between a range of different experiences in, between & outside lessons when guided by the teacher**

Mastering:

- Shows initiative, gets involved and takes personal responsibility in and beyond the classroom
- **Makes links between a range of different experiences in, between & outside lessons**
- Actively engages with issues that affect them and those around them

Enquiring

Beginning: Is willing to ask questions when prompted by the teacher

Developing: Is willing to ask simple questions of themselves and others (including teachers)

Mastering:

- Is curious to develop and answer open-ended questions using higher order thinking skills
- **Identifies and asks significant questions that clarify various points of view and lead to better solutions**

Planning

Beginning:

- Manages time within structured deadlines

- with teacher support
- **Plans when guided by the teacher**

Developing:

- Manages time effectively with some guidance
- **Uses some creative techniques effectively (such as graphic organisers, mind-mapping) when provided by the teacher**

Mastering:

- Sets long term & short term goals and manages time to achieve them
- **Is able to reason things through logically and systematically**
- Selects effective tools from a wide range of ideas & creative techniques

Collaborating

Beginning:

- Engages in teacher-led collaborative projects
- **Uses decision making and problem solving processes but seeks teacher guidance often**
- Knows when it is appropriate to listen and when to speak
- **Interacts with and shows consideration to others**

Developing:

- Collaborates with minimal teacher intervention
- **Decisions are discussed, evaluated and followed through with minimal teacher guidance**
- Provides helpful support and feedback to others
- **Adapts behaviour to suit different roles and situations**
- Takes responsibility for collaborative work
- **Works with different teams towards common goals**

Mastering:

- Demonstrates ability to work effectively and

respectfully with diverse teams

Uses decision making and problem-solving skills to influence and guide others toward a goal

Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member

Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multicultural environments

Works effectively in a climate of ambiguity and changing priorities

Synthesising (Design/Create/Make)

Beginning:

Finds it difficult to think of new ideas, even when asked to do so. If someone helps can think of some ideas

Produces new and worthwhile products, but only with significant guidance and encouragement

Developing:

Given guidelines, can usually think of several ideas

Applies existing knowledge to create new and worthwhile products, with minimum support

Mastering:

Can usually think of lots of new ideas with or without specific guidelines

Applies critical thinking research methods and communication tools to create original work independently

Understands that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Demonstrates originality and inventiveness in work and understand the real world limits to adopting new ideas

Communicating

Beginning: Communicates using a variety of media

Developing:

Communicates with audiences within and beyond the classroom
Expresses self in more than one language

Mastering:

Initiates communication in real and non-real time

Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions

Communicates effectively in diverse environments (including multi-lingual)

Reflecting

Beginning:

Assesses themselves and others (peer assessment)

Identifies the main learning points from what they have done

Developing:

Assesses themselves and others (peer assessment), identifying opportunities and achievements

Sets goals with success criteria for their development and work

Incorporates feedback effectively

Mastering:

Adapts, changes and revises their work as they proceed

Works to understand strengths and weaknesses in order to support learning and personal development

Deals positively with praise, setbacks and criticism

Views failure as an opportunity to learn

Competencies & Mindsets

Knowledge

- Thoughtfully considers the world and our own ideas and experience
- Develops and uses conceptual understanding, exploring knowledge across a range of disciplines

Principled (Ethical)

- Conducts themselves in a respectable, professional manner
- Acts with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere
- Takes responsibility for actions and their consequences
- Exercises the rights and obligations of citizenship at local, state, national and global levels
- Understands the local and global implications of local, state, national and global decisions

Open-minded



- Uses imagination to consider possibilities
- Responds open-mindedly to different ideas and values
- Adapts to varied roles, jobs responsibilities, schedules and contexts
- Appreciates own cultures and personal histories, as well as the values and traditions of others
- Respects cultural differences and works effectively with people from a range of

social and cultural backgrounds, utilises the most appropriate expressions and interpretations in diverse, multi-cultural environments

Caring (Personal, Social & Environmental Care)

- Recognises interdependence with other people and with the world in which we live
- Shows empathy, compassion and respect
- Is responsible towards other, keeping in mind the interests of the larger community
- Participates effectively through knowing how to stay informed, discussing issues of concern and seeking resolution where needed
- Plays a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves

Courageous

- Approaches uncertainty with forethought and determination
- Works independently and cooperatively to explore new ideas and innovative strategies
- Demonstrates resourcefulness and resilience in the face of challenges and change

Balanced

- Understands the importance of balancing different aspects of life - intellectual, spiritual, physical, and emotional - to achieve well-being for ourselves and others

Resilient & Resourceful

- Keeps going under their own steam
- Locks onto tasks and takes note of details
- Works effectively in a climate of ambiguity and changing priorities
- Makes use of internal and external resources independently



The Taught Curriculum

The Curriculum is designed to challenge learners to think independently and apply knowledge to real life situations through the range of subjects offered. As the learners progress through Year 7 to 9, they become self-motivated and enquiring learners, ready to take on the challenges of the (I) GCSE examinations courses. The subject courses studied are as follows with teaching times for each subject in a week (a lesson is 40 minutes long).

Time Allocation Per Subject

Subject	Number of lessons per week
English	6
Mathematics	6
Humanities	6
Science	6
Modern Foreign Languages (Choose 2) French, Spanish, Mandarin, Bahasa Malaysia	3+3
Music	2
Art & Design	2
Drama	2
Health & IT	1
Physical Education	2
PSE (Personal, Social, Education)	1
Agama (Only for Malay Learners)	1

Curriculum Trips

We believe learning beyond the classroom is an intrinsic part of our learners' educational journey providing meaningful opportunities to apply their learning in the real world. Each residential program is carefully shaped to focus on personal growth and experiential learning, providing learners with experiences that challenge and build their self confidence, team work and understanding of the world around them, turning knowledge into experience and experience into skills. Our goal is for each learner to return home with a new found group cohesion, empowered sense of self and deeper connection with the environment.

Y7 – Team Building & Bonding at Jerum Besu

Conquering fears and forging new friendships as they zip through the jungle canopy and abseil down cliff faces are the foundation for this adventure. Learners will grow in confidence and rely on each other during the night hike when the jungle comes alive and transitions from day into night. Overcoming new challenges and forming strong bonds whilst rafting down a tropical river encourages our learners to communicate and cooperate effectively in a challenging environment. With a new found group cohesion the paintball experience will enable them to strategise, think critically and make decisions whilst having fun!



Y8 – Culture & Conservation in Ipoh

Learners stay in sustainably built villas and tree houses at The Roots Resort on the Kinta River, Ipoh. They will experience Orang Asli cultural integration like never before and see first-hand

how ecosystems change, adapt or disintegrate as a result of human modification. Learners will challenge themselves whilst exploring the environment above ground rafting in the river and below ground in the complex cave systems. By helping out locally run environmental groups, learners will understand the pressures faced by tropical ecosystems today and the proactive stance small communities are taking to make big differences whilst offsetting the trip's carbon footprint.



Y9 – Discovery in Langkawi

Learners are immersed in a combination of adventure and discovery in the archipelago of Langkawi gaining a deeper understanding of themselves, their connections with others and the environment. Learners venture into the interior to explore two very important national cash-crops; rubber and rice. Whilst ploughing with water buffalo, planting and cooking in the picturesque paddy fields learners get a feel for an alternative lifestyle away from technology. Kayaking through mangroves and caves in the UNESCO Geopark, learners are challenged to step out of their comfort zone whilst exploring the natural heritage; witnessing first hand how important these mangroves are to human beings and the marine eco system.



ART (Y7-9)



Year 7

Term 1

Learners will research the basic elements of art. They will learn different ways to turn line into shape, and then turn these into geometric shapes to produce a geometric pattern design with shape and colour. Learners will also explore Islamic pattern design and how the use of repeat pattern can decorate vast areas. Learners will discover how Chiaroscuro is a visual technique creating gradation, where light to dark tones form objects in drawing and painting.

Concepts: Structure, Pattern.

Assessments: Produce a modified contour drawing; Produce a still life with basic shapes.

Term 2

Learners will create different textures and research how to mix colours and apply them

correctly by controlling their paintbrush. They will transfer their skills to a still life drawing of an arrangement of objects that contrast and have different textures to help them to discover the fundamental technique of drawing and painting.

Concepts: Colour Value.

Assessments: Research use of colour; Produce a still life using colour.

Term 3

Learners will discover how Chiaroscuro techniques create light to dark shading on all objects. Learners will also explore the element of space. They will learn about depth, background, foreground and mid ground related to perspective and learn the technique used to represent three-dimensional objects on a two-dimensional surface.

Concepts: Space Perspective.

Assessments: Create a still life composition using drawing and painting skills showing space, depth and perspective.

Year 8

Term 1

Learners will learn about proportion, scale, perspective and their relationship to the other elements of art and discover how good proportion will add harmony, symmetry, and balance among the parts to their own artwork. Learners will also explore the human form and its proportions, learning about portraiture, and poses and the foreshortening of various body parts to create a composition of human figures. They will research posture and develop gesture drawing skills and how to create this using different materials.

Concepts: Proportions, Perspective.

Assessments: Produce a 2 point perspective drawing; Composition showing the human form in proportion, perspective and scale.

Term 2

Learners will explore printmaking techniques including mono printing, relief printing and linoleum printing.

Concepts: Pattern, Symbolism.

Assessments: Two compositions using mono and relief printing techniques.

Term 3

Learners will explore 3D space and enhance their knowledge on the art of modeling, or otherwise producing figurative or abstract works of art in three dimensions using clay, or papier-mache.

Concepts: Structure.

Assessments: Learners create a 3D composition using drawing and painting skills and a sculpture using 3D design techniques.

Year 9

Term 1

Learners will investigate painting techniques, such as sgraffito, dry brush, stippling, lifting, and sponging by researching some well-known artists and their different styles. They will also explore different brush stroke techniques. Learners will learn about background, foreground, and midground that feature in landscape scenes and the use of perspective, space, and depth. They will also explore the use of mixed media techniques and collage and research some well-known artists that have often used these techniques and styles.

Concepts: Harmony.

Assessments: Research painting techniques; Produce a landscape composition using painting techniques.

Term 2

Learners will develop their techniques in three-point perspective drawing concentrating on the Zenith and Nadir

vanishing points. They will also learn about the use of the horizon line, the vanishing point, and orthogonal lines where they create space and depth allowing them to explore the element of foreshortening, as well as creating a realistic image. Learners will create their own designs from 2D to 3D digital images using computer aided design techniques.

Concepts: Perspective.

Assessments: Composition using three-point perspective drawing techniques and one using 3D Computer Aided Design techniques.

Term 3

Learners will develop their Photoshop skills and create compositions and graphic designs. They will research the works of well-known digital and pop artists to help them create drawings and compositions on computer aided design software. They will also develop the skills to design posters using creative fonts and lettering.

Concepts: Relationships.

Assessments: Compositions using digital photography, Photoshop skills and a graphic composition using adobe illustrator skills.

Assessment Objectives

- | | |
|----|----------------|
| Y7 | 1. Researching |
| Y8 | 2. Making |
| Y9 | 3. Evaluating |

Link: <https://sites.google.com/a/nexus.edu.my/visual-art-nexus>



DRAMA (Y7-9)



Year 7

Term 1

During the first term, learners experiment with the notion of 'play'. They practise specific improvisational skills. In 'Working Towards a Performance', learners collaborate as an ensemble to produce a short piece of scripted Drama.

Concepts: Relationships, Interaction.

Assessments: Performance of a short scripted piece.

Term 2

This module starts the major Year 7 Musical Theatre production to be presented at the end of Term 3. Learners will audition and be cast in a full production. Some will work on design elements, all will be required to sing and act, and they will learn about choreography and directing.

Concepts: Structure, Continuity.

Assessments: Performance of short extract off-script and demonstration of ensemble skills.

Term 3

The production process moves towards the final performance. Learners are encouraged to be independent and to demonstrate a positive working relationship. They will use the necessary skills required to put on a high quality piece of Musical Theatre.

Concepts: Interdependence, Energy.

Assessments: Performance of Musical Theatre production.



Year 8

Term 1

An Introduction to Commedia dell' Arte encourages learners to free up the physical and vocal elements required for performance of this 16th Century Italian Theatre style. The Trestle Mask unit deepens the learners' understanding of the physicality required by Commedia actors as they participate in Trestle Mask workshops, exercises and games.

Concepts: Energy, Conventions.

Assessments: Performance of a 1-2 minute piece of Commedia dell' Arte, and a short piece of Mask work.

Term 2

Learners build on their existing monologue writing skills, focusing on transitions between emotions. They apply their

knowledge of key Drama techniques to physicalize characters effectively. In Devising Using a Stimulus, they explore alternative interpretations of images to create their group performance, incorporating technical elements such as lighting and sound.

Concepts: Behaviour, Fluency, Innovation.

Assessments: Performance of 2-3 minute monologue, short group devised piece.

Term 3

Learners research the origins and conventions of Ancient Greek Theatre, including how the performance space was used and how the Chorus functioned. Working as part of an ensemble, they will shape and perform a short piece of script based on a Greek myth using masks and Greek Theatre conventions.

Concepts: Civilisation.

Assessments: Performance of group scripted piece based on Greek myth.

Year 9

Term 1

Year 9 learners explore Augusto Boal's work on Forum Theatre, engaging with political elements of performance and taking on the role of the questioner in relation to the theme of Refugees. They apply this to a scripted piece which encourages them to develop a character, researching into the themes and issues of the play, blocking the scenes and directing. Techniques include using flashback and cross-cutting to find ways of interpreting a non-linear narrative.

Concepts: Change, Identity.

Assessments: Tableaux of "Refugees", performance of extract from Abi Morgan's 'Fugee'.

Term 2

The term starts with final rehearsals and performance of the script worked on last

term. Learners then build on their existing monologue writing skills, focusing on creating different narrative structures. They apply their knowledge of key Drama techniques to physicalize characters effectively. They then choose a range of stimuli, including one each from text, music and visual, to create their group performance, incorporating technical and design elements such as lighting, sound, costume and set.

Concepts: Function, Cycle, Origins.

Assessments: Performance of 2-3 minute monologue, extended group devised piece.

Term 3

Learners will be cast in specific roles based on their abilities and skills thus far to develop a character and work as a group to "polish" their performance of a group scripted piece for an audience. They consolidate all of the performance skills developed throughout the whole year, incorporating use of proxemics, movements, spatial awareness and Physical Theatre skills.

Concepts: Interaction.

Assessments: Performance of extended group scripted piece.

Assessment Objectives

Y7	1. Drama Conventions
Y8	2. Creating & Ensemble Skills
Y9	3. Performance

Link: <https://sites.google.com/a/nexus.edu.my/drama-theatre/home>



MUSIC (Y7-9)



Year 7

Term 1

Learners will develop their performance skills by using staff notation. They will learn about rhythm and note durations and compose their own rhythmic composition. They will also learn about the keyboard/piano layout.

Concepts: *Rhythm.*

Assessments: *Perform a piece of a standard that will challenge them; Assessment on staff notation and keyboard.*

Term 2

Learners will perform, compose and research Javanese Gamelan and world drum music. They will work on a group performance on the Gamelan and create a class Gamelan composition that will be performed at the Spring Concert in March.

Concepts: *Internationalism.*

Assessments: *Compose and perform Gamelan music to a challenging standard; Composition assessment; Performance assessment; Concert performance.*

Term 3

Learners will learn about harmony and chords in major and minor keys. They will learn about the instruments in the orchestra and learn to recognise the different elements of music whilst listening.

Concepts: *Relationships, Pattern.*

Assessments: *Composition assessment on their own chord sequence and an eight bar melody to be performed over the top.*



Year 8

Term 1

Learners will revise staff notation and have played short melodies on the keyboard. They will learn about musical structures and the other eight elements of music. They will listen to various styles of music and learned to describe their listening using the elements of music.

Concepts: *Structure.*

Assessments: *Compose an 8-bar melody which includes a sequence and add chords to it; Assessment on structures of music.*

Term 2

Learners will work on a 20th Century popular music collaborative performance project. Learners will research the different popular genres of the 20th Century and perform in a group ensemble and record using ICT.

Concepts: Collaboration.

Assessments: Performance as a group of a popular piece of music.

Term 3

Learners will compose a soundtrack to a TV advert using ICT as medium. They will research musical ideas in current adverts and learn how to use new music/video software.

Concepts: ICT as a creative tool.

Assessments: Composition of a soundtrack.

Year 9

Term 1

Learners will look at compound time signatures and bass clef notation including sharps and flats. They will play a two handed piece on the keyboard in 6/8 time, in the bass clef with 3 flats in the key signature.

Concepts: Time.

Assessments: Perform a two handed piece in 6/8 time, in the bass clef with 3 flats in the key signature.

Term 2

Learners will learn about the drum kit. They will learn to recognise which instruments make up a drum kit and about drum notation. They will start a guitar project where they will learn about the structure of a guitar, the positions of basic chords and how to play the chords in a sequence.

Concepts: Performance.

Assessments: Guitar performance; Rock band performance.

Term 3

Learners will learn about song writing and compose their own songs. The learners will be introduced to Music ICT/Technology and their songs will be entered/recorded using the computers and recording equipment.

Concepts: Composition.

Assessments: Record a song.

Assessment Objectives

Y7	1. Theory
	2. Performing
Y8	3. Composing
	4. Listening
Y9	5. Technology

Link: <https://sites.google.com/a/nexus.edu.my/music-department/ks3-curriculum>



BAHASA MALAYSIA (Y7-9)



Year 7

Term 1

Learners will cover two topics: Daily Routine; Food & Drinks. Learners will enhance the topic by doing a range of activities including speaking, listening, reading and writing. In the second half of the term learners will look at different ways to stay healthy. Learners will also learn the grammar necessary to fully cover the topic.

Concepts: Routine and Communication.

Assessments: Presentation showing what they do to stay healthy; Create a menu for a healthy eating restaurant.

Term 2

This term learners will be learning all the vocabulary and grammar associated with school life. Learners will learn the names of the subjects as well as being able to describe the facilities.

Concepts: Identity and Community.

Assessments: Video describing their school; Mind map detailing the essential elements of school life.

Term 3

Learners will deal with two topics this term. Firstly they will learn how to express their ambitions and then they will go on to learn to describe sports and games which they play and their benefits.

Concepts: Freedom and Identity.

Assessments: Presentation about their sport and games preferences; Poster showing the pathways to their different future ambitions.



Year 8

Term 1

Learners will learn all the vocabulary and grammar associated with their town and where they live to develop and create longer written passages.

Concepts: Environment and Identity.

Assessments: Presentation showing where they live; Poster showing the advantages and disadvantages of where they live.

Term 2

This term learners will deal with the topic of transportation. They will learn directions as well as different types of transport available

Concepts: *Communication and Direction.*

Assessments: *Animation about transportation; Poster showing the benefits and disadvantages of different types of transport.*

Term 3

Learners will learn the vocabulary and grammar associated with the topic of jobs. They will also follow on by learning to describe their heroes and what jobs they do.

Concepts: *Identity and Communication.*

Assessments: *Research their hero and create a poster detailing why they are their hero; Mind map detailing future jobs and the skills necessary for each job.*

Year 9

Term 1

Learn all the vocabulary and grammar associated with shopping. They will then follow this by learning about the weather.

Concepts: *Leisure and Communication.*

Assessments: *Record a weather forecast. Animation detailing their shopping preferences.*

Term 2

This term learners will cover the topic of the environment and learn about the different types of pollution and what they can do to help. They will also learn what causes pollution and it's global effects.

Concepts: *Environment and Communication.*

Assessments: *Create a range of posters showing the environment problems and solutions; Watch a video on the environment and analyse the key issues.*

Term 3

Learners will investigate and research a number of Malaysian festivals and learn the vocabulary and grammar associated with them so they can fully describe the events.

Concepts: *Festivals and Communication.*

Assessments: *Video detailing all the Malaysian festivals; Have a debate regarding all the different festivals celebrated in Malaysia and abroad.*

Assessment Objectives

Y7	1. Speaking
	2. Reading
Y8	3. Writing
	4. Listening
Y9	5. Mechanics
	6. Cultural Understanding

Link: <https://sites.google.com/a/nexus.edu.my/mrs-hidayah>

Learner's Quote

"This year in Bahasa Malaysia it was really fun. I didn't expect that Bahasa Malaysia would be this enjoyable. I learnt many things like Kata Sendi, KGND, Kata Tanya and more. In the 3 Term, we did a short trial test, which I found quite hard to do. I have improved on my writing and my speaking. Although I have learnt most of the subjects, I actually learnt more about it and kept on revising the topic. We also played games based on the certain topic. We played Chinese whispers, writing on the back and the website Socrative. I really enjoyed Bahasa Malaysia this year, I think it was the best."

Amisha - Y7

ENGLISH (Y7-9)



Year 7

Term 1

Learners will explore writing plot, and how atmosphere is created within the genre of Fantasy. They will learn to recognise the importance of, and differences between, an antagonist & a protagonist, exploring the dependence of one upon the other to form effective narratives. They will create their own characters and use them to explore the conventions of a variety of written forms. Learners will study a novel of their choice and will examine how narratives are plotted and structured and how to identify themes within a text. They will explore the crossover between the two concepts, of Loss and Discovery and how one can lead to the other.

Concepts: *Interdependence, Writer's Craft, Structure, Loss and Discovery.*

Assessments: *Virtual fantasy role play game; PEE paragraph leading to a visual essay.*

Term 2

Learners will discover the depth and variety that exists in poetry by exploring poems covering a range of times, places and subjects. They will investigate how

different writers create different rhythm and the effects achieved by such techniques. News, advertising, appeals, any texts that try to explicitly persuade us using particular language is the focus. In the next unit learners will examine existing texts and put the techniques to good use on their own campaign.

Concepts: *Conventions, Patterns, Influence, Persuasive Language.*

Assessments: *Butterfly essay - Comparison of two poems; Video appeal - Speech.*

Term 3

Learners will examine how dramatic scripts are created to influence and entertain us, which could include the exploration of texts such as "Fast or Free" by David Grant, or extracts from Shakespeare's "Macbeth".

Concepts: *Power, Responding to Texts, Play and Performance.*

Assessments: *Play performance.*

Year 8

Term 1

Learners will explore what success means and how it is measured. They will investigate different components of success and identify when they have been successful in life. Malcolm Gladwell's book "Outliers" will be used as a focussing element. After considering the life and times of William Shakespeare, three different Shakespearean plays will be available for consideration in this unit – all learners will choose the play which interests them most and attend classes with the teacher teaching that text.

Concepts: *Identity, Success, Continuity.*

Assessments: *Descriptive essay; Play performance.*

Term 2

This unit is concerned with the study of different poetic forms and the devices

employed by poets, with a focus on “Journeys” – definitions, categories, voluntary and enforced. Next learners will consider how people are influenced by written, oral and non verbal communication and how we design communications to serve each purpose.

Concepts: *Perspective, Journeys, Influence, Design.*

Assessments: *Production of an anthology of 5 poems; Persuasive presentation / Advertising campaign.*

Term 3

Learners will understand how myths are part of our cultural heritage and examine them critically and with an open mind. Then learners will develop their own creative writing through myth-style stories.

Concepts: *Origins.*

Assessments: *Creation of an original myth.*

Year 9

Term 1

Learners will study a novel where they will learn the skills of interpretation, analysis, and responding personally to written texts, identifying and discussing setting, characterisation, and beliefs put forward by the author. Learners will also learn to use the appropriate terminology to describe, discuss and analyse the distinctive conventions, structures and language features of a written text and to explain how they suit the topic and purpose. In the second unit they will improve their writing skills with a focus on developing narratives through the creation of interesting characters and by using settings and structures that encourage their audience to read on.

Concepts: *Metaphor, Genre and Theme, Structure, Character, Narrative.*

Assessments: *Formal essay response to literature; Creative writing task.*

Term 2

Learners will be introduced to the techniques and terminology used by moviemakers through the study of film. They will develop their ability to infer, deduce and recognise that these are transferable skills necessary to derive implicit meaning from visual texts as well as written texts. Then by collaboratively creating and presenting their own film in this unit learners will apply the skills learnt in the previous unit. Learners will consider the many possibilities a director/ screenwriter needs to consider, and that each possibility creates different effects on an audience.

Concepts: *Conventions, Audience and Purpose, Creativity, Angles and Sound.*

Assessments: *Film review; Film production and film promotional poster.*

Term 3

This unit will further develop learners’ knowledge and application of poetic techniques. Learners will study and perform dramatic texts to develop their communication listening and empathy skills.

Concepts: *Conflict, Freedom, Figurative Language, Interaction, Drama.*

Assessments: *Comparative poetry essay. Dramatic performance.*

Assessment Objectives

Y7	1. Mechanics
Y8	2. Language Use & Analysis
Y9	3. Context & Concepts
	4. Making Connections
	5. Making Meaning
	6. Author’s Craft

Link: <https://sites.google.com/a/nexus.edu.my/english-portal/>

FRENCH (Y7-9)

Year 7

Term 1

Learners will introduce themselves in French. They will learn the alphabet, how to say dates correctly and how to say their birthday. They will learn the vocabulary for what they study in school. They will then build on this to offer both positive and negative opinions about their school subjects and have learnt the vocabulary and grammar associated with their teacher's personality. To finish the term they will learn the vocabulary for the food and drinks, which they consume during their lunch breaks.

Concepts: *Identity, Perspective.*

Assessments: *Short oral presentation on school life; Oral game of battleships regarding greetings and birthdays.*

Term 2

Learners will be able to talk about and describe their hobbies using the vocabulary of sports and outdoor pursuits, technology and weather. In addition, they will practice using regular verbs and a couple of irregular verbs in the present tense. Then they will learn how to describe the place where they live, how to give directions and say what they can do in their town. They will also look at a couple of modal verbs.

Concepts: *Balance, Communication.*

Assessments: *Learners will write an E-mail to a penfriend giving details about their leisure pursuits in town; Create a poster detailing their preferred leisure time activities.*

Term 3

Learners will talk about their holidays and learn the vocabulary associated with this topic. Learners will be introduced to the immediate future tense. Finally, they will learn how to describe and talk about their daily routine using reflexive verbs.

Concepts: *Communication.*

Assessments: *Create a menu in French for a 'snack' outlet and act out a role play using it; Create an animation about where they go on holiday and what they do whilst there.*

Year 8

Term 1

Learners will study how to talk about television programmes, films, books, and activities they do on the Internet. In addition, they will study the perfect tense of regular verbs. Unit 2 focuses on the vocabulary associated with travelling abroad and visiting tourist attractions. It will elaborate on the perfect tense and will allow learners to have a solid grasp of the perfect tense. Learners will be exposed to authentic materials, in which both present and past are found and they will analyse the differences between the two tenses.

Concepts: *Freedom, Perspective.*

Assessments: *Write a letter to a pen pal describing what sort of TV programs and films they like; Read and understand a letter from a fictitious pen pal who talks about his TV programs and films.*

Term 2

Learners focus on describing oneself in a more detailed way, in terms of personality traits and relationships. They will learn how to talk about their preferences in terms of music and fashion. They will explore the concepts of adjectival agreement, the near future tense and consolidated their knowledge of the present, perfect and future. They have also learnt the vocabulary to express agreement and disagreement.

Learners will study the vocabulary and grammar of the topics of home, meals and regional festivals.

Concepts: Identity.

Assessments: Oral presentations about their moral portrait; Writing an "Agony Aunt letter" to complain about their relationship with their friends or family.

Term 3

Learners will look at how to talk about talent and ambition. They will explore the use of modal verbs to express the idea of encouraging or persuading someone. Finally they will look at the French-speaking world and its history.

Concepts: Culture, Belief.

Assessments: Create and act out a role play persuading someone to go out with them; Research the differences between food eaten in France and their host country.

Year 9

Term 1

Learners will consolidate their previous grammatical knowledge and use it to enhance their French when talking about the social lives of teenagers. They will learn the vocabulary associated with Social Media and how to arrange a date as well as how to express opinions about friends. In the second half of the term they will deal with the topic of Healthy Living and explore what it means to be healthy and the differences between opinions of health in France and Malaysia.

Concepts: Freedom Perspective.

Assessments: Write a letter to a friend describing a musical event, using the present past and future tenses; Reading comprehension with IGCSE types of questions.

Term 2

Learners will explore the world of work looking at the vocabulary of jobs and at the importance of speaking a foreign language at work. They will add to their repertoire a new tense, the imperfect, and apply this knowledge to write about past experiences. In addition, they will review the future tense to be able to discuss their future.

Unit 4 is entirely dedicated to the topic of holidays. Learners will learn how to describe their holidays with as many details as possible and learn the vocabulary of places, activities, equipment.

Concepts: Influence.

Assessments: Designing a brochure promoting tourism in Malaysia.

Term 3

Learners will deal with the topics of youth issues, learning the vocabulary to be able to discuss their rights and their priorities. They will also explore and discuss what makes them happy in life. Finally, they will look at human right issues. At this stage of their French studies, they will practise writing more complex sentence structures with direct object pronouns and subordinate clauses.

Concepts: Balance Power.

Assessments: Create a blog on a fictitious holiday they have been on, and writing about it over a two-week period of time and present their work to the rest of the class.

Assessment Objectives

Y7	1. Speaking
	2. Reading
Y8	3. Writing
	4. Listening
Y9	5. Mechanics
	6. Cultural Understanding

Link: <https://sites.google.com/a/nexus.edu.my/nexus-french/>

MANDARIN 1ST LANGUAGE (Y7-9)



Year 7

Term 1

Learners will read and understand the texts: Precious Silence, the King and the Tree, Race Against Time, Malay Drum “Gumbang” and Camping.

Concepts: Relationship, Culture.

Assessments: Produce a mind map that summarises the main relationships from the passage; Write an e-mail to a friend explaining your opinions of Camping.

Term 2

Learners will read and understand the texts: Camping, Say a good word, A letter for young Master and Eskimo.

Concepts: Pattern, Structure.

Assessments Create a poster detailing your opinions of Chinese Poems; Create their own Chinese Poem.

Term 3

Learners will read and understand the texts: My Cat, Corea’s Wooden Box and Bird’s Calling.

Concepts: Opinion, Influence.

Assessments: Create a presentation outlining the main events, characters and themes in My Cat; Create a learning animation about Corea’s Wooden Box.

Year 8

Term 1

Learners will read and analyse passages including Story of Three Kingdoms, Windmill and Story of a Doctor. For each passage, learners will develop reading and viewing skills and strategies; and comprehend texts at literal and inferential levels. In Grammar and Writing activity, they will develop knowledge of grammar for the purposeful use of language at the word, phrase, sentence and text levels.

Concepts: Value, Pattern.

Assessments: Write a short essay describing their best friend; Analyse a descriptive text and answer reading comprehension questions.

Term 2

Learners will explore the texts Forgiveness, Brotherhood and Spring. For each story, learners will select ideas for writing and representing for a variety of purposes, audiences, contexts and cultures.

Concepts: Culture.

Assessments: Create a mind map of the key concepts in the book; Create a learning video about Spring.

Term 3

Learners will read and analyse passages Green Planet, Story of Chinese Idiom and Story of Wei Zheng. For each passage, learners will develop their skill to apply

critical reading and viewing by focusing on implied meaning, higher-order thinking, judgment and evaluation. They will also learn to sustain reading and viewing widely for pleasure, personal development and learning in the literary/ content areas.

Concepts: Beliefs.

Assessments: Create a poster identifying the key themes in *Green Planet*; Analyse a descriptive text and answer reading comprehension questions about *Wei Zheng*.

Year 9

Term 1

Learners will explore *Little Angle*, *Spring and Green Planet*. For each story, learners will investigate the writing style of the author and the vocabulary and vernacular used by the author as well as the variety of grammatical structures used to enhance imagery. Learners will then recycle the vocabulary and grammar in their own pieces. They will also learn how to critically analyse the texts and extract the meaning from at times unfamiliar text.

Concepts: Identity.

Assessments: Create a learning video about *Kite Flying*; Create a mind map identifying the key themes in *Forgiveness*.

Term 2

Learners will read and analyse passages including *Environmental Protection*, *Chinese Crosstalk* and *A wish of a Father*. They will learn how to identify the key themes in the books and learn the skills to write a longer analytical essay.

Concepts: Complexity.

Assessments: Write an analytical essay about *Green Planet*; Create a poster identifying the key points in writing an analytical essay.

Term 3

Learners will explore *Story of Chinese*

Idiom, *Story of Three Kingdom* and *Story of Wang Xi Zhi*. Learners will research the cultural element of all 3 passages. They will also learn how to present these elements in essay form.

Concepts: Culture Beliefs.

Assessments: Construct a Mind Map identifying the cultural elements in *Story of 3 Kingdoms*; Create their own story using Chinese Idioms.

Assessment Objectives

Y7	1. Reading
Y8	2. Writing
Y9	3. Mechanics
	4. Cultural Understanding

Link: <https://sites.google.com/a/nexus.edu.my/chinese-language/gallery?pli=1>

Learner's Quote

"I am Jing Yi from class 9E and I am taking First Language Chinese classes with Ms Wong. Even though I was not learning Mandarin in Nexus in the first half of the first term, but throughout the term, I have learnt a lot in this First Language Chinese class. I learnt to write essays and read and understand comprehension etc. I really enjoy having Mandarin classes in Nexus. I can improve myself in Mandarin essays and comprehension easily with the help of the teacher and friends. Personally, I think although Mandarin is a difficult language, with the interest in this language, I will be able to improve myself."

Jing Yi - Y9

MANDARIN FOREIGN (Y7-9)



Year 7

Term 1

Learners will learn an array of vocabulary and constructions relating to the topic of Personal Introductions. This will include dates and how to introduce themselves, Numbers, where they can now count up to 100 and use these in a variety of situations such as using money, dates and telephone numbers. They will also learn Family, where they can now describe both their immediate and distant relations.

Concepts: Relationships, Identity.

Assessments: In pairs learners greet each other, question and answer on dates and birthdays; Draw a family tree and label the relatives.

Term 2

Learners will talk about jobs people do. Learners will be able to recognise the occupation words and describe what they do. They will interview adults about their jobs and present their findings to the class.

They will also learn words associated with daily activities. They will learn to plan a timetable and talk about their ideal day's activities. Learners will also be required to describe time properly.

Concepts: Influence.

Assessments: Create a poster to describe your parents' occupation; Create a sound recording on your daily routine.

Term 3

Learners will look at words associated with colour and clothing, describe and comment on clothes people wear. Learners will be able to recognize words and use them to build sentences and paragraphs.

Concepts: Communication.

Assessments: Describe your opinion (likes or dislikes) about colour and clothing.

Year 8

Term 1

Learners will know the names of countries and the languages spoken in those countries. They will also ask and answer questions about those countries and languages. In the second part of the term they will learn the vocabulary and grammar associated with weather, seasons and holidays. Learners will understand texts regarding these topics and will be able to offer and receive opinions regarding their holidays.

Concepts: Culture.

Assessments: Research and introduce a country; Create a video of a weather forecast or a weather report.

Term 2

Learners will name food, learn words associated with healthy eating and nutrition and categorize the different types of food. They will also learn how to talk about what they do in their free time. Sports and

hobbies will be covered as well as learning to tell the time in Mandarin. Learners will also learn to use the future tense to say what they are going to do.

Concepts: Balance, Freedom.

Assessments: Construct a food pyramid / Create a menu for a restaurant; Create a video about your hobbies.

Term 3

Learners will be introduced to words associated with school facilities and read the layout plan of the school. They will describe these facilities and the layout using proper adjectives. They will learn the vocabulary for what they study in your school and build on this to offer both positive and negative opinions about their school subjects. They will learn the vocabulary and grammar associated with their teacher's personality and will learn to read the timetable.

Concepts: Patterns, Organisation.

Assessments: Create a poster that highlights some features of your school.

Year 9

Term 1

Learners will describe in detail their pets and then move on to their friends and family members. They will learn how to correctly form adjectives and plurals. In the second half of the term they will learn the vocabulary necessary for them to visit a doctor including body parts and ailments.

Concepts: Relationships.

Assessments: Oral presentation describing a person; Role play of seeing a doctor in clinic or a scenario in the hospital.

Term 2

Learners will have learned words associated with Shopping and buying things. Learn

to state their preferences in buying things, describe what they want and Learn to bargain in Mandarin. Learn to ask for prices, and comment about the item you wish to buy. Learners will also learn vocabulary of things in the house. Learn to describe the rooms and items in your house using the adjectives. Learners will be making comparisons and giving opinions.

Concepts: Culture Belief.

Assessments: Role play in a shop; Create posters to go in an estate agents window.

Term 3

Learners will be introduced to vocabulary of things in the house and learn to describe the rooms and items in the house using adjectives. They will make comparisons and give opinions. Learners will learn all the vocabulary and grammar associated with where they live. They will learn to state nationality and then say whether they live in a town or village and from there they will learn the different types of accommodation. They will also learn about places in town, what they do in town.

Concepts: Identity.

Assessments: Create a presentation about your town.

Assessment Objectives

Y7	1. Speaking
	2. Reading
Y8	3. Writing
	4. Listening
Y9	5. Mechanics
	6. Cultural Understanding

Link:

<https://sites.google.com/a/nexus.edu.my/ms-brenda-s-mandarin/year7>

<https://sites.google.com/a/nexus.edu.my/ms-brenda-s-mandarin/year8>

<https://sites.google.com/a/nexus.edu.my/ms-brenda-s-mandarin/year9>

SPANISH (Y7-9)

Year 7

Term 1

In Unit 1 learners will look at how to introduce themselves in Spanish. It will also cover the alphabet and teach them how to say dates correctly and how to say their birthday. In Unit 2 they will look at what they study in their school. They will then build on this to offer both positive and negative opinions about their school subjects and will learn the vocabulary and grammar associated with their teacher's personality. To finish the chapter they will learn the vocabulary for food and drinks, which they consume during their breaks.

Concepts: Identity, Perspective.

Assessments: End of unit game of battleships - In pairs learners greet each other and question and answer their birthdays; Video about the present tense.

Term 2

Unit 3 will teach learners how to describe their family. They will start with the basics and then move onto their distant relatives. They will continue to use their opinions and build on this by learning the vocabulary for their physical descriptions. Using this description vocabulary, they will then also look at the vocabulary to describe their pets. In Unit 4 they will learn all the vocabulary and grammar associated with where they live. They will learn to state their nationality and then say whether they live in a town or village and from there they will learn the different types of accommodation followed by describing the rooms and items in their house.

Concepts: Culture, Relationships.

Assessments: Create a detailed family tree including pets and descriptions; Presentation about their family.

Term 3

Unit 5 will teach the learners how to talk about what they do in their free time. Sports and hobbies will be covered as well as learning to tell the time in Spanish. They will also learn to use the future tense to say what they are going to do. Unit 6 will build on the previous units by teaching the learners what there is to do in their town. They will learn about places in town, what they can do in town and the weather.

Concepts: Balance.

Assessments: Create a video stating your preferences regarding leisure time activities; Mind map detailing their leisure preferences.

Year 8

Term 1

Learners will learn the vocabulary to express opinions about free time activities. They will also learn how to form adjectives to describe their friends and make comparisons about people. In the second half of the term learners will learn the vocabulary for places in town and will progress to inviting others out. They will also learn how to make excuses and say they do not want to go somewhere.

Concepts: Relationships, Freedom.

Assessments: Video recording of a role play scenario inviting someone out; Poster describing their best friends.

Term 2

Learners will learn the vocabulary and grammar associated with the topic of Holidays. As a part of this they will learn the importance of food in Spain and Spanish speaking countries and in the second half of term we will explore this topic further.

Concepts: *Perspective.*

Assessments: *Create a presentation about a past holiday including the different foods they ate; Research the differences between Spanish food and the food in their host country.*

Term 3

This term learners will learn to express their opinions and preferences about clothing and their school uniform. Later on we will continue to examine a Spanish speaking town of their choice and look at the different types of shopping available as well as looking at the tourist possibilities available.

Concepts: *Identity.*

Assessments: *Create a presentation about a past holiday including the different foods they ate; Research the differences between Spanish food and the food in their host country.*

Year 9

Term 1

This unit will deal with modern communications and film and TV preferences. Learners will learn how to say what they use their computers for as well as learning the vocabulary and grammar to describe films and TV programmes and express their opinions about them. In the second half of the term learners will revise the topic of their school which they did in year 8 and will learn a higher level of vocabulary to describe the institution, their teachers and the activities they can do there including after school activities.

Concepts: *Culture, Balance.*

Assessments: *Create a promotional video about their school; Create a poster showing their opinions of school life.*

Term 2

This unit will deal with health and a healthy lifestyle. Learners will learn how to name body parts, describe symptoms and remedies as well as discuss healthy diets

and how to lead a healthy life. They will express feelings, give advice and revise how to use three tenses together. In the second half of the term learners will learn about earning and spending pocket money, then they will discuss careers and jobs, personal descriptions and qualities for a job and future plans.

Concepts: *Balance, Emotion.*

Assessments: *Create and act out a role-play about healthy living; Create a mind map detailing the skills necessary for different jobs.*

Term 3

In this unit, learners will learn about the Spanish speaking countries in Latin America. Learners will research and learn vocabulary about population, capitals, geographical features and products and famous Spanish speaking people. They will also develop awareness and express opinions on poverty, working conditions and environmental issues. In the second half of the term learners will study a region in Spain and talk about travelling. Within this unit learners will learn vocabulary about travel items, how to buy train tickets, sight seeing and monuments as well as learn how to write a letter describing a trip.

Concepts: *Culture, Harmony.*

Assessments: *Create a video on a Spanish speaking country; Write a diary about a school trip you have been on.*

Assessment Objectives

- | | |
|----|---------------------------|
| Y7 | 1. Communicating |
| Y8 | 2. Responding to texts |
| Y9 | 3. Mechanics |
| | 4. Cultural Understanding |

Link: <https://sites.google.com/a/nexus.edu.my/nexus-spanish>

MATHEMATICS (Y7-9)



Year 7

Term 1

Learners will consolidate their numerical and mathematical capability from year six and extend their understanding of the number system and calculations. The content is split into three units. In unit one, learners will develop their understanding of number properties and relationships. In unit two learners will develop their skills in selecting and using appropriate calculation strategies to solve increasingly complex problems. In unit three learners will develop their understanding of fractions and percentages.

Concepts: Value and Change.

Assessments: Two unit tests; Add your own soundtrack to a fractions video lesson.

Term 2

Learners will visualise, construct and investigate geometric figures, learning to communicate their ideas using conventional terms and notations. Learners will begin to develop their algebraic proficiency. They will learn to manipulate expressions and to substitute numerical values into formulae. Learners will use these skills to investigate and explore number patterns.

Concepts: Symmetry and Conventions.

Assessments: Two unit tests; Design a shape sorter.

Term 3

Learners will begin to solve linear equations. They will extend their knowledge of surface area and volume. Learners will solve geometrical problems on coordinate axes including those involving translation and reflection. They will also develop their understanding of statistics, focusing on the presentation of data and comparing the distributions of data sets.

Concepts: Balance and Space.

Assessments: Two unit tests; Tasks based around the iPad application DragonBox.

Year 8

Term 1

The first unit focuses on using number properties and relationships. In unit two, learners will extend their calculation strategies to solve problems and evaluate the outcomes, including multi-step problems with mixed operations. In the final unit learners will extend and formalise their knowledge of ratio and proportion.

Concepts: Order and Proportion.

Assessments: Two unit tests; Design a calculation game for younger learners.

Term 2

Learners will begin to describe risk using the probability scale, constructing theoretical possibility spaces and using these to calculate probabilities. They will further develop their skills in algebraic manipulation and their understanding and use of expressions, equations and formulae. Learners will investigate angles and transformations, as well as plans and elevations of 3D shapes.

Concepts: Probability and Perspective.

Assessments: Two unit tests; Design a treasure hunt.

Term 3

Learners will extend their knowledge of probability, using possibility spaces for combined experiments. They will consolidate and extend their understanding of equations and inequalities from year 7, learning to plot straight-line graphs in the coordinate plane and to interpret gradients and intercepts of linear functions. Learners will present bivariate data on scatter graphs and use these to explore the concept of correlation.

Concepts: Causation and Change.

Assessments: Two unit tests; Statistics project.



Year 9

Term 1

Learners will consolidate and extend their understanding of calculations including the use of powers, roots and standard form. They will learn to solve problems involving direct proportion and will use compound

units such as density. Learners will begin to manipulate quadratic expressions and they will develop their understanding of algebraic equivalence.

Concepts: Proportion and Truth.

Assessments: Two unit tests; Create a poster which matches different representations of algebraic expressions.

Term 2

Learners will investigate Fibonacci and quadratic sequences. They will explore the meaning of an inequality and begin to solve linear inequalities. Learners will explore key geometrical concepts including Pythagoras' theorem.

Concepts: Pattern and Equality.

Assessments: Two unit tests; Create a video or animation about the Fibonacci numbers in nature.

Term 3

Learners will recognise, sketch and interpret graphs of linear and quadratic functions. They will learn to solve linear simultaneous equations algebraically and graphically. Learners will calculate the probability of independent and dependent combined events, including using tree diagrams and other representations. In the final unit they will interpret and construct statistical tables, charts and diagrams.

Concepts: Probability and Influence.

Assessments: T=Two unit tests; A statistics project exploring correlation with the website Gapminder.org

Assessment Objectives

- | | |
|----|---------------------|
| Y7 | 1. Number & Algebra |
| Y8 | 2. Geometry |
| Y9 | 3. Statistics |
| | 4. Problem Solving |
| | 5. Communication |

Link: goo.gl/wJcVHN

HUMANITIES (Y7-9)



Year 7

Term 1

“Thinking about Thinking, Learning about Learning”, learners will develop understanding of themselves as learners by exploring concepts such as Zone of Proximal Development, growth and fixed mindsets, and extrinsic and intrinsic motivation.

“Truth Hunters” takes learners on a journey, through the work of archaeologists and anthropologists, finding, extracting, and synthesizing information to help them discover past civilizations. Learners will investigate the extent to which this evidence is true and the how perceptions of truth have and can change.

Concepts: *Identity and Truth.*

Assessments: *Produce an appealing Learning Resource. Design their own civilisation, justifying choices made by referencing historical sources.*

Term 2

“Our Place” learners will develop a sense of place, and understanding at a local, national and global level. Learners will investigate their local environment (Putrajaya)

theoretically, virtually and practically considering the factors of location and how settlements change over time. Learners will compare Putrajaya with other planned cities from around the World, consider the strengths and weaknesses of Putrajaya as both a site and settlement.

In “How much is too much?” learners will take on the role of demographers and investigate population of the world’s countries, considering the causes, change over time, current impacts and consequences for the future. In the end of year collaboration project, learners will focus on skills development while being introduced to the rights and responsibilities of citizens. The project will require them to work with others to explore a current issue, making connections with both the local and wider communities to which they belong while developing their questioning, critical thinking and enquiry skills.

Concepts: *Pattern, Balance and Change.*

Assessments: *Design a planned city. Peer teaching: design and deliver a lesson.*

Term 3

This end of year “Collaborative Project” will focus on skills development while introducing learners to the rights and responsibilities of citizens. The project will require them to explore a current issue, making connections with both the local and wider communities to which they belong while developing their questioning, critical thinking and enquiry skills.

Concepts: *Relationships.*

Assessments: *History and Functions of Amnesty International and Collaborative Group Project Presentation on Rights and Responsibilities.*

Year 8

Term 1

In “Legacy of Empires”, learners will understand the different factors that

contributed to the rise and fall of Empires as well as the social, technological, economic, environmental and political impacts they have had in different regions of the world.

In “Can hazards exist without humans?” learners develop their knowledge within the context of real life scenarios of mitigation in advance of and in response to natural hazards. They will generate and test hypotheses, develop enquiry and presentation skills, as well as co-operative learning as they explore the interactions between our physical and human worlds.

Concepts: *Influence and Relationships.*

Assessments: *Write an academic paper; Create a National Geographic Hazards 101 documentary.*

Term 2

In “Fantastic Adapting Places”, learners will investigate the world’s ecosystems. While developing their understanding of the similarities and differences between people, places, and environments, they will explore how changes in these environments are both the result and cause of adaptations and how important interdependence is for survival.

In “Can the Earth Cope?” learners will develop skills of communication and collaboration while exploring the impact our lifestyles are having on our planet. Learners will hypothesize how changes we make now could influence the future. Learners will make connections with the local community, use fieldwork tools and techniques and will be able to express and explain their opinions, through discussions and debates.

Concepts: *Interdependence and Sustainability.*

Assessments: *Produce a Bear Gryll’s style survival report; Carry out a Sustainability Project.*

Term 3

At the end of year “Perspectives Project” learners will identify a current issue, investigate key questions related to their issue and explore a range of opinions. They

will develop their technical skills of gathering information through research, interviews, and surveys as well as making connections with people from the global community.

Concepts: *Perspective.*

Assessments: *Perspectives Group Project and Presentation.*

Year 9

Term 1

In “Citizens of the World” learners will explore their own identities and the different groups to which they belong. Through their investigations of the struggles for human rights, they will develop appreciation for the differences and similarities between people, cultures and societies. Learners will look at the actions that can and have been taken by individuals, groups and organisations and whether their campaigns were successful or not.

In “Conflict”, learners will explore the nature of conflict through selected case studies. Making social, political, economic and environmental connections between people and places, they will explore and organise accounts and explanations of conflicts. They will identify the relationships between the causes and consequences. Finally, learners explore strategies for conflict prevention and conflict resolution, using problem solving to apply strategies to given conflict situations.

Concepts: *Identity and Conflict.*

Assessments: *Create a Human Rights Presentation; Write a newspaper article from a perspective on the Battle of the Somme.*

Term 2

In “Campaigns for Change”, learners will use the knowledge gained from the earlier units, and work in groups to identify an issue of their choice. They will plan and carry out a campaign to make a change related to their chosen issue, applying their knowledge of the factors that influence the success of campaigns. They will gain understanding

of the role of media in influencing people's opinions.

In “Young Entrepreneurs”, learners will develop their understanding of the interactions between places and the networks created by the flow of goods. They will explore the basic ideas behind how economic decisions are made and learn key financial concepts such as supply and demand. Finally, learners will use their skills of collaboration, synthesis and enterprise to design, create, and market their own products.

Concepts: *Change and Value.*

Assessments: *A Millennium Development Goals presentation; Produce a social enterprise business plan/campaign for change project.*

Term 3

In the “Introspective Project” unit, learners are given the opportunity to explore their own learning building on what they have learnt in Year 9. They will reflect on the skills, knowledge and understanding that they have developed and evaluate how they can use what they have learned for their future learning. Applying their creative and technical skills, they will choose which medium to present the results of their personal investigation.

Concepts: *Behaviour.*

Assessments: *Independent journal and Final exhibition.*

Assessment Objectives

Y7	1. Knowledge & Understanding
Y8	2. Enquiry & Investigation
Y9	3. Communicating
	4. Thinking Critically, Analytically & Creatively
	5. Global Awareness & Enterprise

Link: <https://sites.google.com/a/nexus.edu.my/humanities-at-nexus/>



Learner's Quote

"This year in Humanities has been fun, enjoyable and interesting. I learnt countless things such as, different civilizations, growth mindsets and fixed mindsets, and the mystery of Tutankhamun which was one of my favourite topics and lots more. This term, I have been learning the topic 'My Place'. During one of the lessons we had to make a tourism video in groups, about a state in Malaysia which I really had fun with. I improved mostly my presenting, speaking and confidence throughout lessons, which was quite helpful. I really enjoyed Humanities, I personally think Humanities is fun and entertaining."

Karamina - Y7

PE (Y7-9)



day, covering events such as long distance, sprinting and field events. In the second half of term learners will focus on striking and fielding games such as Kickball, Softball, Baseball and Rounders.

Concepts: *Influence and Strategy.*

Assessments: *Take part in a team sport and be assessed on team skills and basic skills; Take part in three athletics events (track and field).*

Term 3

Learners will focus on Swimming and will aim to improve technique in front crawl, breaststroke and backstroke. They will also learn about basic water safety and pool survival.

Concepts: *Strategy.*

Assessments: *Swim using 3 strokes over 25m.*

Year 7

Term 1

Learners will cover four areas: Hockey, Fitness, Badminton and Gymnastics. In Hockey the basic techniques and rules of the game will be taught. In the fitness block learners will compare their current level of fitness against the national average and then learners will aim to improve their cardiovascular endurance, power, strength and agility. In addition, learners will participate in Badminton and Gymnastics. In Badminton basic skills and techniques will be learnt and developed through practice and game play. In Gymnastics they will create a floor sequence.

Concepts: *Strategy and Design.*

Assessments: *Take part in small-sided Hockey games and reflect on performance by comparing it to a model performance; Create a personal fitness programme.*

Term 2

Learners will focus on the activities Basketball and Athletics. In Basketball they will learn basketball skills and how to take part in a team sport. The athletics unit will be used to prepare for the school's sports

Year 8

Term 1

Learners will cover four areas: Hockey, Fitness, Athletics and Gymnastics. Learners will continue to develop their Hockey skills with an emphasis on structures and strategies, such as penalty and short corners, in a small sided game. In the fitness unit learners will review their fitness scores from Year 7 and plan a new training programme which will aim to improve different aspects. In Gymnastics they will learn various techniques such as handsprings and headspring. The athletics unit will be used to prepare learners for the school's sports day.

Concepts: *Strategy & Design.*

Assessments: *Create and perform a more complex sequence in Gymnastics; Design a training programme to improve personal fitness levels.*

Term 2

Learners will focus on Swimming and Basketball. In Swimming they will develop

stroke technique in front crawl, back crawl and breaststroke. They will also be introduced to the game of water polo. In Basketball they will aim to improve their performance through self and peer assessment and improve knowledge of the rules of the game and further develop basic skills.

Concepts: Design.

Assessments: Swim using 3 strokes over 50m; Produce a video, which highlights personal strengths in Basketball.

Term 3

Learners will take part in Badminton and Fitness. In Badminton they will learn to execute various shots with good technique. Learners will take part in half court games and organise a class tournament. In the fitness unit they will re-assess their level of fitness and compare it to the results they gathered at the start of the year.

Concepts: Strategy.

Assessments: Demonstrate, and reflect on, use of strokes in a Badminton game.

Year 9

Term 1

Learners will take part in Swimming, Hockey and Fitness. In swimming they will look at further developing techniques and setting up a training programme with the aim of improving their speed in the pool. In the fitness block they will aim to further improve their cardiovascular endurance, power, strength and agility. In the second part of the term they will develop passing, dribbling and overall gameplay in Hockey.

Concepts: Strategy, Design.

Assessments: Demonstrate using 3 strokes over 50m faster than in year 8; Design and conduct a fitness test and record results to measure improvement.

Term 2

Learners will participate in Athletics and Basketball. In the Athletics block they will aim to improve their overall performance in various different athletic events, which will help in preparation for the school's sports day. In Basketball they will take part in full court games and improve their knowledge of the different structures and strategies of the game. This term learners will also play softball to develop their striking and fielding skills and overall game play.

Concepts: Influence, Strategy.

Assessments: Create a performance chart that highlights personal development in Athletics; Produce a reflection of progress in striking and fielding that highlights strengths and weaknesses in Basketball.

Term 3

Learners will take part in Badminton and Fitness. In the Badminton learners will practice executing various shots with good technique. They will take part in half court games and organise a class tournament. In the fitness unit they will re-test their level of fitness and compare it to the results they gathered at the start of the year and review their training programme, selecting a method of training to try to improve.

Concepts: Strategy.

Assessments: Demonstrate, and reflect on use of strokes in a competitive Badminton match.

Assessment Objectives

Y7	1. Demonstrating An Understanding
Y8	2. Performance Development
Y9	3. Performance Application
	4. Collaboration & Engagement

Link: <https://sites.google.com/a/nexus.edu.my/pe-dept>

PSE (Y7-9)



Year 7

Term 1

Learners will explore the importance of respecting each others' differences, what respect looks like, how to make friends, how to keep safe online and how to manage free-time and homework.

Concepts: Relationships, Perspective.

Assessments: A discussion on how to make healthy friendships; A presentation on Appropriate Online Etiquette.

Term 2

Learners will explore the topics of why recycling is important, the impact of bullying,

how to care for our world responsibly and what human rights are.

Concepts: Oppression, Harmony.

Assessments: A role-play on the impact of bullying; A presentation on their recycling project.

Term 3

Learners will explore the topics of different types of family relationships, what grief & loss looks like, why citizenship & trust are important.

Concepts: Relationships, Beliefs.

Assessments: A discussion on how they can support a friend who is experiencing grief/loss; A presentation on why trust is important.



Year 8

Term 1

Learners have explore the topics of what family values are, how to manage living with others, how to deal with changes in the family, the difference between healthy and unhealthy relationships, emotional health & well-being and cyber-bullying.

Concepts: Emotions, Harmony.

Assessments: Co-creating a 'Keeping Safe Online' toolkit; A role-play on how to deal with changes in the family.

Term 2

Learners have explore the topics of how to manage stress, how to balance schoolwork and free time, what global issues are and their identities.

Concepts: Balance, Identity.

Assessments: A presentation on themselves; A role-play on how to manage stress.

Term 3

Learners will explore how to express themselves, qualities of famous entrepreneurs, why saving money is important & what education looks like across the world.

Concepts: Behaviour, Influence.

Assessments: A discussion on the difference between assertiveness and aggressiveness; A presentation on why we need to save money.

Year 9

Term 1

Learners will explore the topics of what drugs are, their own family relationships, how to recognise & balance their emotions & where to turn to for support.

Concepts: : Emotions, Influence.

Assessments: A group presentation on the side effects of using drugs; A role-play on where to turn to for support.

Term 2

Learners will explore the topics of the cult of celebrity, shared identities, shared experiences, what an abusive relationship looks like and how to be mindful.

Concepts: Identity, Power.

Assessments: A discussion on the warning signs of being in an abusive relationship; A presentation on what it means to be mindful.

Term 3

Learners will explore the topics of how to challenge discrimination, the individual vs. family & community values, sex & love within relationships & how to prepare for their IGCSEs.

Concepts: Perspective, Values.

Assessments: A discussion on how to best prepare for the IGCSE course; A role-play on how we deal with and challenge discrimination.

Assessment Objectives

Y7	Active Listening, Communicating & Caring
Y8	Global Awareness & Enterprise, Enquiry & Investigation
Y9	Synthesising, Reflecting & Reviewing

Link: <https://sites.google.com/a/nexus.edu.my/nexus-senior-school-pse/home>

Learner's Quote

"PSE is full of curiosity, wonder and interest because we learn different things every week and we might be curious about what we're learning. Although it may sound boring, it's very useful and eye opening in terms of the topics such as relationships, dealing with conflicts, stress. I can learn more and apply the things I've learned to my life. I can build a better connection with the world and understand about myself, my surroundings. Furthermore, to develop our learning, we had the opportunity to play some fun games which involves teamwork and thinking skills."

Marissa Sanusi - 8X

SCIENCE (Y7-8)



Year 7

Term 1

Learners will explore the concept of change through investigating the changes in our bodies as we reach maturity and how human life develops from a single cell to become tissues, organs and body systems. Fundamental to this term's work will be the scientific concept of cells and how specialised functions are carried out by and within cellular structures. Learners will be encouraged to develop structures for learning and linking information both as an individual and as a group.

Concepts: Cycles.

Assessments: Unit test; Model of cells.

Term 2

Learners will understand the concepts of Energy in FlashBang! and Interdependence in Forest. Learners will develop an awareness of three key physics ideas which run through much of : electricity, sound and light. Learners will then explore the interconnectedness of ecosystems – in

particular we will focus upon the unique flora and fauna of Malaysia. Learning is encouraged to utilise the fantastic opportunities afforded by our location in Putrajaya.

Concepts: Energy, Interdependence.

Assessments: Unit test; Mini theatre presentation to primary learners to include a video diary of learning through the term; Guided extended learning project.

Term 3

One Step will develop learners' understanding of the human body, its systems and how diet is an essential part of maintaining a healthy lifestyle.

Concepts: Interaction.

Assessments: Unit test; Guided extended learning project.



Year 8 (2014-15 only)

Term 1

Learners will develop ideas about our bodies, the cells that make every part of our bodies. Learners will explore how cells vary and how they are specialised for specific tasks. In the second phase of learning learners will explore how new life occurs and the biological effects of puberty. In the final phase of learning they will explore how both our genes and the environment that we live in affect our characteristics.

Concepts: Cycles.

Assessments: Unit test; Presentation of learning at end of term.

Term 2

In the unit Flashbang, learners will develop awareness of three key physics ideas: electricity, sound and light. They will explore these three ideas in turn as learners produce a miniature theatre, complete with lighting and sound systems to demonstrate their learning. In Forest, learners will explore the interconnectedness of ecosystems – in particular they will focus upon the unique flora and fauna of Malaysia. Learning will regularly take place outside of the classroom as we utilise the fantastic opportunities afforded by our location in Putrajaya.

Concepts: Energy, Interdependence.

Assessments: Unit test; Mini theatre presentation to primary learners to include a video diary of learning through the term; Guided extended learning project.

Term 3

One Step will develop learners' understanding of the human body, its systems and how diet is an essential part of maintaining a healthy lifestyle.

Concepts: Interaction.

Assessments: Unit test; Guided extended learning project.

Assessment Objectives

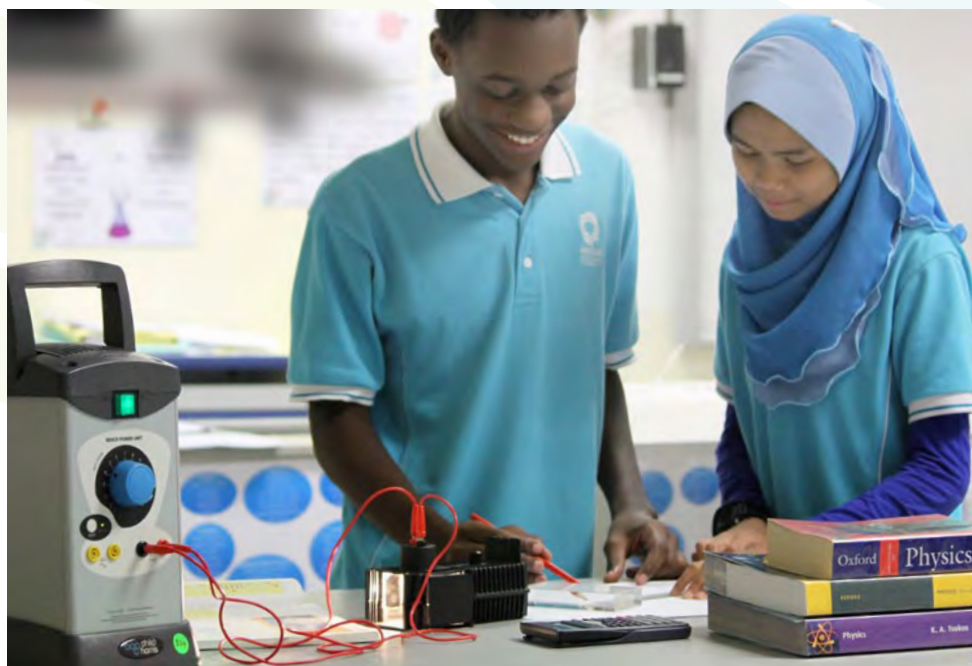
Y7

1. Scientific Understanding
2. Applications of Science

Y8

3. Analysis
4. Planning & Evaluation

Link: <https://sites.google.com/a/nexus.edu.my/sciencedept>



SCIENCE (Y9)

Biology

Term 1

Learners will explore two main areas: Adaptation and Interdependence; Environmental Change and The Distribution of Organisms. They will learn how organisms adapt and interdepend in the natural world and understand the environmental change and the distribution of organisms within the biosphere. Learners will learn that the patterns and relationships observed in data represent the behaviour of the organisms in an environment and consider the limitations of the data when drawing conclusions.

Concepts: *Interdependence, Change.*

Assessments: *End of unit test; Experimental design and evaluation.*

Term 2

Learners will explore and reflect on how human population has changed with time and how the pollution produced by these people has changed. They will develop their understanding that there are some questions that science cannot answer directly, where beliefs, opinions and ethics are important. They will develop their critical skills in analysing data, where these factors affect the conclusions made. Furthermore, learners will explore the idea that evidence must be approached with a critical eye. Scientific evidence provides a powerful means of forming opinions and learners will develop their understanding of why these ideas pervade all of the scientific process.

Concepts: *Evolution, Strategy.*

Assessments: *End of unit test; Presentation on the impact of humans on the environment.*

Term 3

Learners will explore two main areas: Energy and Biomass in Food Chains and Natural Cycles. Learners will explore how energy in the biosphere is continually cycling resource. Despite this it is possible for energy to be removed from the Biology system as a result of mismanagement/natural cycles. A scientifically literate person should be equipped to question, and engage in debate on, the evidence used in decision making. This is particularly important when reviewing biological data from dynamic systems. Learners will develop their ability to interpret and display data in a variety of formats.

Concepts: *Energy; Cycles.*

Assessments: *End of unit test; Data analysis task.*

Chemistry

Term 1

Learners will explore two main areas: Fundamentals of Chemistry; The Periodic Table; Structure & Bonding. Learners will investigate the essential building blocks of all matter, they will have the opportunity to explore the history of the Periodic table and develop their understanding of how scientists develop and test their hypotheses – including what they do when they yet have sufficient evidence to fully support a theory.

Concepts: *Pattern, Relationship.*

Assessments: *End of unit test; i-book on the periodic table.*

Term 2

Learners will explore two main areas: Fundamentals of Chemistry 2; Air & Water. Learners will analyse the composition of the atmosphere and through analysing the patterns and relationship observed in data make predictions as to the future changes in the Earth's atmospheric chemistry. Learners will further develop the fundamental ideas of chemistry introduced in Term 1. This will include a strong focus upon developing

investigative and practical skills. Learners are encouraged to use their knowledge and understanding to pose scientific questions and define scientific problems. Additionally, learners plan and carry out investigative activities and learn how to collect, select, process, analyse and interpret both primary and secondary data to provide evidence.

Concepts: *Cycles, Energy,*

Assessments: *End of unit test; RSA style video on bonding.*

Term 3

Learners will consolidate and review all of the 5 areas introduced in Terms 1 and 2. Learners will develop their understanding of the Chemistry in Year 9, through seeking the connections and interrelationships between the fundamental ideas in Chemistry – for example chemical bonding. This term provides time for a more detailed study of scientific knowledge and for development of the skills of scientific enquiry essential to successful study of Chemistry

Concepts: *Connections.*

Assessments: *End of unit test; Plan an investigation.*

Physics

Term 1

Learners will discover what waves are, how they work some of the phenomena learners are familiar with occur. They will explore the principles of fibre optic surgery and fibre optic broadband along with other medical procedures such as Ultrasound scanning and x-rays. Learners will understand the key role that the Electromagnetic spectrum plays in our technology led lives and furthermore, consider the potential risks that exposure to this radiation may (or may not) cause – be it wifi, hand phone or medical x-ray radiation.

Concepts: *Energy, Particles, Change.*

Assessments *End of unit test; Data analysis collection and task.*

Term 2

Learners will explore three main areas: Atoms & Radiation; Nuclear Fission; Nuclear Fusion. Learners will explore the world of radiation – both the risks that it poses and, more importantly, the huge benefits that it confers upon our lives today. Science can help us in many ways but it cannot supply all the answers. Learners discover that there are some questions that science cannot answer directly. These tend to be questions where beliefs, opinions and ethics are important. Learners develop a range of tools for debating their point of view in these opaque situations.

Concepts: *System, Transformation.*

Assessments: *End of unit test; Experiment design; Data analysis task.*

Term 3

Learners will explore two main areas: Doppler effect and Red Shift. Learners will explore the vast amount of data supporting one theory for the emergence of the Universe and will develop their ability to critically analyse the patterns and relationships within data. Learners will have opportunities to collect, select, process, analyse and interpret both primary and secondary data to provide evidence. They will then expand their skills in evaluating methodology, evidence and data.

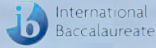
Concepts: *Origin, Exchange.*

Assessments: *End of unit test; Stop frame animation on nuclear fission.*

Assessment Objectives

Y7	1. Scientific Understanding
Y8	2. Applications of Science
Y9	3. Analysis
	4. Planning & Evaluation

Link: <https://sites.google.com/a/nexus.edu.my/sciencedept/>





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