



NEXUS
INTERNATIONAL
SCHOOL
MALAYSIA



IB Options Information Booklet



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.



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Opening Message from the Phase Leader for IB Years

It gives me great pleasure to introduce you to the International Baccalaureate Diploma Programme (IBDP) at Nexus International School Malaysia. I hope that you find the information in this booklet useful in making the best subject choices for your diploma.

The fact that you are reading this probably means that you have made one very important choice already and that is to choose the IB Diploma over other post-16 systems of education. It is my firm belief that the IB Diploma is the highest quality programme available for senior international learners. The academic rigour, breadth of study, emphasis on critical thinking, internationalism and aim of developing the whole individual make it an unmatched and unique qualification.

The value and popularity of the IBDP has not been lost on many schools who have chosen to adopt it in recent years and it's reputation continues to grow. In particular, the growth in the Asia-Pacific region has been phenomenal. At Nexus we are confident that we are offering an excellent programme, which has been authorised by the IB organisation. We have highly qualified, experienced and enthusiastic teachers, who have undergone training in the IBDP according to the requirements demanded of the IB organisation, and a carefully planned curriculum across all subjects. We have a wide range of subjects on offer, which should ensure we can provide an appropriate course of study for all. In keeping with the Nexus approach to learning we utilise the latest in technological innovations and educational thinking in a supportive environment for our learners.

Personally, I am excited and honoured to be helping to develop the IBDP at Nexus International School and look forward to working together with all our new and existing learners.

Please do not hesitate to contact us if there is anything you wish to discuss, or if you require more information about the IB programme at Nexus International School Malaysia.

**Assistant Head
(Phase Leader - IB Years)**



Nexus Mission Statement

Nexus International School is 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.



IB Mission Statement

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage learners across the world to become active, compassionate and life long learners who understand that other people, with their differences, can also be right.



The IB Learner Profile



The IB Circle is designed to offer the learner breadth of study, whilst still allowing for specialisation in areas in which they are interested.

Learners are required to choose one subject from each of the subject groups. They may elect to take another subject instead of an Arts if their chosen career path demands this eg. medicine requires 2 sciences. Learners must select three subjects at higher level (HL) and three at standard level (SL). Each subject is graded from 7 (highest) to 1 (lowest).

At the core of the circle are the programme's three compulsory elements: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Action, Service (CAS). There are three bonus points on offer for the TOK and Extended Essay. The maximum points score for a learner is therefore 45.

The IB also offers alternative, individualised pathways.

Learners may choose not to enroll in the full Diploma Programme, and instead take only particular Diploma subject courses, which may, or may not include participation in the Core components. A learner may take as many, or as few courses as they wish, after consultation with the IB Phase Leader. The award for each of these courses is not therefore the Full IB Diploma, but a series of scores from one to seven for each subject course.

Many universities recognize learners' achievements in individual courses and in the core components. Many universities give credit for individual courses and also the Extended Essay and Theory of Knowledge courses.



Self-taught Languages

At Nexus International School our learners speak a wide variety of languages and it is not feasible to provide staff to teach each one. Under these circumstances it may be possible to arrange a self-taught option for a learner. In this case it is the responsibility of the parents, in consultation with the school, to help to arrange a tutor who would either come into school, or who the learner would interact with online. A member of the Nexus language department would monitor the progress of each learner on such a scheme. Tuition costs for online, or outside tutors, would have to be borne by parents.

Creativity, Action, Service (CAS)

CAS is the part of the IB that helps develop the whole individual, promoting compassionate thinking and responsibility for our society. Creativity is a skill or hobby – ideally something new or if an existing hobby it should offer some new challenge. Action is usually a sport but could involve a physical activity such as rock climbing for example. Service is often seen as the most important part of CAS as this provides opportunities for significant personal growth and could involve an activity such as visiting hospitals, or interacting with less advantaged members of society. No points are awarded for the CAS programme, but a learner who does not complete it satisfactorily is not eligible to be awarded the IB Diploma.

Theory of Knowledge (TOK)

Theory of Knowledge stresses critical thinking skills and questioning. It is concerned with the nature of knowledge, how we know what we know and different types of knowledge. Through reflecting on different ways of thinking, TOK is a good way for learners to consider and challenge their own pre-conceived ideas. It is also an excellent vehicle to encourage cross-curricular links by comparing differences and commonalities in different areas of knowledge.

The Extended Essay (EE)

This is an approximately 4000 word essay undertaken by a learner under the supervision of a teacher. Such learning relates to the 'independent learner' referred to in the mission statement and it is intended that the learner will pursue an area of interest to them. It promotes independent research skills and is often a good topic for learners to bring up at university interviews where institutions are looking for 'something extra'. The grade for the EE is combined with the grade for TOK and learners can gain up to three bonus points for their diploma.



How Do I Choose Subjects for My Diploma?

Some learners have a very fixed idea of what they want to do after school whilst others are not so sure. It is important to make sure that subject choice does not prevent a learner from pursuing a desired course or career. It is also important not to become too fixated on going down one particular path at the exclusion of others. Plans often change and traditional career paths are becoming increasingly eroded in the fast-changing and technological environment in which today's young people will seek employment. It is important to be flexible whilst keeping options open. The IB circle is designed to help learners do this. A good all-round education, reflecting strengths and weaknesses, is an effective touchstone when making choices.

Whilst it may be possible to change the combination of courses early on in the year, it is better to get the combination correct from the beginning. Some points to bear in mind when making decisions are:

- Be honest about your capabilities. If you choose a Higher Level course in a subject for which you do not have an aptitude you may find it very challenging. Talk to your subject teachers or the Phase Leader if in doubt about the requirements and demands of each course.
- Choose subjects which you enjoy and have an interest in. We all work better when doing something we like.
- Base your choice on the facts, not on hearsay. For example, if you are not sure about the entry requirements for a particular university course, do some research or ask the Careers + Higher Education Counsellor.
- Remember, it is not all about maximising your score. Universities will also look at the subjects you have chosen.



Table of possible subjects on offer at Nexus:

Group	Higher Level	Standard Level
1	Language A: English, Malay	Language A: English, Malay or Self-taught
2	Language B: Mandarin; English*; French; Spanish	Language B: Malay**; Mandarin; French; Spanish; English* or Ab Initio; French and Spanish
3	Geography; History; Economics; Business and Management; ITGS; Psychology	Geography; History; Economics; Business and Management; ITGS; Psychology
4	Biology; Chemistry; Physics	Biology; Chemistry; Physics; Sports; Exercise and Health Science (SEHS)
5	Mathematics	Mathematics; Mathematical Studies
6	Visual Arts; Music; Film; Theatre Arts; or an additional Science	Visual Arts; Music; Theatre Arts; Film; or an additional Science

Availability of a subject is dependent on number of learners who choose it.

* Can only be taken by a learner who studies a language other than English in Group 1

** Must be sat in the November examination schedule

***Some subjects have a minimum entry level. Decisions regarding entry to a particular subject can be accessed through discussion with the Phase Leader for IB years.



Support for IB Learners

Nexus International School offers a number of support mechanisms to assist IB learners with their studies. Whilst Nexus is not selective in its admissions policy only those learners who are capable of benefitting from the programme will be offered a place.

Counseling

The school employs a full-time counselor to assist learners develop the life skills necessary to cope with the challenges they may face. Learners are welcome to drop in to the Counselor's office for a chat or make an appointment. Confidentiality is respected and learners can expect that their issues will be dealt with in a non-judgmental, professional and respectful manner.



Study Skills

The IB Diploma is a demanding programme, which stresses independent learning. Highly developed study skills are therefore key to achieving success. Nexus emphasizes the teaching of these both within lessons and during tutor time. Topics such as referencing, research, time management and effective note-taking will be addressed.

Inclusion and other Provision

Many of the learners joining Nexus are second language English speakers. The Inclusion department can assist such learners through either in-class support or teaching outside of subject-specific lessons. Diagnostic tests can be conducted to access other types of learning difficulties and support is offered as necessary.

Careers Counseling and Support

Our Careers and Higher Education Counsellor assists learners with seeking entrance to further education institutions. This may take the form of inviting representatives of universities to Nexus to meet learners, offering advice on a suitable course of study or providing guidance on the process of applying to university and how to source financial assistance.



Subject Information

Group 1: Language A: HL/SL

Languages available to study at Nexus: Malay and English

English A: Language + Literature has four parts:

- Language in Cultural Context
- Language and Mass Communication
- Literature - texts and contexts
- Literature - critical study.

Topics and texts studied are varied and interesting in order to encourage learners to think critically about texts, audience and purpose.

This course is designed to develop a range of skills: close reading, textual analysis, creative writing, formal writing, along with presentation and speaking skills. It requires a near-native level of English as it seeks to challenge and stimulate through the study of a wide variety of texts.

Malay A: Literature

Malay A: Literature has four parts:

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

Topics and texts studied are varied and interesting in order to encourage learners to think critically about texts, audience and purpose.

This course is designed to develop a range of skills: close reading, textual analysis, creative writing, formal writing, along with presentation and speaking skills. It requires a near-native level of Malay as it seeks to challenge and stimulate through the study of a wide variety of texts.



Group 2: Language B - Ab Initio (SL)

Languages available to study at Nexus: French and Spanish

Topics to be studied are:

- Individual and Society
- Leisure and Work
- Urban and Rural Development

This course has been designed so that the topics covered are both interesting and varied in order for the learner to develop a wide and rich vocabulary and therefore be able to communicate with native speakers on a broad range of subjects.

For Ab Initio either no previous knowledge or extremely limited knowledge of the language is a prerequisite.

Group 2: Language B - HL/SL

Languages available to study at Nexus: Malay, Mandarin, French, Spanish and English.

Core Topics to be studied at both HL and SL:

- Communications and Media
- World Issues
- Social Relationships

2 of the following Optional Topics are studied too at both HL and SL:

- Cultural Diversity
- Customs and Traditions
- Health
- Sport and Pastimes
- Science and Technology

HL learners will also study in depth 2 literary texts

At both HL and SL, learners will be investigating the cultural aspects and the language associated with their chosen language. Learners in both cases will reach a language level where they can communicate in their chosen language with native speakers on a range of topics.

For SL and HL studies a grade C at IGCSE or its equivalent is a course prerequisite.



Group 3: Individuals and Societies

Psychology: HL/SL

The IB Psychology core course topics include:

- Sociocultural Level of Analysis
- Cognitive Level of Analysis
- Biological Level of Analysis

In addition, there is a choice from 5 optional topics and an HL extension topic

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

Economics: HL/SL

The IB Economic course topics include:

- Microeconomics
- Macroeconomics
- International Economics
- Development Economic

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Business Management: HL/SL

The IB Business Management course topics include:

- Business Organisation And Environment
- Human Resources
- Accounts And Finance
- Marketing
- Operations Management

The Diploma Programme Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course explores a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Geography: HL/L

The IB Geography core course topics include:

- Population in Transition
- Disparities in Wealth and Development
- Patterns in Environmental Quality and Sustainability
- Patterns in Resource Consumption

In addition, there is a choice from 7 optional topics plus an HL extension

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

History: HL/SL

The IB History core course topics include:

- Authoritarian States
- Independence Movements
- Rights and Protests

In addition, there are extension topics for HL learners

The IB Diploma Programme History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.



Group 4: Sciences

Biology HL/SL

By choosing Biology learners will be studying a programme that covers topics such as:

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution
- Human Physiology
- Plant Physiology

Through studying Biology learners will develop a deeper understanding of the structure and function of the body, its design through genetics and evolution and how all species interdepend on each other to create the living world. The course will enable learners to appreciate how current scientific knowledge has developed in a global context and to develop the skills required for scientific investigation.

Chemistry HL/SL

By choosing Chemistry learners will be studying a programme that covers topics such as:

- Quantitative chemistry
- Atomic structure & bonding
- Energetics, kinetics & equilibria
- Oxidation & reduction processes
- Organic chemistry
- Biochemistry & medicinal chemistry

Through studying Chemistry learners will develop a deeper understanding of chemical processes, enabling you to explain many different chemical interactions. The course will enable learners to appreciate how current scientific knowledge has developed in a global context and to develop the skills required for further scientific progress.

Physics HL/SL

By choosing Physics learners will be studying a programme that covers topics such as:

- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production



Through the study of Physics you will develop an appreciation of the universe from the smallest particles to the vast distances between galaxies. You will examine classical physics and how ideas and theories have developed throughout history and deepened our understanding of the world around us. You will use and develop the same scientific processes as those carried out by scientists of the past, and develop your ability to theorise about phenomena.

Sports, Exercise and Health Science SL only

By choosing SEHS learners will be studying a programme that covers topics such as:

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sport
- Measurement and evaluation of human performance
- Psychology of sport
- Physical activity and health

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sport and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.



Group 5: Mathematics

Mathematics HL

Minimum IGCSE Mathematics grade requirement: A

By choosing Mathematics at Higher Level learners will be studying a programme that covers topics such as:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

This course provides for learners with a strong background in Mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Learners will be encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic will feature justification and proof of results. Learners embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.



Mathematics SL

Minimum IGCSE Mathematics grade requirement: B

By choosing Mathematics at Standard Level learners will be studying a programme that covers topics such as:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

This course provides for learners with a strong background in Mathematics. The focus is on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce learners to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Learners will, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

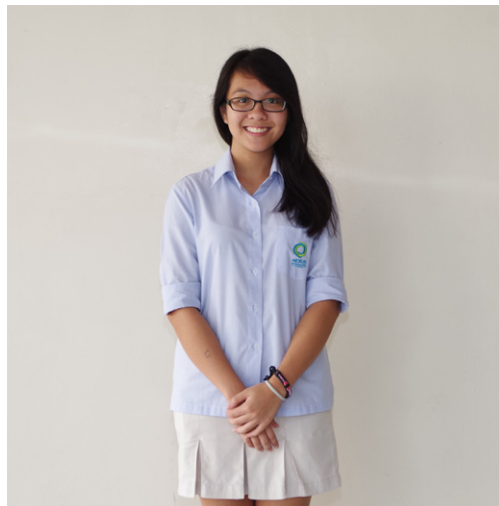


Mathematical Studies SL

By choosing Mathematical Studies learners will be studying a programme that covers topics such as:

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Sets, Logic and Probability
- Statistics
- Introductory Differential Calculus

This course is designed to build confidence and encourage an appreciation of mathematics. The syllabus focuses on important mathematical topics that are interconnected. It is organized and structured with the following tenets in mind: placing more emphasis on learner understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing learners' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.



Group 6

Music - HL/SL

By choosing Music learners will be studying from a range of topics including:

- Solo Performance
- Group Performance
- Composing
- Improvising
- Music Technology
- Listening - 14th Century to the present day of music for all around the World
- Musical Links Investigation - the comparison of two pieces of music you like

The purpose of the IB Music Course is to provide a strong foundation for the further study of music at the university level or in music career pathways. It is also an enriching course of study leading to lifelong participation in the world of music for all learners, regardless of their eventual career choice.

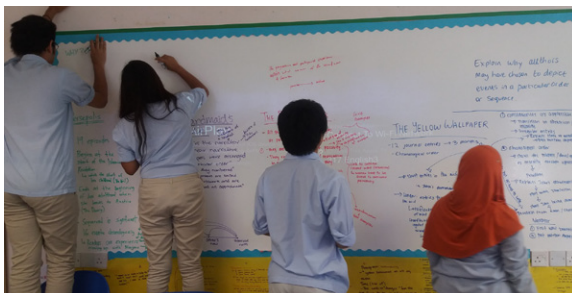
Due to the musical demands of the course learners are required to be Grade 6 or above in one or more musical instruments or voice.

Theatre Arts HL/SL

By choosing Theatre Arts learners will be studying a programme that covers:

- World theatre traditions
- Directing
- Devising
- Script analysis
- Reviewing live theatre performance
- A solo performance
- Theatre processes

Studying Theatre Arts will give you an in-depth understanding of a range of many different theatre practices from around the world. You will learn how to direct others in performance, as well as developing presentation and performance skills. The course will also help you to develop and improve your communication skills through the study of voice and movement.



Film HL/SL

By choosing Film learners will be studying a course that encourages them to develop skills in:

- Directing
- Cinematography
- Editing
- Sound recording
- Screenwriting
- Textual analysis
- Film theory and history
- Becoming an active spectator of film

The programme of study allows learners to develop their own interests in Global Cinema, focusing on film cultures from around the world. In addition there will be a chance to explore film styles and movements from the Silent era, German Expressionism, Film Noir, Italian Neo Realism, French New Wave and Iranian neo realist film. The central focus of the course is a practical element consisting of the planning, shooting and editing of a seven minute film individually or as part of a group.

Visual Arts HL/SL

By choosing Visual Arts learners will be studying a programme that covers topics such as:

- Theoretical Practice: Investigating visual art in context, as well as ways of making and presenting art.
- Art-making Practice: Create art recording processes and techniques. Art making includes drawing, painting, printing, graphics, sculpture, designed objects, site specific artwork, textiles, time-based and sequential art, Lens media and digital/screen based artwork.
- Curatorial Practice: Develop informed responses to exhibition work whilst selecting and presenting your own resolved works.
- Visual Arts Journal: Use a journal to record all aspects of your artmaking journey, including experiments with media, research, reflections, observations and personal responses.

Through studying Visual Arts you will develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, learners are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for learners who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.



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