



**NEXUS**  
INTERNATIONAL  
SCHOOL  
MALAYSIA

# IGCSE 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.

# Contents

Opening Message from the Phase Leader for Years 7-11	4
General Information	5
FAQ	6
<b>SUBJECT INFORMATION FOR CORE SUBJECTS</b>	
English	8
Mathematics	8
Global Perspectives	9
Science	10
Digital Literacy	12
LOTE (Languages Other Than English)	13
Foreign Language	14
First Language	14
Personal & Social Development	15
PE	15
<b>SUBJECT INFORMATION FOR OPTION SUBJECTS</b>	
Art and Design	17
Drama	18
Media Studies	18
Music	19
Business Studies	20
Economics	20
Geography	21
History	21
Additional Mathematics	22
Physical Education	23

## Opening Message from the Phase Leader for Years 7-11

Dear Year 9 Learner,

For you, and your parents, the choice of IGCSE options represents an important moment in your education. Although it may seem like it now, decisions made at this point are not necessarily for life as they can be easily revised at a later stage. It is perhaps helpful but certainly not vital, for example, to have studied Geography or History for IGCSE in order to choose them at IB. On the other hand, it is often the case that a choice made today can set you off on a specific path towards the next step in your education, so decisions need to be taken with care.

The best piece of advice I can give you is **'do your homework'**. Talk to your parents, talk to your teachers, talk to learners who have been through this already. The real experts in this process are those who were faced with the same options last year or the year before; talk to them, ask them if they made the right choices. This is especially important if you are thinking of studying a 'new' subject such as Business Studies, Media or Economics – do you really know what it's all about, or do you just "think" you know?

Above all, this is an opportunity to think carefully about your future and to ask yourself some important questions; **'What aspect of my learning do I enjoy most? Am I aware of what my particular strengths and weaknesses are? Have I selected a sensible and broad range of skills or subjects?'** In some ways questions like these are much more important than, 'should I choose Music or Drama?'

The two-year IGCSE courses are all challenging and will require effective time management and independence. A set of realistic choices made now will help you to succeed in two years' time. Most importantly, you have to enjoy it!

Of course, life is not all about exams. Being a learner in Years 10 and 11 offers many other exciting opportunities ahead to develop your leadership skills, participate in service projects within and beyond school as well as getting involved in the Duke of Edinburgh's International Award Programme, if you want to take advantage of all that Nexus offers you.

Finally, take an objective, collaborative approach, research intelligently and make your choices thoughtfully. So this is the point at which you can genuinely claim that you are beginning to take personal responsibility for your academic future. This is an exciting time, enjoy it and good luck!

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

**Assistant Head of Secondary School  
Phase Leader (Years 7-11)**

## Why do learners at Nexus do the International GCSE?

IGCSE stands for the International General Certificate of Secondary Education. It is the world's most popular international qualification for 14-16 year olds, taken in more than 160 countries. More than 3000 schools worldwide offer IGCSEs and many of the top UK independent schools have recently switched to IGCSEs. The IGCSE is recognised around the world by employers and universities as evidence of academic ability.

The IGCSE programme at Nexus is designed to prepare learners for the transition to the International Baccalaureate Diploma Programme (IBDP).

**The programme at Nexus is designed to offer the learner breadth of study whilst allowing for some specialisation.**



For the IGCSE Programme learners sit examinations for subjects from five curriculum areas and choose two optional examined subjects which provide a good foundation for the IB Diploma Programme.

In addition they follow a holistic programme that develops physical wellbeing, personal, social and technology skills. Teachers also prepare learners for independent study and good time management through using specific approaches to learning.

## Approaches to Learning (ATLs)

ATLs are deliberate strategies, skills and attitudes that permeate the teaching and learning environment.

ATLs support the Nexus belief that a large influence on a student's education is not only what you learn but also how you learn.



### How do we know what options are most suitable for my child?

Have conversations with your child about what their strengths and what subjects they enjoy, then speak to your child's tutor and the relevant subject teacher. If you are concerned about career prospects please arrange a meeting with our Careers + Higher Education Counsellor.

Some careers and some university courses do require specific IB subjects for example medicine, engineering and architecture. If your child has a specific course or career in mind make sure the proposed combination of IGCSE subjects is suitable. If unsure encourage them to keep choices broad and follow their interests.

### Will I definitely get to study the subjects I choose?

Our options process is designed to maximise the chances of learners being able to make the combination of subjects that they want. The initial selection allows us to build the timetable. In rare circumstances, due to timetabling restrictions, a learner will not be able to take their first choice subject combination.

Choices should be made in partnership with teachers working together with learners and their parents. Our options process and timelines are designed to make sure that learners and parents have access to all the information they need and all the people who can help, at the right times, to be able to make fully informed choices.

### Can I view the previous years' IGCSE results?

Absolutely! The results from previous years' IGCSE and IBDP examinations can be found on the school website ([www.nexus.edu.my](http://www.nexus.edu.my)).



# Subject Information for Core Subjects

## CORE SUBJECT

### English

CIE - IGCSE

The English course leads to two CIE IGCSE qualifications (Language and Literature), which cover the development of a range of skills from reading fiction and non-fiction texts and writing a wide range of text types. In addition, the courses seek to develop learners' speaking and listening skills, including their ability to formulate both written and spoken Standard English. Independent learning is an essential component of this course. English is a vital part of every learner's education and will inform and aid their learning across all curriculum areas.

#### Assessment Details

Component	Content	Weighting
Coursework Language	Three written assignments	50%
Coursework Literature	Two written assignments and one oral assignment	50%
Examinations	Learners can be entered for Core or Extended Papers in the Language Examinations	50%

## CORE SUBJECT

### Mathematics

CIE - IGCSE

Mathematics is a fundamental subject in any well-rounded education. It teaches the learners the ability to think, to reason critically and to solve problems using a variety of different techniques. The CIE course is specifically designed to merge with the IB Diploma thus creating a custom-made pathway for Nexus learners as they progress through school. There are additional costs associated with this course, which include a graphics calculator and textbook.

#### Assessment Details

Core Curriculum	Extended Curriculum
<b>Paper 1:</b> 25% of assessment • 10–12 short response questions	<b>Paper 2:</b> 20% of assessment • 10–12 short response questions
<b>Paper 3:</b> 60% of assessment • 11–15 medium/extended response questions	<b>Paper 4:</b> 60% of assessment • 11–15 medium/extended response questions
<b>Paper 5:</b> 15% of assessment • One investigation question	<b>Paper 6:</b> : 20% of assessment • One investigation and one modeling question

Global Perspectives is a groundbreaking cross-curricular course stretching across traditional subject boundaries. It taps into the way today's learners enjoy learning – including group work, seminars, projects, and engaging with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. The study of Global Perspectives provides opportunities for enquiry into, and reflection on these issues from a personal, local and/or national and global perspectives and understand the links between these. Global Perspectives aims to develop learners who become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world. Global Perspectives explicitly develops some of the skills that learners will need to apply in the CAS, TOK and EE core elements of the IB Diploma Programme.

Learners must investigate 3 of the following areas.

Written Examination	Individual Report	Team Project
<ul style="list-style-type: none"> <li>• Demographic change</li> <li>• Education for all</li> <li>• Employment</li> <li>• Fuel and energy</li> <li>• Globalisation</li> <li>• Law and criminality</li> <li>• Migration</li> <li>• Transport systems</li> </ul>	<ul style="list-style-type: none"> <li>• Belief systems</li> <li>• Biodiversity and ecosystem loss</li> <li>• Changing communities</li> <li>• Digital world</li> <li>• Family</li> <li>• Humans and other species</li> <li>• Sustainable living</li> <li>• Trade and aid</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict and peace</li> <li>• Disease and health</li> <li>• Human rights</li> <li>• Language and communication</li> <li>• Poverty and inequality</li> <li>• Sport and recreation</li> <li>• Tradition, culture and identity</li> <li>• Water, food and agriculture</li> </ul>

### Assessment Details

Component	Content	Weighting
Written Paper	Exam	35%
Individual Report	2000 word written report	30%
Team Project	Internally assessed team collaboration & independent evaluation	35%

In Science all learners study Biology, Chemistry and Physics, each taught by a subject specialist. The three Science pathways are designed to encourage learners to be inspired, motivated and challenged. They encourage learners to develop their curiosity about the living world, enabling them to engage with Science in their everyday lives and to make informed choices about further study in Science, or related disciplines.

Science allows learners to understand the world around them and the role that Science plays in our lives – from food security, to the smartphone in your hands. Beyond this, Science enables learners to develop the confidence, knowledge and skills to independently seek answers to their own questions – to think scientifically. Not only that, but Science at Nexus develops a learner's ability to confidently take part in public debate and decision making about Science.

**Learners at Nexus begin the foundation year for IGCSE course in Year 9 and progress into Years 10 and 11 via a number of pathways**

<b>Combined Science</b> Learners will:	<b>Coordinated Science</b> Learners will:	<b>Separate Sciences</b> Learners will:
Study three Sciences leading to a <b>single</b> IGCSE qualification covering practical and theoretical aspects of Science.	Study three Sciences leading to a <b>double</b> award IGCSE qualification covering practical and theoretical aspects of Science.	Study three Sciences leading to an IGCSE qualification in each of the Sciences: Biology, Chemistry & Physics.

Assessment varies with the qualifications that learners will sit at the end of the course.



### Combined Science

Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study. Biology, Chemistry and Physics are each covered in separate syllabus sections. Learners in this pathway gain one one IGCSE award.

#### Assessment details

Core Curriculum	Extended Curriculum
<b>Paper 1</b> 30% final grade Multiple-choice.	<b>Paper 2</b> 30% final grade Multiple-choice.
<b>Paper 3</b> 50% final grade Short-answer and structured questions.	<b>Paper 4</b> 50% final grade Short-answer and structured questions.
<b>All learners will complete either Paper 5 or Paper 6</b>	
<b>Paper 5</b> 20% final grade Practical Test.	<b>Paper 6</b> 20% final grade Alternative to Practical.

### Co-ordinated Science

Co-ordinated Science gives learners the opportunity to study Biology, Chemistry and Physics in greater depth than in the Combined Science pathway. Learners will explore how science is studied and practised, and how results of scientific research can have both good and bad effects on individuals, communities and the environment. It is a double award IGCSE and prepares learners for further science study.

#### Assessment details

Core Curriculum	Extended Curriculum
<b>Paper 1</b> 30% final grade Multiple-choice.	<b>Paper 2</b> 30% final grade Multiple-choice.
<b>Paper 3</b> 50% final grade Short-answer and structured questions.	<b>Paper 4</b> 50% final grade Short-answer and structured questions.
<b>All learners will complete either Paper 5 or Paper 6</b>	
<b>Paper 5</b> 20% final grade Practical Test.	<b>Paper 6</b> 20% final grade Alternative to Practical.

## CORE SUBJECT

### Science

CIE - IGCSE

#### Separate Sciences

The separate Biology, Chemistry and Physics IGCSEs explore each of the disciplines with significant rigour and learners will gain three separate IGCSE awards preparing them for further Science study.

#### Assessment details for all three subjects

Core Curriculum	Extended Curriculum
<b>Paper 1</b> 30% final grade Multiple-choice.	<b>Paper 2</b> 30% final grade Multiple-choice.
<b>Paper 3</b> 50% final grade Short-answer and structured question.	<b>Paper 4</b> 50% final grade Short-answer and structured questions.
<b>All learners will complete either Paper 5 or Paper 6</b>	
<b>Paper 5</b> 20% final grade Practical Test.	<b>Paper 6</b> 20% final grade Alternative to Practical.

## CORE SUBJECT

### Digital Literacy

CIE - IGCSE

The IT Project is a skills based 'ICT' course, but is much more about the learners developing ICT skills in areas that they are interested in. The course allows learners to choose a project that can be related to a subject that they are studying and therefore is fostering cross-curricular links between subjects, and developing a range of personal skills such as communication, resilience, planning and problem-solving.

Alternatively, they can choose an area of interest that is not related to subjects they are studying, but in which they would like to develop new skills. In Year 10, learners are exposed to a wide range of technical skills, from Illustrator and Photoshop to advanced spreadsheets, design skills and movie editing. During Year 10, they will also learn about the important elements of the process of working on an independent project, such as planning, research, client involvement and evaluation.

In Year 11, learners choose a project that they will follow throughout the year. They will be expected to identify a real client, whether it be a teacher, parent, student or business person, and then create an IT solution that meets that client's needs. They will design, build and test the solution using skills that they have developed through online research. Digital Literacy develops skills that learners will apply in their Extended Essay and Independent Assessments in the IB Diploma Programme.

There is **no final assessment** as this is a **non-examined option**.

Speaking two or more languages is an important part of our development of International Mindedness and encourages analysis, memorising and drawing of inferences. LOTE courses develop a range of skills such as communication, public speaking and cultural awareness.

NOTE: if you are a Malaysian passport holder it is a requirement that you take BM until you reach IGCSE standard.

There are a number of subject options and three pathways available within LOTE

First Language Native or near native/ bilingual speakers	Bahasa Malaysia, Chinese
Foreign Language A new/second language	Bahasa Malaysia, Chinese, French, Spanish
Self taught mother tongue language	On an individual case-by-case basis we can consider supervision and support for learners wishing to study a language other than ones we offer as a taught course.



## CORE SUBJECT

### Foreign Language

CIE - IGCSE

**This language pathway is suitable for learners who have an interest in acquiring a new language or have some previous experience in these languages but are not fluent.**

This course introduces vocabulary and grammatical needed in order to read, write and talk about the following topics: everyday activities; personal and social life, the world around us, the international world and the world of work.

#### Assessment details Chinese, French and Spanish

Paper	Weighting
Paper 1 Listening	25%
Paper 2 Reading & Directed Writing	25%
Paper 3 Speaking	25%
Paper 4 Continuous Writing	25%

#### Assessment details Bahasa Malaysia

Paper	Weighting
Paper 2 Reading & Writing	40%
Paper 3 Speaking	33%
Paper 4 Continuous writing	27%

## CORE SUBJECT

### First Language

CIE - IGCSE

**This language pathway is suitable for learners who are bilingual, are near native speakers or for whom their mother tongue is Chinese or Bahasa Malaysia.**

#### Bahasa Malaysia

This course further develops the language skills of First Language Malay speakers (who have already completed SPM or IGCSE Bahasa Malaysia) fully preparing them for the transition to IB Malay A and focuses on literature study.

There is **no final assessment** as this is a **non-examined option**.

#### Chinese

This course enables learner to communicate accurately, appropriately and effectively in writing; understand and respond appropriately to what they read and enjoy and appreciate the variety of language.

#### Assessment details

Paper	Weighting
Paper 1 Reading & Comprehension	60%
Paper 2 Writing	40%

## CORE SUBJECT

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### Personal & Social Development

CIE - IGCSE

The Personal and Social Development (PSD) programme is an integral part of our broad and balanced curriculum. It is part of the pastoral structure of Nexus and is delivered by tutors to foster and develop key learning-focused relationships.

During two 40-minute lessons per week learners:

- are taught strategies to support learning, such as revision, study skills, organisation, learning styles, self regulation techniques, stress management, memory structure, theory of knowledge (ToK), competencies and mindsets.
- are given the opportunity to promote personal, social and emotional wellbeing through examining case studies, looking at evidence and working collaboratively to explore issues such as cyber safety, careers, body image, gaming, motivation and mindfulness.
- address a range of relevant global issues and current affairs to promote the international mindedness of our learners.

Learning in PSD takes many forms, such as self-guided independent learning tasks, collaborative team projects, assemblies and key speakers.

## CORE SUBJECTS

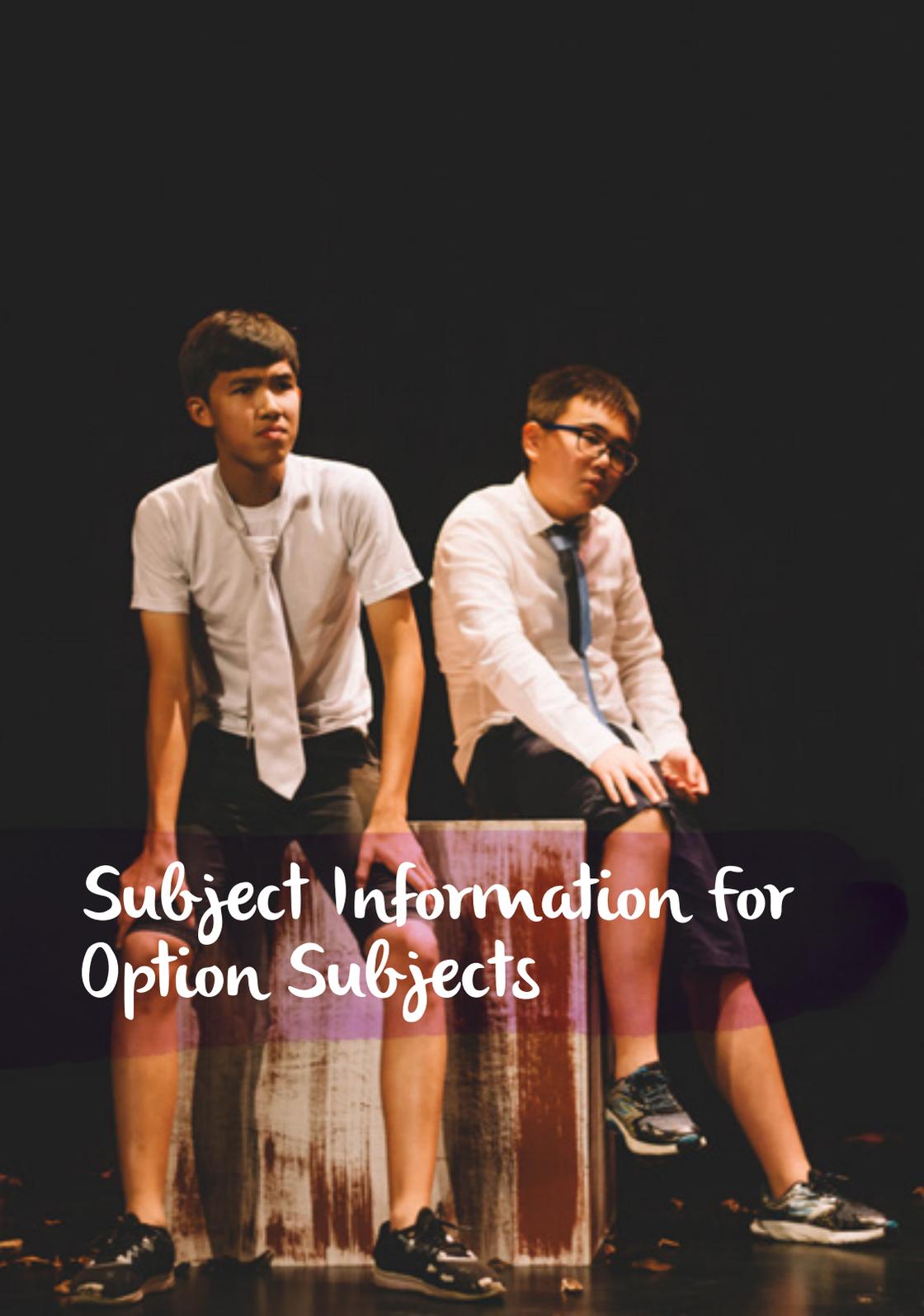
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### PE

Physical Education remains a compulsory subject in Years 10 and 11 and all students have one lesson of curriculum time dedicated to Physical Education.

The emphasis is on participation and enjoyment to promote a prolonged interest in sport and physical activity. The course provides opportunities for learners to try new and challenging activities and give them an insight into what activities are provided outside of school in the local community for future participation in later life.

**PE IGCSE is available as an examined option in addition to CORE PE**

A photograph of two young men in school uniforms sitting on a weathered wooden block. The man on the left is wearing a white short-sleeved shirt and a white tie, looking off to the side. The man on the right is wearing a white long-sleeved shirt, a blue tie, and glasses, looking towards the camera. The background is dark, and the lighting is dramatic, highlighting the subjects.

# Subject Information for Option Subjects

Art and Design encourages a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop practical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual forms. Learners also discover how to develop ideas and create processes that reach final outcomes.

**Curriculum Outline**

Year 10
<ul style="list-style-type: none"> <li>3 projects/themes</li> <li>Drawings, paintings, printmaking, sculpture, photography</li> <li>ICT work including Photoshop</li> <li>Sketchbook work</li> <li>Large scale work</li> </ul>
Year 11
<ul style="list-style-type: none"> <li>Coursework assignments</li> <li>Artist research to develop cultural and historical understanding.</li> <li>Developing ideas through investigations.</li> <li>Refining ideas through experimenting with materials.</li> <li>Recording ideas and observations.</li> <li>Presenting a personal, informed response</li> </ul>

**Assessment Details**

Component	Content	Weighting
Examinations	Practical and Written	40%
Coursework	Two Assignments	60%



## OPTION SUBJECT

### Drama

CIE - IGCSE

Drama involves practical and theoretical study. Learners develop an understanding and enjoyment of Drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which forms part of the final assessment.

#### Curriculum Outline

- practical and theoretical study
- performance possibilities of text and other stimuli
- use of dramatic forms and structures to communicate feelings and ideas to an audience
- understanding of the processes leading to performance and the elements involved in creating
- evaluation of the various stages of performance work

#### Learners will:

- develop their performance skills, both individually and in groups
- consider ways in which ideas and feelings can be communicated to an audience
- discover the performance possibilities of texts and other stimuli
- devise dramatic material of their own

#### Assessment Details

Component	Content	Weighting
Examinations	Candidates answer questions relating to a pre-release text and three stimuli.	40%
Coursework	Candidates submit three pieces of practical work. (one individual and two group pieces)	60%

## OPTION SUBJECT

### Media Studies

CIE - AS Level

Media Studies provides opportunities for the learners to engage with the actual process of media production in two specific areas; audio-visual and print media. There is an underpinning theoretical aspect as the learners are encouraged to become aware of global media institutions and ownership. They explore all the different roles needed when planning, storyboarding, shooting and editing a film, as well as providing planning, research into print magazines and how to construct a digital magazine product. As a result, learners engage in creative and digital communication in order to develop crucial transferable skills.

## OPTION SUBJECT

### Media Studies (cont'd)

CIE - AS Level

#### Assessment Details

Component	Content	Weighting
Foundation Portfolio	Individually or in a group produce a media product (film or print) plus digital evidence of their work and a creative reflection.	50%
Key Media Concepts	Study a specific media industry from a choice of: <b>film, music, print, radio or video games.</b>	50%

## OPTION SUBJECT

### Music

Edexcel - GCSE

Music is designed for all learners, not just those who have instrumental or singing lessons. Learners who enjoy playing and composing projects in music lessons and would like to learn about the latest technological equipment and studio facilities will enjoy this course. Learners develop an appreciation of various styles of music and, as a stimulus, to understand the composing process. They need to listen widely to different genres of music to understand that process and are expected to take up the opportunities to get involved in music ensembles to enhance their performing skills.

#### Assessment Details

Component	Content	Weighting
Performance	Learners perform two pieces either vocal or instrumental. One piece is a solo performance with piano accompaniment, if appropriate. The second piece must be an independent part in an ensemble with a minimum of 3 players.	30%
Composition	Learners submit two compositions in contrastingly different styles based on any of the four main areas of study.	30%
Listening Paper	Learners are required to answer questions on different pieces of music from the 16th Century to the present day and from anywhere around the world. There are four main areas of study: Instrumental Music 1700–1820; Vocal Music; Music for Stage and Screen; Fusions.	40%

## OPTION SUBJECT

### Business Studies

CIE - IGCSE

Business Studies equips learners with the necessary skills to be informed and responsible consumers and prepares them for being the workforce and business leaders of tomorrow. It develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners explore the setting up and operation of a business, the activities of business and the reasons for success or failure. It encourages learners to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

#### Curriculum Outline

- understanding business activity
- people in business
- marketing
- operations management
- financial information and decisions
- external influence and decisions

#### Assessment

Component	Content	Weighting
Paper 1	Short answers and structured data responses.	50%
Paper 2	Four questions based on a case study, provided as an insert with the paper.	50%

## OPTION SUBJECT

### Economics

CIE - IGCSE

Economics equips learners with the basic tools of the economist. It helps them understand their place in, and contribution to, the local, national and global economy as consumers, workers and citizens. Learners investigate how the actions of governments, firms, consumers and workers affect the operation of the economy, exploring a range of contemporary issues, and analysing evidence from different perspectives. Learners also explore specific economic concepts and theories and apply these to a range of economic issues locally, nationally and globally.

#### Curriculum Outline

- basic economics: choice and the allocation of resources
- the individual as producer, consumer and borrower
- the private firm as producer and employer
- role of government in economy and economic indicators
- developed and developing economies: trends in production, population and living standards; and other international aspects

#### Assessment

Component	Content	Weighting
Paper 1	30 multiple choice questions.	30%
Paper 2	One compulsory question and three optional questions from a choice of six.	70%

## OPTION SUBJECT

### Geography

Edexcel - IGCSE

Geography enables learners to:

- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global scale
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognise the need for a sustainable future

#### Curriculum Outline

<b>The Natural Environment (2 topics from):</b>	<b>People and their Environments (2 topics from):</b>
1. River environments 2. Coastal environments 3. Hazardous environments	1. Economic activity and energy 2. Ecosystems and rural environments 3. Urban environments
<b>Practical Geographical Enquiry</b>	<b>Global Issues (1 topic from):</b>
The development of practical geographical enquiry skills related to the investigation of each selected topic from Sections A and B	1. Fragile environments 2. Globalisation and migration 3. Development and human welfare

#### Assessment Details

Component	Content	Weighting
Paper 1	Physical Geography (The Natural Environmental)	40%
Paper 2	Human Geography (People + Global)	60%

## OPTION SUBJECT

### History

CIE - IGCSE

History looks at some of the major international issues of the twentieth century, as well as covering the history of particular regions in more depth. The emphasis is on knowledge and on the skills required for historical research. Learners learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies.

## OPTION SUBJECT

### History (cont'd)

CIE - IGCSE

#### Curriculum Outline

The 20th Century and International Relations since 1919

1. Were the peace treaties of 1919–23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948–c.1989?
7. Why did events in the Gulf matter, c.1970–2000?

Germany 1914-1945

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. The Nazi Regime

#### Assessment

Component	Content	Weighting
Paper 1	Learners answer three questions from all areas of study	40%
Paper 2	6 source-based questions	33%
Paper 3 or coursework option	One piece of extended writing, up to 2000 words or one exam question on Germany 1914-1945	27%

## OPTION SUBJECT

### Additional Mathematics

CIE - IGCSE

Additional Mathematics extends skills, knowledge and understanding developed in the IGCSE Mathematics course and learners apply more advanced techniques. It is only available to learners who can demonstrate already high mathematical confidence and competencies. Learners that complete this course will receive a separate GCSE certificate. The course prepares the learners well for the Higher Level IB Mathematics course at IB.

#### Assessment Details

Paper	Duration	Weighting
Paper 1 80 marks	2 hours	50%
Paper 2 80 marks	2 hours	50%

Physical Education provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is designed to foster enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities. Learners will be able to develop an understanding of effective and safe physical performance and to appreciate the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

**Curriculum Outline**

Practical	
<ul style="list-style-type: none"> <li>Games</li> <li>Gymnastic Activities</li> <li>Dance</li> <li>Athletic Activities</li> <li>Outdoor and Adventurous Activities</li> <li>Swimming</li> <li>Combat Activities</li> </ul>	Four practical activities must be chosen from a minimum of two of the seven categories listed. Having chosen their four activities for assessment at the end of Year 10, learners will focus on these. Learners can only choose a maximum of 2 activities per category.
Theory Year 10	Theory Year 11
Unit 1 – Factors affecting Physical Performance Unit 2 – Health, Safety and Training	Unit 3 – Reasons and opportunities for participation in physical activity

**Assessment Details**

Component	Content	Weighting
Exam	Theory	50%
Coursework	Candidates undertake four physical activities	50%





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