



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
Openness in **Excellence**
Acting with **Communication**
Being **Integrity** in What We Do
Creating **Passionate** Environment
Enjoyable

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 Head of Secondary

The choice of IGCSE subjects marks an important step in your education. For the first time you have the opportunity to select elements of your educational programme and make some decisions about what you want to study.

At Nexus, the broad and balanced curriculum we offer at IGCSE does mean that you are unlikely to be closing any doors in career terms based on the choices that you make now. Many subjects can be studied at IB without having studied them at IGCSE and the same is true of a huge number of university courses. This should reassure you that the decisions you are making now are not necessarily for life. Nonetheless, these decisions have to be taken carefully to ensure you have a positive learning experience over the next two years and achieve your full potential.

The best advice I can give you for choosing your subjects is to find out all you can about the courses on offer. Talk to your teachers, your parents and to older learners who have already made the choices you are going to. Make sure you really know what the course involves. This is especially important if you are considering taking a new subject which you have not studied before.

Above all, think about your own areas of strength and the things you enjoy. Ask yourself some important questions: “What aspect of my learning do I enjoy most? Am I playing to my strengths? Have I chose a sensible range of subjects which will ensure I develop different skills?”

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.

Morag McCrorie
Head of Secondary

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 it is recognised by employers and universities around the world as a rigorous qualification which provides evidence of academic ability.

Nexus offers (I)GCSEs from different awarding bodies and these are graded differently. AQA and Edexcel use the 9-1 scale in line with changes introduced in the UK a few years ago. CIE have retained the A*-G grading scale. The equivalences are listed below. There is no difference in terms of the quality of the examinations as all IGCSE qualifications are required to be of the same standard. Equally, all examinations are accepted equally by universities.

9-1 Grading Structure	A* -G grading structure
9	A*
8	A
7	
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U



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 which 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.

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).



Subject Information for Core Subjects

The English course is fundamental to understanding and communicating in all subjects, and as such is part of the core curriculum that all students must study.

The English course leads to **two** Edexcel IGCSE qualifications (English Language and English Literature), which cover the development of a range of skills from reading fiction, classic literature and non-fiction texts and writing a wide range of text types. This is the most up-to-date course in the UK, marked on the 9-1 scale.

In addition, there is a Spoken Language component which is marked separately and is vital for anyone wishing to enter university as it is used as evidence of speaking skills.

Independent learning is an essential component of this course.

Assessment Details

English Language		
Component	Content	Weighting
Coursework A	A comparison between a poem and a prose extract from the Edexcel Anthology	20%
Coursework B	An imaginative story, using speech and narrative	20%
Examination	One paper, 2 hours 15 mins Section A –Reading non-fiction Section B –Transactional writing	60%
English Literature		
Coursework A	An extended analytical essay on a modern play	20%
Coursework B	An extended analytical essay on a literary heritage text	20%
Examination	One paper, 2 hours Section A –Unseen poetry poetry Section B –Prepared poetry comparison Section C –Of Mice and Men	60%

The Project Qualification gives learners the freedom to study the topics that they're interested in. In this qualification, learners will:

- develop independent research and study skills that are fantastic stepping stones into the International Baccalaureate.
- be assessed both on the outcome of their project and the process of developing it
- gain knowledge and transferable skills to help them move on to further study and the workplace.

Levels

The Project Qualification allows entry at different levels. See the table below for the differences.

Level	Equivalency
The Level 1 Foundation Project qualification is designed to engage and motivate learners with different capabilities. It encourages students that may struggle with traditional academic studies to work on a practical project, and can be used to stretch more able students beyond the standard curriculum	Foundation Projects are Level 1 qualifications (equivalent to GCSE grades D - G or GCSE grades 3-1)
The Level 2 Higher Project Qualification is an ideal basis for the Extended Project Qualification or as a standalone. Students will discover the joys of independent learning, take responsibility for their own studies, and develop new life and study skills. It challenges students to develop a project beyond the curriculum, and inspires them to develop a practical project based on something they choose themselves	Higher Projects are Level 2 qualifications (equivalent to GCSE grades A* - C or GCSE grades 9-4)

Assessment Details

The qualification is 100% coursework. The evidence for assessment will comprise the following:

- A completed Production Log and Assessment Record including a Project Proposal Form, Presentation Record and Candidate Record Form
- A project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

Speaking two or more languages is a important to 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	Malay, Chinese
Foreign Language A new/second languague	BMalay, Mandarin, 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/Edexcel - 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 Malay

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 Melayu.

Malay

Cambridge IGCSE First Language Malay offers candidates the opportunity to respond knowledgeably to a range of reading texts. Candidates will use some of these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences. The reading texts cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as plays, essays, reviews and articles. Candidates are encouraged to become appreciative and critical readers and writers of Malay.

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 and directed writing	50%
Paper 2: Composition	50%

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 scientific calculator and textbook.

Assessment Details

Core Curriculum	Extended Curriculum
Paper 1: 35% (1 hour) <ul style="list-style-type: none">• 56 marks• Short-answer questions• Based on the Core Curriculum• Externally assessed	Paper 2: 35% (1 hour 30 minutes) <ul style="list-style-type: none">• 70 marks• Short-answer questions• Based on the Extended Curriculum• Externally assessed
Paper 3: 65% (2 hours) <ul style="list-style-type: none">• 104 marks• Structured questions• Based on the Core Curriculum• Externally assessed	Paper 4: 65% (2 hours 30 minutes) <ul style="list-style-type: none">• 130 marks• Structure questions• Based on the Extended Curriculum• Externally assessed

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.

This is a non-examined course.

CORE SUBJECT

PE

Physical Education remains a compulsory subject in Years 10 and 11 and all students have one double period 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

CORE SUBJECT

Science

AQA- IGCSE

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

Combined Science Double Award	Triple Science Award
Study three Sciences leading to a double 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. Learners wishing to study separate sciences also need to choose triple science as an option.

Combined Science Double Award

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 two IGCSE awards.

Assessment details

Paper	What's assessed	How it's assessed	Questions
Paper 1 (Biology) Paper 2 (Chemistry) Paper 3 (Physics)	Content from any part of the biology, chemistry or physics section of the specification may be assessed	Written exam: 1 hour and 45 minutes 100 marks	Structured and open questions

Combined Double Award learners will take 1 paper for each science subject (total of 3 exam papers)





Subject Information for Option Subjects

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%

OPTION SUBJECT

Art and Design

Edexcel - GCSE

The Art & Design IGCSE course enables learners to tangibly connect with the world around them. They develop skills in problem solving, taking risks, learning how to observe, research and design, analytical and critical skills from investigating the work of others, experimenting with media, materials and techniques, independent and sustained work on a long-term project and so on. Several pathways are offered to enable learners to work in-depth in areas of strength. They can choose to develop and refine skills within disciplines such as **Fine Art: drawing and painting, Photography, Illustration, Graphic Design, 3D Design and Architecture**. For over a year of the course the learner will work within their chosen specialism and their coursework and final exam projects will reflect this.

This is an exciting course and highly recommended for learners who enjoy observation, working with technology, drawing, taking and manipulating photographs and communicating. Each learner follows their own visual interests and passions.

Assessment Details

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

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%

Computer Science is a fantastic subject that develops a range of skills that uniquely are not covered elsewhere. Firstly, this course develops computational thinking skills – giving learners the opportunity to operate confidently in today’s digital world. They will learn to program computers in a high-level programming language, giving them the ability to learn the fundamentals of writing computer programs alongside the fascinating history and basics of how computers work. Lastly, the course offers them useful practical opportunities that really lets them work independently – learners will be encouraged repeatedly to design, implement and test programs that provide solutions to problems. They will apply their skills to produce robust programs and this will help them to progress to further/higher education where practical knowledge and experience will be required.

Assessment Details

The course is assessed at the end of the course in 2 examinations.

Paper	Information	Weighting
Paper 1: Principles of Computer Science	Assessed through a 2-hour written Examination. The paper consists of multiple choice, short open-response, open-response and extended open-response answer questions.	50%
Paper 2: Application of Computational Thinking	Assessed through a 3-hour practical examination.	50%



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:

- apply practical skills creatively
- research and evaluation skills
- project management skills
- analyse text and media products critically
- reflect critically on own learning

Learners will:

- develop their practical skills from pre to post-production both individually and in groups
- work in a range of genres, mediums and filmmaking roles
- consider the ways in which audiences respond to media texts
- analyse and evaluate creative choices made by institutions

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%



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 the 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%



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

Physical Environments (2 topics from):	Human Environments (2 topics from):
1. River environments 2. Coastal environments 3. Hazardous environments	1. Economic activity and energy 2. Rural environments 3. Urban environments
Practical Geographical Enquiry	Global Issues (1 topic from):
The development of practical geographical enquiry skills related to the investigation of each selected topic from Sections A and B	1. Fragile environments and climate change 2. Globalisation and migration 3. Development and human welfare

Assessment Details

Component	Content	Weighting
Paper 1	Physical Environments	40%
Paper 2	Human Environments	60%



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

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%

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.

Curriculum Outline

The 20th Century and International Relations since 1919

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

Germany 1914–1945

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- 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

Moving Image Arts

CCEA - GCSE

Moving Image Arts provides opportunities for learners to engage with the process of film production, from pre-production to post-production, taking on a number of filmmaking roles both in regards to live action and stop-motion animation. The course is underpinned by key theoretical aspects; for the examination, learners are expected to be aware of how film language creates meaning for audiences through analysis of set genres, as well as gain an understanding of film institutions and ownership.

Assessment Details

Component	Content	Weighting
Component 1	Critical Understanding of Creative and Technical Moving Image Production	Examination 40%
Component 2	Acquisition of Skills in Moving Image Production	Coursework 20%
Component 3	Planning and Making a Moving Image Product	Coursework 60%

OPTION SUBJECT

Music

Edexcel - GCSE

Music covers the disciplines of performing, composing, and listening and appraising. The course covers four main areas of study from different periods and genres and examinations focus on knowledge and understanding of eight set works from the areas of study and general music theory knowledge and skills. Learners are also graded on two performances, one solo and one ensemble, and on two compositions. Learners may apply their own interests to many of the tasks and explore them in a well-resourced music department. Learners undertaking GCSE Music should begin the course with some theoretical knowledge and basic musicianship skills. They are also required to undertake study on vocals or an instrument of their choice.

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%

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		
Area	Sport	Practical performance is worth 50% of the total marks of the qualification and each activity is marked out of 25 marks. The practical component assesses candidates' performance in four physical activities.
Games	Football Badminton Basketball Netball Rounders Volleyball	
Athletics	Track and Field Cross Country Eight training for fitness	
Swimming	Competitive Life Saving Personal Survival	
Theory Year 10		Theory Year 11
Unit 2 – Health, fitness, and training Unit 3 – Skill acquisition and psychology Unit 4 – Social, cultural, and ethical influences		Unit 1 – Anatomy and physiology

Assessment Details

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

Triple Science

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

Paper	What's assessed	How it's assessed	Questions
Paper 1 (50% of final grade) Paper 2 (50% of final grade)	Content from any part of the biology, chemistry or physics section of the specification may be assessed	Written exam: 1 hour 30 minutes 90 marks	Structured and open questions



Notes:



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