

# CONNECT06

GREETINGS FROM NEXUS INTERNATIONAL SCHOOL, PUTRAJAYA

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**NEXUS**  
INTERNATIONAL  
SCHOOL

PUTRAJAYA

# Primary

## PE News

It has been a busy start with a lot of new learners taking part in various topics ranging from Swimming to Basketball, Benchball and fundamental movement practices. The skills website is still available to all parents and learners for your children to practice many of the skills we're learning in lessons.

**Here are the two links for the new Primary PE Skills**

Beginning ( [Yellow](#) | [Green](#) ) Developing ( [Red](#) | [Blue](#) )  
Mastering ( [Pink](#) | [Black](#) )



### Bench Ball

Congratulations to the year 3/4 bench ball teams who played exceptionally well on Wednesday night. The girls managed to win two games at the tournament hosted by ISP and the boys team were undefeated at BSKL. Both teams are in a great position to win a medal in the next round of matches.

## Spotlight on IPC

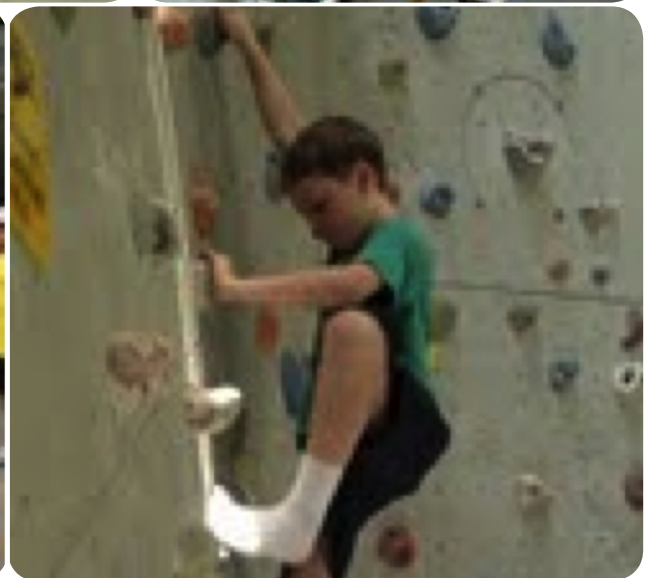
**LI: We are learning to understand how physical activity affects the body's fitness and health.**

Last Thursday the Year 5's had an extra exciting IPC entry point when they visited Putrajaya's Challenge Park for a day of extreme physical activity. During the day all learners had the opportunity to use their resilience and adaptability when trying Climbing, bouldering, tight rope and archery, some for the first time. "The experience was thrilling and scary!" Arissa 5N

As you can see in the photos the learners really did have a fantastic time. This entry point was clearly successful in achieving its goal of hooking the learners in and making them interested in their new topic 'FIT FOR LIFE!'

When asked what he had learnt Ryan told me that you always have to be alert when doing dangerous sports but they're lots of fun. Christie described how she used her respectfulness through supporting her friends and that she learnt to make a good aim in archery.

The day reminded us that there are many different sports out there to suit different people and so no more excuses, you too can join year 5 and get FIT FOR LIFE!




## Knowledge Skills and Reflection Leading to Understanding

As many of you will already know, we have been working extremely hard with our review of how we use the philosophy of the IPC to improve our children's learning. This process will culminate in an accreditation visit in November from members of the IPC team. One of the criteria we hope to develop is our parent's ability to articulate what the differences between knowledge, skills and understanding are from an IPC viewpoint and what the implications are for teaching and assessment at Nexus. Here are a few slides to help you to know a bit more:

*What is knowledge?*

- Knowledge is something that you know.
- For example, I **know** that a tomato is a fruit.
- What do you know?




I know the names of different types of knots

Knowledge can quite easily be taught in a didactic way in which the learner is told the facts. This can be assessed by simple tests.

*What are skills?*

- A skill is something that you learn how to do.
- It sometimes requires lots of practice to get it right.
- For example, I **can** cut up a tomato.
- What can you do?




I can weave in a traditional Malaysian style.

Skills are learnt best through enquiry, modeling and practice. They are best assessed through observation where clear feedback or learning advice is developed with the learner on how to improve. At Nexus, learners move through their development of skills in the order of beginning, developing and mastering.

*What is understanding?*

- You can use your knowledge and your skills to show you understand something.
- For example, I **know** a tomato is a fruit, I **can** cut it up and I **understand** that it doesn't go into a fruit salad.
- What do you show **understanding** about?
- Question words: **How? Why?**



I understand why it is important to care for our environment.

Understanding comes about after knowledge and skills have been acquired and there is often no limit to the level of understanding that can be achieved. It is difficult to assess but attempts are made when learners can use their skills in new situations. It is greatly helped through reflection.

*Assessment*

- Knowledge - summative testing.
- Skills - IPC rubrics/RLPs - beginning, developing, mastering.
- Understanding - can be seen in synthesizing and applying.
- Reflections - a way of exploring how knowledge and skills can lead to understanding.



# Secondary

## Cognitive Ability Testing

CATS testing will take place next week as per the schedule below. These are internationally standardised tests and replace the MidYis, Yellis and Alis testing we have previously undertaken. Learners need to arrive on time with a fully charged laptop. All tests begin at 10.20 am and should last 3 periods. These tests do not require any preparation and cannot be revised like normal tests. Please see this website for more details <http://www.gi-assessment.co.uk> results from the tests will be sent home and discussed with the learners.

Year 7	Monday 3, 4 & 5 Learning Hub 2 (4th Floor)
Year 8	Monday 3, 4 & 5 MPR
Year 9	Wednesday 3, 4 & 5 MPR
Year 10	Wednesday 3, 4 & 5 Learning Hub 1 (3rd Floor between Ms Maureen and Mr Martin's rooms) & 2 (4th Floor) - 10N - Learning Hub 1, the others Learning Hub 2
Year 11	Tuesday 3, 4 & 5 MPR
Year 12	Thursday 3, 4 & 5 MPR
Year 13	Thursday 3, 4 & 5 Learning Hub 2 (4th Floor)



The past weekend (22nd September) has seen me representing the school senior boys' football team in a tournament for the first time since starting my football CAS activity a year ago. Having been ineligible to participate in all the previous tournaments due to my age, I was extremely pleased and excited to finally have the opportunity to put all my hard work in training to test.

The 7-a-side senior tournament was held at KLASS (KL Alice Smith School), which is a 15-minute drive from Nexus. Arranging transport to the tournament venue, though, was a real challenge for me (together with a couple of other boarders), as we had to really put our organisation and communication skills to test. Thankfully, we were eventually able to come up with a solution (for both weeks), sorting out our off-pitch issues for good.

We were drawn in a group with ISKL 'A' and 'B', Tenby International School, Gardens International School and the host themselves, KLASS. We opened our Day 1 fixture on a winning note, beating ISKL 'B' 6-3 in our opening match. I was really pleased to find my name on the score-sheet, scoring the opening goal and our fifth goal of the game (when the score was 4-3). However, we ended up losing 5-3 to ISKL 'A' in our second game despite being 2-0 up at half time. Nevertheless, I believe we should not feel disheartened from the defeat, as we will have every chance to bounce back and hopefully make it to the semi-finals by getting the results we desire in the following week.

My performance this week increased my awareness on an aspect I really have to work on: my fitness level. During the matches, I constantly found myself getting tired really easily, and this greatly annoyed me (as my fitness level has been a problem that has bugged me since the start of my CAS activity). Because of that, I have decided to put in extra effort in order to improve my stamina for the upcoming round of fixtures next week.

By Ryan Kam

## Natural Hazards Fair

The Year 9s held their Natural Hazards fair today as part of their Humanities 'Restless Earth' unit. There was a lot of excitement in the air as well as pride at what they had achieved. The learners worked in teams and created fifteen different displays on various natural hazards including tsunamis, hurricanes, meteorites and even fire tornadoes. Each team was tasked with producing a digital presentation, informative leaflets, a display board and a model of their chosen hazard. The learners applied their ingenuity and creativity as well as their knowledge to produce stunning models using a host of materials including, dry ice, methylated spirit and baking powder.

We had a fantastic turnout and would like to thank all that attended. The learners really appreciated the support. The activity gave the learners a fantastic opportunity to increase their understanding and knowledge of natural hazards and an opportunity to apply learning from a range of subjects.



## National Mathematics Marathon

On the 1st of October, 2 teams from Nexus went to compete in the National Mathematics Marathon which was organised by HELP Academy. The learners involved were You Zhen, Zhermaine, YongYou, Luanne, Fiona and Ryan from Year 11. Here are their thoughts about their experience that day.

The National Maths Marathon was held on 1st October 2013 in HELP University. Ninety-five teams from schools all over Peninsula Malaysia took part, and there were two teams representing Nexus. Each team consisted of three members, and each member had to solve a maths problem, Sudoku puzzle or IQ questions. Although neither of the Nexus teams managed to make it to the top three, it was still an eye-opener for all of us. The questions that we faced were undoubtedly out of our comfort zone, and we really had to think long and hard for the questions. Nevertheless, it was still a great experience, and I will definitely recommend it to my juniors who might be interested to take part next year! By Fiona

When the two words “Math Marathon” comes up, the first reaction most people would get would be a yawn or a groan. This was different for the rest of us though, as we sent out 2 teams consisting of 6 learners to participate in the competition organised by HELP Academy to compete in one of the most competitive math competitions I have ever been to. It was tough, but nevertheless, we gave it our all and did our very best. The overall winners of the competition were Chong Hwa Independent High School who sent in a pretty formidable team but hey, it was a great experience for us all. It has been a real eye-opener for all us as well as an enjoyable and enriching experience.

By Luanne

## PE Notices

It's been another busy week for Nexus sports teams this week. On Saturday, four teams competed in the ISAC football league. All our squads had a successful 2nd round of matches and have qualified to the finals on the 5th October. If you would like to come and support the Senior Girls in their quest for back-to-back Gold medals then please come along to the school field where they will be kicking off at 9am.

On Tuesday our U15 Boys and Girls Footballers travelled to MKIS for a friendly match but despite some outstanding individual performances both team lost by narrow margins. On Wednesday it was the turn of the U9 Boys and Girls Bench ball squads. They travelled to BSKL and ISP respectively and managed to produce some fantastic results and are in excellent shape to win a medal in the final round of matches on the 13th November.

Click the link to see the Round 1 results, <http://klissonline.blogspot.com/>





On Saturday we have 6 football teams competing for medals across KL and on Sunday the time has finally come for the ISAC Cross-country event at Alice Smith School, Equine Park. We have 90+ learners ranging from Yr3 up to Yr13 running and it should prove to be a really enjoyable day. If you would like to come down to support Nexus in this event, the first race gets underway at 7.45am.

If you are competing in the race and have requested transport, YOU MUST be at school for 6.30am. If you are heading straight to the event then please be there for no later than 7.15am

Thanks Mr Andy

## **Youth Parliament World Marketing Summit 2013**

NISP are proud to have been invited to participate in the inaugural World Marketing Summit Malaysia 2013 Youth Parliament. A team of 10 participants join 7 other schools from the KL region to share their research ideas about how to tackle the Millenium Development Goals, 8 of the toughest global problems, with the winning ideas being presented to the United Nations. The NISP team will have 20 minutes to present to a panel of esteemed judges, including a number of Ambassadors, their ideas to ensure environmental sustainability, MDG 7.



The team consists of:



**Jerrell Ong (Y10)**  
**Ang You Zhen (Y11)**  
**Luanne Lai (Y11)**  
**Ling Xue Jing (Y11)**  
**Ryan Lee (Y11)**  
**Jasmaine Lee (Y11)**  
**Jasmine Tew (Y12)**  
**Kenneth Choo (Y12)**  
**Ng Wi Kiat (Y12)**  
**Arisa Rachel James (Y12)**

The team did exceptionally well finishing in the top 3 and achieving 2nd place overall, a fabulous achievement. This is not the end for the team and the next stage is to pitch their ideas to companies in order to gain funding to implement part of their strategy during a visit to India (or potentially another location) later in the year. You will be able to read more about the summit in a newsletter published by the IB press team next week.

**Here are some of the team reflections of the experience:**

What do you think was the biggest learning point for you?

I think I learnt most regarding the feasibility of ideas conceived and how to assess an idea that seems innovative on the outside based on the financial, scientific and cultural (something very new for me) aspects. For example we have to take into account the interactions between women during their daily trips to collect water, how this had been an integral part of their culture for centuries, and subsequently doctor our education policies on sustainable use of water for them.

What new skills have you developed?

I think what I learnt or rather developed the most was the skill of giving constructive criticism and feedback as well as being able to think critically and come up with solutions that are feasible and practical at the same time. Being able to develop these skills were valuable to me as it had really helped to open my mind to new ideas and take on mind-bending challenges. Luanne

What has been your favourite part of the process?

For me particularly, it would be the part where we try to tear our idea into shreds to plug any holes in our plan. This was to make our project flawless and I believe we achieved so. I also loved how we were able to socialise with our peers and have a good time all round as we banded together through thick and thin. Ryan

For me, I suppose the favourite part of the process was the sheer pleasure of working with such an excellent team. Everyone cooperated together, shared ideas, overcame obstacles and had loads of fun along the way. Everyone in the team was so supportive and optimistic and in the end our efforts were justified by the results. I am definitely looking forward to the trip sometime next year as we get to do all of it again and bond even closer than ever before. Kenny

What was the hardest part of participating in this event?

I think the hardest part would be thinking out of the box for ideas. In two weeks, we needed solutions that were innovative, feasible and sustainable, and we wanted them to be unique so that they could actually “wow” the judges and audience. Furthermore, our ideas needed to include cultural sentiments, to ensure that the locals would not forget about their roots. It was challenging, as we had to place ourselves in their shoes and consider what they would have wanted. As we were all rather blessed compared to people from Kenya and Dhaka, we had to think long and hard for ideas that would suit them. Fiona

What advice would you give a team next year?

After you build up your solution, criticise it, criticise it and completely deconstruct it. Ensure that it is feasible; ensure that you have researched the country well enough to know that it is a suitable place to implement your solution. Look at the cultures of the country, look at how the populace behave and produce your solutions accordingly. This is arguably the most important part as you would be able to tackle the weaknesses before the others can therefore giving you an advantage in making your solution seem the most feasible and problem-less. You Zhen

## KS3 Reading Programme

No doubt many year 7, 8 and 9 learners will have recounted how they are currently involved in being questioned and tested on their reading interests, along with having completed personal reflections on their reading skills, strengths and weakness in an on-line learner survey. The electronic testing programme that the learners are presently encountering is a reputable international programme called the Edinburgh Reading Test. Combined, both pieces of information will produce important data that will help English teachers and ELL teachers, cooperatively to design a Nexus-specific reading programme, which will cater to the needs of individual learners.

The initial focus of the programme will be skill development and pupil learning will be monitored and reviewed throughout the year in order to solidify and challenge learners whilst attending to their individual needs.

A major area of focus for the Secondary English Department this year is improving literacy across all year levels. Differentiation is also a key focus for the school, as outlined in our Action Plan and we are very excited about working with the learners in addressing these two key areas, the benefits of which should have a spin-off affect on not only English, but other subjects also.

As parents, you have a vital role in improving your child's reading skills. Emphasise the importance of reading in your family and talk with your children about books or newspaper articles you have recently read. Support your child's individual goals to improve their reading skills and ask about what they are doing in the new Reading Programme. You can support your child's desire to read independently by having a variety of appealing books and magazines, fiction and nonfiction, available at home. We will be posting research-based tips for parents to help improve their child's reading each month for the rest of the school year.

## Music Technology Club Diary

This week's session in Music Tech, we focused on recording into Logic Pro. Firstly we looked at microphone setups and checking the levels on Logic Pro. Mr Tim ran us through the very basics of Logic Pro, such as making a new track, setting up inputs for each mic and arming/disarming the microphones. Mr Suneel then got the chance to show-off his guitar playing whilst we recording it into Logic Pro. We learnt more about the recording software, like splitting the tracks and deleting unwanted parts as well as one effect. With time running out, Mr. Tim showed us the reverb effect, giving us an insight into how much you could alter a recording. As always though, good things must come to an end, with the lot of us eager for next week's session.

By Danial Azhar

## Boarders Blog: Cruise on Lake Putrajaya

On the Putrajaya cruise, some of us were either on the upper deck or inside where it was warm and cozy. I was one of those people who were in the lower deck where there was no sun at all. All of us enjoyed the view on the cruise. It was really cool. Although personally it would have been better if the sun wasn't as burning as it was last weekend. Later we enjoyed a little shopping time down at the Tasik Putrajaya.

By Permata and Putri (Y10)

We also celebrated Ayman's birthday on Monday night.



# ELL Information

## The Do's and Don't of Homework

Follow these Do's and Don'ts of homework with your children to make the most of their learning time at home:

DO	DON'T
<ul style="list-style-type: none"> <li>• Provide quiet study time in a well-lit place.</li> <li>• Be available to encourage, praise, advise, and supervise.</li> <li>• Monitor your child's understanding of concepts and skills.</li> <li>• Check work for accuracy, neatness, and completeness.</li> <li>• Provide related home-learning experiences to reinforce concepts learned at school.</li> <li>• Help your child make education a top priority during his/her school years. Show by example that learning can be exciting and fulfilling.</li> <li>• Communicate with your child's teacher. If it is not possible to do this in person, hand written notes or email messages are also effective."</li> </ul>	<ul style="list-style-type: none"> <li>• Do the child's homework for him/her.</li> <li>• Make excuses or allow the child to make excuses for incomplete or sloppy work.</li> <li>• Change, criticize, or belittle a teacher's assignments. If there's a problem, talk to the teacher.</li> <li>• Allow the child to skip an assignment he/she doesn't like.</li> <li>• Fill the child's life with so many non-school activities there is no time left for homework or play.</li> </ul>

Relationships are more important than homework. If homework is becoming a problem, put it aside.

## Apa yang boleh dilakukan serta larangan-larangan kerja rumah

Mengikuti senarai apa yang boleh dilakukan serta larangan-larangan ketika membuat kerja rumah dengan anak anda untuk memanfaatkan masa pembelajaran di rumah:

Sila:

- Menyediakan tempat belajar yang senyap dan terang
- Sedia untuk menggalak, memuji, menasihati dan menyelia.
- Memantau pemahaman konsep dan kemahiran anak anda
- Semak ketepatan, kekemasan, dan kelengkapan kerja rumah anak anda.
- Menyediakan pengalaman "pembelajaran di rumah" bagi mengukuhkan konsep-konsep yang dipelajari di sekolah.
- Bantu anak anda menjadikan pendidikan prioriti utama semasa berada dalam zaman persekolahan.
- Berkomunikasi dengan guru anak anda. Jika ini tidak boleh dilakukan secara peribadi, nota bertulis ataupun emel juga merupakan cara komunikasi yang berkesan.



Jangan:

- Membuat kerja rumah untuk anak anda.
- Mencari alasan ataupun membenarkan anak anda mencari alasan untuk pembuatan kerja rumah yang tidak lengkap/ceroboh.
- Mengubah, mengutuk ataupun memperkecilkan tugas yang diberi; Kalau adanya apa-apa masalah, bincanglah dengan guru anak anda.
- Membenarkan anak anda untuk melangkau tugasannya sesuka hati.
- Mengisikan hidup anak anda dengan terlampau banyak aktiviti luar-sekolah sehingga dia tidak mempunyai masa yang mencukupi bagi kerja sekolah atau permainan.

Perhubungan adalah lebih penting daripada kerja rumah. Jika kerja rumah menjadi satu masalah, menepikannya.

## 做课时可做与不可做的事情

家长们可以根据以下的建议在家中帮助孩子学习：

可做的事情：

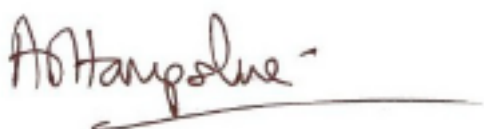
1. 为孩子提供一个适合的学习时间表和安静的学习环境
2. 鼓励、赞扬、劝告以及督促孩子
3. 评鉴孩子对概念与技能的理解程度
4. 检查功课的正确性，功课是否工整及是否已完成
5. 在家中提供学习的机会，以便可以巩固孩子在学校学的概念
6. 帮助孩子们把学习当成最重要的事项，您可以显示学习可以是多姿多彩的过程
7. 与孩子的老师沟通。若无法亲自去见老师，给老师写信或发电邮也是十分有效的

不可做的事情：

1. 为孩子做功课
2. 找借口或让孩子以借口来解释没有做好或没有完成的功课
3. 更改、批评或轻视老师发的功课。若有问题，您可以与老师谈谈。
3. 让孩子不做他不喜欢的功课。
4. 把孩子的课余时间表填得满满，导致他们没时间做功课或玩乐。

人与人之间的关系比功课更重要。若功课是一个问题，就把它先放在一旁吧！

Regards,



**Alison Hampshire**

Principal