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10th April 2015

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NEXUS
INTERNATIONAL
SCHOOL

PUTRAJAYA

Whole School

The IB: A Qualification That Defies Boundaries

In an increasingly globalised world, where national boundaries are becoming less and less relevant, an international education appears an ever more enticing prospect. And for its devotees, there is no qualification more appropriate to the modern age than the International Baccalaureate.

“It is an international approach to a globalised world,” says Katy Ricks, head of Sevenoaks School in Kent. “I think that is absolutely vital for the future.” Sevenoaks has offered the IB diploma for more than 30 years, at first alongside A-levels before focusing just on the IB from 2006.

And the breadth of its outlook is a key part of its appeal. “Students learn to look at things not just from a British perspective. The IB has an international element built into the curriculum,” says Dr Ricks. “They are thinking about other languages and other countries’ histories. They’re thinking about literature in translation and studying economics and geography from other vantage points. It fosters a genuine global understanding.”

While A-level students typically take three or four subjects and are free to focus on either the humanities or the sciences, the IB diploma requires a mix of disciplines. Students must take at least one science, maths, a language, their native literature and a humanities subject, in addition to the IB’s core elements (see below). This aims to ensure students do not become too narrowly focused, says Dr Ricks.

“It is a balanced curriculum and all areas of the brain are engaged,” she says. The IB also involves a different style of teaching to A-levels, she adds, focusing on more open-ended inquiry to promote independent thinking.

- Students feel benefits of an online MBA - even before graduation
- Distance learning is now open to all thanks to the internet

This, along with the research skills required for the extended essay, helps make it a good preparation for university study, says David Rose, head of Dwight School in London. “It doesn’t force students to specialise too early and it develops other skills apart from just memory and regurgitating facts,” he says. “At university there is nobody there to spoon feed them and say ‘This is what you need to know’, so you need to know how to investigate and ask the right questions.”

Rose is also a fan of the service element of the IB (see below). This is an integral part of the diploma, and students get credit for it. “You have got to be involved in the school community, the local community and the global community,” he says. Dwight School students have done everything from house building in Cambodia to working in local charity shops as part of the voluntary work element of the diploma.

Universities in the UK are much more familiar with the IB than was the case 20 years ago, says Peter Fidczuk, UK development manager for the International Baccalaureate Organisation. And there is also a recognition among admissions tutors that the IB is a good preparation for university, he adds.

As a result, some, such as King’s College London and Leeds, have lowered their entry requirements for IB students. This is not just true of UK universities. The IB

is recognised in many European countries, while for students looking to go further afield it also stands them in good stead. Employers are looking for the skills the IB develops, he adds, such as time management, using initiative and independent working. IB students study maths and English to a high level, so are both numerate and literate, and their experience in giving presentations helps make them articulate, he says.

It is these qualities that help make the IB much more than the sum of its parts, according to Richard Markham, principal of Hockerill Anglo-European College in Hertfordshire. "It develops the whole person. It is not just about what they do in the classroom, it is about what they do outside the classroom," he says. "To succeed with the IB diploma you have not only got to demonstrate considerable knowledge in six subject areas, you have also got to demonstrate that you have got the passion and enthusiasm to undertake the core element."

With students from 30-40 different countries, Hockerill perhaps embodies the internationalist flavour of the IB. Lower down the school, all students take at least one GCSE in a foreign language, and its bilingual programme means three quarters of pupils take history or geography in either French or German.

But it is the holistic approach which best defines the appeal of the diploma for Markham. "The biggest strength is that it is a programme. It is not a selection of qualifications, it is a coherent whole," he says. "You are developing a portfolio of transferable skills that are going to stand you in good stead whatever you go on to do."

How it works

The IB diploma consists of a core and six subject groups, designed to give students a balanced education combining arts, sciences and extra-

curricular activities. The core is made up of three elements. Theory of knowledge (TOK) looks at how we know what we know and aims to underpin study of the different subjects, as well as providing a unifying thread between them.

Students must also complete an extended essay, which is a 4,000 word paper on a subject of their choice, while the third core element is creativity, action, service (CAS), usually made up of artistic, sporting and voluntary projects. They then take six subjects, three at higher level and three at standard level.

These must include literature, a foreign language, maths, a science and a humanities subject. For the sixth choice, they can either take an additional subject from one of these categories or one from a list of arts courses.

Each subject is graded 1-7, while a further three points are available for the CAS element, making a maximum of 45 points.

Reference: <http://www.telegraph.co.uk/education/expateducation/11506012/The-IB-a-qualification-that-defies-boundaries.html>



Secondary

CCA Notice

Please note, the CCA program will resume from the 27th April 2015 and will run for all but the second week of term 3. It would be greatly appreciated if you could ensure that all learners attend with the correct kit or equipment for each session.

Thanks Mr Jim

University Day For Year 12

Last Thursday the Y12 learners took part in 'University Day'. This was the start of the process for university applications. They participated in 5 workshops:

1. An Introduction to Family Connection.
2. Writing an effective Personal Statement (led by Nottingham University, UK).
3. Writing an effective Essay for the USA (lead by MACEE)
4. An Introduction to Malaysian applications.
5. An introduction to the Canadian and Australian systems.



SENIOR DEBATING

Monday the **27th of April** the senior debate team will be debating in Learning Hub One - this should be an exciting debate as it is the final opportunity for debaters who have led Nexus to success beyond Putrajaya to go head-to-head on the following topic:

This House Believes that we should have restrictions on freedom of speech.

Bring your lunch and come along and listen to the likes of Wi Kiat, Akihiro, Ga Yeow, Arissa, Kenneth and Jerrell argue it out.

Jared Young, myself and Shailinder will be the adjudicators and there will be no heckling from the crowd allowed.

Thanks Ms Maureen

CAS Reflection

By Muhammad Danial Jefri



In the first term, I have joined the basketball CCA. This is my first time doing the basketball activities. The teacher or the coach for this CCA was Mr Thabit. Firstly, we were asked to warm up by running around the court x2 then stretching. After finishing the warm-up, we started with our first drill, which was passing. We had to pick a partner and line-up in 2 lines.

When coach Thabit blow the whistle, we have to pass back and forth as fast and accurately as we can. Finally, after finishing all the drills, we started playing a game. The game was amazing, as we all have to help each other, communicate with each other and help score the goal together.

Working collaboratively with others: I have to worked with other players, so that we can win the game.

Undertaking new challenges: Playing basketball for the first time is my new challenge.

I was only able to do basketball 3 times only this term because of the bad weather, however I've learned a few things about basketball. One of it is called "Pick and roll". Basically, when you're partner has the ball and is guarded by an opponent, you must stand in front of the opponent and guard him so that you partner can pass through and make the shoot. That falls under on of my outcomes with is "develop new skills".

So for my second outcome, which is "working collaboratively with others", I was able to make new friends with the basketball players from year7-10. They are very good at playing basketball and very friendly. I was able to play and learn with them more things about basketball. I hope that our friendship will increase through playing basketball together.



Year 11 Work Experience

As part of our ongoing programme to give learners at Nexus a rounded profile which will benefit them for both IB and University we will be running a **Careers Research Project** (work experience programme), which will run from the 22nd to 25th June 2015.

Why are we running this?

It is time for the learners to spend in a workplace to get to know it better.

How will we do this?

The learners can choose to either set up their own Careers Research Project with someone they know or choose one of the options that the school will try to secure before your exams have finished. With this in mind if you feel you are able to offer a place at your workplace please let me know.

What are the benefits of doing Careers Research Project?

Learners will gain many new skills by doing Careers Research Project from:

Learning about a job or industry, and making contacts

- During Careers Research Project they can see first-hand what happens in a typical day on the job. Getting a realistic idea of the positive and negative parts of a job helps them make a more informed choice.
- Meeting people in the job means learners can ask them questions, such as what

they like best about their job, how they ended up in their line of work, and what qualifications they have.

- Learners can learn about related jobs in the same field, which could give them more ideas about what kind of career you might go into.

Improving their job/university opportunities later on

- For some university courses (e.g. teaching, medicine, dentistry) there is an expectation that learners will have had some work experience that shows they are keen to get experiences in their chosen career path and that they are making an informed choice.
- This will also give the learners something extra to write about in their personal statement which they will send to potential universities.
- Doing work experience lets an potential employer see what kind of person you are - and you also get to find out about the employer. If the employer likes your attitude and you are a good fit for the company, there could be a potential job offer later on.

For further information or if you can offer a work experience place, please contact Mr Andrew, britnell.a@nexus.edu.my



MUSIC NEWS

New Drum Teacher Starting

Sadly we say goodbye to Mr Jared our long standing Drum teacher. Jared started at the same time as I did 3 years ago and he has been a great support in the Music Department. We will all miss him but wish him all the best in his future ventures.

Drum lessons next term will now be on Tuesday & Wednesday. The new Drum teacher's name is Faez Ikhwan. We all welcome him and look forward to working with him.

Please check the timetables for your new drum times for next term.

FINAL CALL!!! PLEASE EMAIL MR TIM URGENTLY IF YOU ARE INTERESTED IN TAKING PART: AIMS YOUNG MUSICIAN OF THE YEAR 2015

AIMS - Association of International Malaysian Schools

On 23rd and 24th May there will be the first AIMS Young Musician of the Year 2015 competition.

There are two age group categories (more to be added next year):

- 11 to 14 year old (age as of September 2015)
- Under 11 year old (age as of September 2015)

Each applicant will be required to prepare a piece of no more than 6 minutes in length.

If you reach the final, then you may choose to perform the same piece again or play a different piece.

Closing Date for Entries: 24th April 2015
Cost: FREE

If you would like to take part then please see Mr Tim, Mr Steve or Ms Ann for details.

Young Performers' Concert on Thursday 21 May

Advanced warning of our Young Performers' Concert on 21 May for our younger learners who are in Year 9 and below. Get practising as the standard of the items included in our concerts is getting higher each year.

Instrumental Lessons

FINAL CALL - FREE LESSONS START AFTER THE HOLIDAY - 6 LEARNERS ALREADY SIGNED UP!

Mr Gerold has kindly offered any learner who wishes to try to play a Trumpet or Trombone **FREE LESSONS** for one term. The Music Department will also provide you with a **FREE INSTRUMENT**.

So, if you fancy trying to play Mr Tim's main instrument, the Trumpet, or Mr Gerold's main instrument, the Trombone, then please fill in the form below for a terms **FREE TRIAL LESSONS**.

We are also trying to offer Double Bass and Indian Tabla Drum lessons from next term so anyone who is interested then please sign up from the link below.

If you are new to the school or have been here for a while and just want to try out playing an instrument, then please ask your parents to fill

in the application form here:

Sign Up for Instrumental Lessons

Here: <https://sites.google.com/a/nexus.edu.my/music-department/sign-up-for-instrumental-lessons>

Why not give it a try for a term - you are not signing up for life, just to see if you like it!

Dates For Your Diaries N.B. Some Changes/ Additions*

Mon 11 May	Trial for the Suitability of Pieces for the Young Performers' Concert
Thu 21 May	Young Performers' Concert - 7pm in the Theatre
* Wed 3 Jun	First Y7 Whole Class Musical - 7pm in the Theatre - Class TBC
* Wed 10 Jun	Second Y7 Whole Class Musical- 7pm in the Theatre - Class TBC
* Wed 17 Jun	Third Y7 Whole Class Musical - 7pm in the Theatre - Class TBC
Wed 24 Jun	Rock Concert 7pm in the Theatre

Lunchtime Music Clubs - ALL WELCOME - No Invitation Needed! Just Come Along and have FUN!

Primary	
Mon	Recorder Group with Miss Ann
	String Group (Violins, Cellos) with Mr Mervin
	Guitar Group with Mr Afiq & Mr Hafiz
Tue	Drumming Group with Mr Jared
Wed	Flute Group with Miss Yem Voon
	Ukulele Group with Miss Ann
	(After School) Clarinet Group for ALL Learners with Miss Kit
Thu	Primary String Group (Violins and Cellos) with Mr Mervin
Fri	Primary Singing Group with Miss Ann & Miss Audrey

Secondary	
Mon	Drumming Group with Mr Jared & Mr Tim
Tue	Guitar Group with Mr Afiq
	Brass Group with Mr Gerold
	(CCA After School) Jazz Band with Mr Tim & Mr Steve
Wed	Flute Group with Miss Yem Voon
	Fun Vocal Group (Acapella/accompanied singing, 3/4 part singing) with Mr Steve & Mr Tim & Miss Audrey
	Guitar Groups with Mr Hafiz
	(After School) Clarinet Group for ALL Learners with Miss Kit
Thu	Senior String Group (Violins, Cellos) with Mr Mervin
	Jazz Band/Group with Mr Tim
	(CCA After School) Music & Theatre Technology Club with Mr Tim & Mr Tom
Fri	String Orchestra with Mr Steve & Mr Mervin



NEXUS

Summer School

ACTIVITY CAMP


Enable your child to become a 21st Century learner by enrolling them in this years Nexus Summer Activity Camp



Duration : 6 days / 5 nights
Dates : 1st – 6th or 8th – 13th August 2015

Accommodation :
Full Board in Nexus Boarding Facilities
Cost : RM4000 / RM4800
Ages : 8 – 18 years

Nexus Summer Camp Aims :
To provide engaging activity programme that promotes independence and active learning through enquiry based challenges and collaboration with peers.



[Click Here for full details.](#)

Email wilson.t@nexus.edu.my to enquire

Registration Here!