Straits International School Rawang
Curriculum Overview
Year 10 Spring Term 2.2 2025/2026

Spring Term 2.2	What are we learning?	What KUS will we gain?	What will excellence look like?
First Language English and Literature	Language Paper 1 & Literature Paper 3 - Drama study: A Midsummer Night's Dream	Students will improve their knowledge of Shakespearean language and grammatical structures, as well as knowing how the context of Shakespeare's times reflect what he wrote about. Additionally, students will obtain detailed knowledge of the characters and plot of the play. Students will also enhance their vocabulary through the study of various texts. Students will also practice their comprehension, summary writing, analytical writing and directed writing skills, as well as develop their essay writing skills further, working on deepening their language and structural analyses. Students will develop a deep understanding of the play 'A Midsummer Night's Dream', its plot, chronology and characters, as well as language and structural techniques used in drama and other fiction and non-fiction texts. They will understand how to approach exam questions to secure the highest possible marks.	In Year 10 English, excellence is demonstrated through a mature and well-rounded grasp of both the analytical skills required for Language Paper 1 and the literary understanding needed for the study of *A Midsummer Night's Dream* in Literature Paper 3. Students performing at an excellent level show confidence when working with Shakespeare's language, recognising its patterns, structures and nuances, and they understand how the beliefs and conventions of the Elizabethan era influenced the themes and ideas explored in the play. They can discuss the plot and characters in detail, making thoughtful connections between key scenes and the playwright's intentions, and they broaden their vocabulary through engagement with a variety of literary and non-fiction texts. Excellent students communicate clearly and precisely in their writing, demonstrating strong comprehension, the ability to summarise effectively and the capacity to analyse language and structure with increasing sophistication. Their essays show depth of thought, offering well-supported interpretations and insightful commentary on the techniques used by writers. Throughout the term, they will develop a secure and accurate understanding of the events, relationships and

			dramatic devices in *A Midsummer Night's Dream*. Ultimately, students who achieve excellence approach examination tasks with assuredness, selecting appropriate evidence, structuring their ideas logically and expressing their views with clarity to reach the highest levels of achievement.
How will this be assessed?		Students will be assessed through regular formative assessment which will cover the following: comprehension of texts & vocabulary; summary writing; analytical writing; directed writing; essay writing. At the end of the term, students will complete summative assessments, which will include a full Language Paper 1 and an open-text Drama Literature Paper.	
English as a Second Language	Human Achievements Organisations and Volunteers	In Human Achievements, students explore significant accomplishments in science, technology, exploration, and the arts. They learn topic-specific vocabulary such as innovation, discovery, invention, and progress. Through reading articles and biographies, students analyse how individuals and societies have made lasting impacts. The focus is on identifying main ideas, understanding tone and purpose, and building critical thinking. Writing tasks include descriptive and discursive essays that reflect on the importance of key achievements and how they influence the modern world. Students practise organising ideas clearly, using linking devices, and developing paragraphs with evidence and explanation. In Organisations and Volunteers, students investigate the roles of charities, non-government organisations, and community projects. Vocabulary focuses on social issues, volunteering, and global challenges. Reading tasks involve analysing articles and reports about real-world organisations and their impact. Writing tasks	Excellence is demonstrated through well-structured, engaging writing with varied vocabulary, precise grammar, and clear viewpoints. Students are assessed through reading comprehension tasks and a range of writing pieces, including essays and articles that show depth of thought and clarity.

		centre on informative and persuasive articles, encouraging students to support a cause or highlight the importance of volunteer work. Grammar focus includes modals for obligation and advice, as well as passive voice.	
How will this be assessed?		Reading comprehension tasks, writing of a discursive essay, a persuasive or informative article, with formative activities such as discussions, quizzes, and paragraph writing.	
Mathematics	Unit 14: Further solving of equations and inequalities Unit 21: Ratio, rate and proportion.	After learning further solving of equations, inequalities, and algebraic fractions, students will gain the knowledge to solve linear, quadratic, and simultaneous equations, simplify and manipulate algebraic fractions, and solve linear inequalities, understanding how solutions can be represented algebraically and graphically. In ratio, rate, and proportion, they will understand how to compare quantities, solve problems involving direct and inverse proportion, and apply ratios to real-life contexts. They will develop skills in manipulating algebraic expressions and fractions, solving multi-step problems, and interpreting solutions accurately. These units enhance logical thinking, problem-solving, and the ability to apply mathematics in everyday situations.	Excellence will look like students confidently solving complex equations, inequalities, and algebraic fractions with accuracy, showing clear and logical steps. They will skilfully apply ratios, rates, and proportions to a variety of real-life and abstract problems, including multi-step challenges. Students will be able to justify their methods, interpret solutions correctly, and make connections between algebraic techniques and practical applications. Their work will demonstrate both precision and deep understanding of underlying mathematical concepts.
How will this be assessed?		Students will be assessed through quizzes, exercises, and problem-solving tasks that test accuracy, reasoning, and algebraic manipulation.	
Additional Mathematics		After learning these topics, students will gain knowledge of logarithmic and exponential functions,	Excellence will be demonstrated when students confidently interpret and sketch logarithmic, exponential, and straight-line graphs, identifying key

	Unit 5 Logarithmic & Exponential Functions Unit 6 Straight line graphs	understanding their key properties, graphs, and inverse relationships. They will develop skills in evaluating, interpreting, and solving problems involving exponential growth and decay, as well as logarithmic expressions and equations. Through straight line graphs, students will understand linear relationships, gradients, and intercepts, and learn to represent equations graphically. Overall, they will strengthen their algebraic fluency, graphical interpretation, and problem-solving skills across different types of functions.	features such as gradients, intercepts, and asymptotes. They will accurately solve equations involving these functions and justify their methods clearly. Students will make strong connections between algebraic and graphical representations of functions. Excellence will also be shown through precise use of mathematical language and the ability to apply these concepts to unfamiliar and real-life contexts.
How will this be assessed?		This will be assessed through formative assessments and a topical test evaluating students' understanding and application of logarithmic, exponential, and linear functions.	
Combined Science	B8 Transport in Plants	Through **B8 Transport in Plants**, students will develop an understanding of how plants transport water, mineral ions, and organic nutrients to support growth and survival. Students will learn the structure and function of vascular tissues, identifying xylem and phloem in roots, stems, and leaves of non-woody dicotyledonous plants. They will understand how xylem is adapted for the transport of water and mineral ions and for providing support, while phloem is specialised for the transport of sucrose and amino acids. Students will explore how water is absorbed by plants through root hair cells, recognising the importance of their large surface area in increasing water and mineral ion uptake. They will trace the pathway of water from the soil through root hair cells, root cortex cells, xylem, and into the mesophyll cells in the leaves.	Excellence in this unit will be demonstrated by students who can accurately describe and explain the roles of xylem and phloem using correct biological terminology. High-performing students will confidently identify vascular tissues in diagrams and images and clearly explain the pathway of water through a plant. They will make clear links between structure and function, such as how root hair cells are adapted for efficient absorption. Students will also show strong investigative skills by explaining patterns observed in transpiration experiments and linking changes in transpiration rate to environmental factors using scientific reasoning.

		Students will also develop practical and investigative skills by examining transpiration as a process, understanding it as the loss of water vapour from leaves, and investigating how environmental factors such as temperature and wind speed affect the rate of transpiration.	
How will this be assessed?		Student learning will be assessed through practical investigations, written tasks, and exam-style questions. Assessment will focus on students' understanding of plant transport systems, accurate identification and labelling of structures, correct use of biological terminology, and ability to explain processes and interpret experimental results in line with IGCSE requirements.	
Physics	P3 Waves	Through General Properties of Waves, students will develop an understanding of waves as a means of transferring energy without transferring matter. They will learn to describe wave motion using practical examples such as vibrations in ropes, springs, and water waves. Students will become familiar with key wave features including wavefront, wavelength, frequency, amplitude, crest, trough, and wave speed, and will apply the equation $v=f\lambda$ to solve problems. Students will distinguish between transverse and longitudinal waves, understanding the orientation of particle vibration relative to the direction of energy propagation. They will explore real-world examples, including electromagnetic waves, water waves, sound waves, and seismic waves, and develop the ability to explain and model these phenomena. Practical skills will be developed through experiments using ripple tanks to demonstrate reflection, refraction, and	Excellence in these topics will be demonstrated by students who can clearly explain wave and light phenomena using correct scientific terminology and diagrams. High-performing students will distinguish confidently between transverse and longitudinal waves, describe and predict the outcomes of reflection, refraction, and diffraction experiments, and explain patterns observed in ripple tank experiments. In light, students will construct accurate ray diagrams, apply the law of reflection, and describe image formation with precision. They will make clear links between theory and practical evidence, showing a strong understanding of both concepts and experimental methods.

		diffraction, including how wavelength and gap size influence diffraction patterns. In Reflection of Light, students will learn to define and use terms such as normal, angle of incidence, and angle of reflection. They will describe the formation of optical images by plane mirrors and understand their characteristics, including size, distance, and the virtual nature of the image. Students will apply the law of reflection and use simple constructions and measurements to investigate reflection in plane mirrors.	
How will this be assessed?		Student learning will be assessed through written tasks, practical reports, and exam-style questions. Assessment will focus on students' understanding of wave and light properties, accurate use of scientific terminology, ability to construct diagrams, interpret experimental results, and apply knowledge to new situations in line with IGCSE requirements.	
Biology	Plant Transport Animal Transport	Students will gain a comprehensive understanding of transport systems in both plants and animals, exploring how essential substances such as water, minerals, and nutrients are distributed. They will learn about key processes including transpiration, translocation, diffusion, osmosis, and active transport, as well as the roles of vascular tissues (xylem and phloem) and circulatory structures (heart, blood vessels, and blood components). Skills in data analysis, interpreting experimental results, and evaluating physiological adaptations will be developed through investigations such as measuring transpiration rates and analysing cardiac cycle data.	Excellence will be demonstrated through a thorough and interconnected understanding of plant and animal transport mechanisms, with students confidently applying knowledge across different biological contexts. They will accurately explain structural adaptations in vascular and circulatory systems, critically analyse experimental and real-world data, and use precise scientific terminology. High-level responses will also include comparative discussions on the efficiency and evolution of transport systems in different organisms.

How will this be assessed?		Assessment will include a combination of written and practical evaluations, testing theoretical understanding, and application skills. Students will answer multiple-choice, short-answer, and extended-response questions on transport processes, structures, and their functions. Practical assessments may involve designing and conducting experiments such as investigating transpiration rates in plants or measuring blood pressure responses in humans. Data analysis and case studies will also be used to assess their ability to interpret and evaluate scientific findings.	
Chemistry	Electrolysis Redox reactions	Students will develop a strong understanding of electrolysis and redox reactions, learning how electrons are transferred in oxidation and reduction processes. They will explore how electrolysis is used in industry, the role of electrodes and electrolytes, and how redox reactions underpin key chemical processes such as displacement reactions, corrosion, and energy production in cells. Skills will include writing half-equations, predicting products of electrolysis, balancing redox equations, and analysing practical results from electrolysis and redox experiments.	Excellence will be demonstrated by a deep conceptual understanding of electrolysis and redox reactions, with students able to confidently apply principles to real-world applications such as electroplating, extraction of metals, and fuel cells. They will construct and balance complex redox equations with accuracy, evaluate experimental data critically, and explain the interdependence of oxidation and reduction processes using precise chemical terminology. High-achieving students will also draw connections between electrochemical reactions and their industrial or environmental significance.
How will this be assessed?		Assessment will involve a combination of written and practical tasks, including structured questions, multiple-choice, and extended-response questions on electrolysis and redox principles. Practical assessments may require students to conduct and analyse electrolysis experiments, write balanced redox equations, and interpret observations from displacement and corrosion reactions. Data analysis exercises and case studies on industrial applications will further test students' ability to apply theoretical knowledge to real-world contexts.	

ICT	Chapter 5: Effects of using ICT Chapter 19: Presentation (Practical)	Students develop knowledge of how to create effective digital presentations, including the use of Master slides, and an understanding of how ICT influences communication, business, education, employment, and everyday life. They build the skills to design engaging presentations that use a range of multimedia elements and to evaluate both the positive and negative effects of ICT, such as improvements in efficiency alongside security risks and social implications. Through this, they gain an understanding of the role ICT plays in communication and productivity, as well as the ethical, legal, and societal considerations linked to its use, including privacy, digital well-being, and responsible practice.	Creating well-structured, visually appealing presentations with appropriate effects while demonstrating a critical awareness of ICT's impact on modern life. Demonstrating critical thinking in assessing ICT's role in society, proposing balanced solutions to challenges, and effectively communicating these insights.
How will this be assessed?		Students will import a file into presentation software to create a slideshow. Their understanding will be assessed through discussion questions on the effects of using ICT.	
Computer Science	Chapter 4 Software Chapter 9 Databases	Students will know the different types of software, programming languages, and databases, including their definitions, examples, and key terminology, as well as the purpose of interrupts and how computers respond to events. They will understand how software, programming languages, and databases are used within computer systems, the role interrupts play in enabling efficient system operation, and why different programming languages and database structures are suited to different tasks and contexts. Students will develop the skills to classify software and programming languages, explain the function of interrupts, and use basic database features to	Students will be able to accurately describe how interrupts work and justify why they are essential for efficient computer systems. They will apply their learning to real-world contexts, for example by identifying databases used in schools or explaining the types of software found in everyday devices. They will also be able to organise, analyse, and retrieve data effectively using basic database tools, and participate actively in discussions by giving well-reasoned answers and responding thoughtfully to questions.

		organise and manage data effectively. They will also be able to discuss and explain these concepts clearly using appropriate ICT terminology.	
How will this be assessed?		Teacher-led questioning and class discussions to evaluate students' understanding of software, programming languages, interrupts, and databases. Practical tasks involving classification of software and basic database activities.	
Business	Legal controls over employment, training, the importance of motivation at workplace, methods of motivation	We will gain knowledge of the laws that affect employment and training, develop an understanding of why motivated employees are important for productivity and business success, and build skills in explaining and applying different methods of motivation to real business situations.	Excellence will be shown by clearly explaining key ideas using accurate business terminology, applying knowledge to real-world examples, and justifying answers with well-developed explanations and conclusions.
How will this be assessed?		This will be assessed through classwork and exam-style questions, including short answers and structured questions on legal controls over employment, training, and motivation, as well as extended responses explaining the importance and methods of motivation in the workplace.	
Accounting	Bank reconciliation, Control accounts	We will learn what bank reconciliation statements and control accounts are and why they are important. We will understand why the bank statement and cash book do not always match and how control accounts help find mistakes. We will be able to prepare bank reconciliations, complete control accounts and correct errors.	Excellence will look like being able to accurately prepare bank reconciliation statements and control accounts, explain reasons for differences clearly, and use correct accounting terms with confidence.
How will this be assessed?		This will be assessed through classwork and practice questions, including preparing bank reconciliation statements and control accounts, as well as short tests or exam-style questions to check understanding.	

History	Why did the wartime alliance collapse, 1945–49?	Through this unit, students will gain knowledge of the aims and motivations of the Allied powers during World War II and understand why cooperation was necessary despite major ideological differences. They will develop understanding of the key causes of tension between the USA and USSR, including mistrust, competing political systems (capitalism vs communism), and disagreements over the future of Europe and Germany. Students will explore major post-war events such as the division of Germany, Soviet control of Eastern Europe, and the increasing rivalry between superpowers from 1945–1949. Key skills developed include analysing cause and consequence, evaluating historical interpretations, using evidence to support arguments, and forming balanced explanations about responsibility and historical significance.	Excellence will be demonstrated when students can clearly explain both short-term and long-term reasons for the collapse of the wartime alliance, using accurate examples and key historical terminology. They will be able to evaluate the extent to which different factors caused the breakdown, including ideological conflict, political ambition, and disagreements over post-war settlements. High-achieving students will write well-structured responses that include clear judgement, balanced reasoning, and precise evidence. They will also show strong exam skills by interpreting sources effectively and linking events logically to the early development of the Cold War.
How will this be assessed?		Students will be assessed through structured exam-style questions, source analysis tasks, short and extended writing responses, and regular knowledge checks. They will be expected to explain causes and consequences clearly, evaluate different factors, and support arguments with accurate factual evidence and historical terminology.	
Travel and Tourism	Sustainable Transport & Tourism Development	Through this unit, students will gain knowledge of different transport systems used in tourism and understand how transport development can support sustainability by reducing pollution, congestion, and environmental damage. They will explore the role of tourism organisations in promoting responsible tourism and protecting destinations, including how policies and initiatives encourage sustainable travel choices. Students will also develop understanding of how infrastructure such as airports, roads, railways, hotels, attractions, and digital services influences tourism growth at both domestic and international levels. Key skills include interpreting tourism case	Excellence will be demonstrated when students can clearly explain how sustainable transport and infrastructure contribute to tourism development while reducing negative environmental and social impacts. They will be able to evaluate different tourism strategies, describe the role of key tourism organisations, and use real-world examples to support their ideas. High-achieving students will produce well-structured responses that show strong understanding of sustainability, include balanced judgement, and suggest realistic improvements for tourism development.

		studies, explaining links between transport, infrastructure, and tourism demand, evaluating positive and negative impacts of development, and proposing sustainable solutions for tourism planning.	
How will this be assessed?		Students will be assessed through case study questions, short-answer and extended written responses, class discussions or presentations, and regular topic tests. They will be expected to explain tourism development clearly, evaluate impacts, apply key terminology accurately, and use examples to support their answers.	
Global Perspectives	Component 3 Team report writing	We will learn how to research global issues and gather useful information as a team. We will understand how to analyse evidence and explain it clearly. We will practise teamwork, writing reports, thinking critically, and presenting ideas in an organized way.	Excellence will look like a clear and well-organized report with accurate research, good analysis, and strong teamwork, showing that everyone contributed and presented their ideas confidently.
How will this be assessed?		This will be assessed by looking at the team report you produce. Teachers will check how well you researched the topic, analysed the information, structured your report, and worked as a team. Marks will also consider how clearly and confidently you present your ideas.	
Art and Design	This term, students begin a **personal GCSE-style project**, responding to a theme inspired by past examination titles such as *Fragments, Reflections, Growth,* or *Metamorphosis*. Students develop independent ideas, research relevant artists, experiment with materials, and build a sustained body of work that leads to a final outcome.	Students will gain knowledge of how artists explore themes through investigation, experimentation, and refinement. They will develop skills in recording from observation, analysing artist work, experimenting with media, and refining ideas towards a personal response. Students learn how to structure and present work in a way that reflects GCSE assessment objectives.	Excellence is demonstrated through sustained development, thoughtful artist connections, and confident experimentation with materials. High-quality work will show clear progression from initial idea to final outcome, strong observational skills, and evidence of independent decision-making. Students will justify their choices and respond constructively to feedback.

How will this be assessed?		Assessment is ongoing and aligned with GCSE-style objectives. Diagnostic tasks identify strengths in drawing and idea development at the start of the project. Sketchbook work is regularly reviewed with targeted verbal and written feedback. Students are assessed on research, experimentation, recording, refinement, and their final personal outcome, with emphasis on progress and independence over time.	
Mandarin	**Foreign Language:** Travel Experience and Planning a Trip **中文第二语言：** 运动与健身 电影与媒体 **Mandarin as First language:** 千古风流人物 Historical and heroic figures (topic 3) 只缘身在此山中 Natural landscapes and travelling (Topic 4)	**Foreign Language:** Students will learn key travel-related vocabulary, such as transportation, accommodation, and activities, along with useful phrases for making bookings, asking for directions, and more. They will understand how to describe past travel experiences using the past tense and plan future trips using the future tense or modal verbs. Students will explore cultural knowledge, like famous landmarks and travel etiquette, while developing practical skills, such as creating itineraries, budgeting, and solving travel problems. This topic also helps students improve communication by sharing travel stories and expressing preferences, while fostering research, organization, and collaboration skills for planning trips effectively. **第二语言：**学生将学习与运动和健身相关的词汇，如运动名称（足球、篮球等）、健身房设备和健康术语；掌握用汉语描述运动习惯、制定健身计划以及给出健康建议的技能。他们将了解运动对身体和心理健康的好处，并学习用简单的语法表达比较（如跑步比游泳更累）和建议（如你应该多锻炼）。学生将学习与电影和媒体相关的词汇，如导演、演员、特效等，掌握描述电影类型和表达观后感的语言能力。他们将了解电影和媒体对社会文化的影响，学习写简单的电影评	**Foreign Language:** An excellent student in the topic "Travel Experience and Planning a Trip" will confidently use a wide range of travel-related vocabulary and phrases in both speaking and writing. They will accurately describe past travel experiences and fluently express future travel plans with clear grammar. Their trip plans will be detailed, well-organized, and creative, showing thoughtful budgeting, itinerary planning, and consideration of cultural factors. They will actively participate in discussions, share unique travel stories, and ask insightful questions. Additionally, they will demonstrate strong problem-solving skills by handling hypothetical travel challenges effectively and working well with others when collaborating on group activities. **第二语言**：在**运动与健身**的主题中，表现优秀的学生能够流利地使用运动和健身相关的词汇，清晰地描述自己喜欢的运动和健身活动，能够制定合理的健身计划并分享健康的生活方式。他们不仅能准确运用语法，还能积极参与课堂讨论，提出有见地的问题，并给出实际的健康建议。 在**电影与媒体**的主题中，优秀的学生能够用流利的中文表达自己对电影的看法和感受，能够清楚地分

		价，并能讨论社交媒体如何改变人们的生活和思维方式。 **Mandarin as First language:** Students develop knowledge of key literary themes such as heroism, moral choice, historical influence, perspective, and self-reflection as presented in both modern and classical Chinese texts. They learn the conventions of different genres, including narrative, argumentative, and classical writing, with attention to typical structures, language features, and stylistic expectations, as well as the cultural and historical references often embedded in texts about historical figures and philosophical reflection. Through this, they gain an understanding of how perspective and context shape meaning in historical, reflective, and argumentative works, how language, structure, and rhetorical choices vary across genres to influence readers, and how content, form, and purpose are interconnected, with ideas expressed differently in storytelling, argumentation, and classical forms. Students develop literary reading skills by analysing characters, viewpoints, themes, and authorial intent across a range of text types and by interpreting selected classical Chinese passages with teacher guidance, focusing on meaning and key ideas. They also build writing and expression skills by producing coherent narrative and argumentative pieces with clear organisation, logical development, and an appropriate tone, while expressing personal responses supported by evidence from the texts. In addition, they strengthen their language awareness by identifying and experimenting with stylistic features	析电影情节和人物。他们能够写出有深度的电影评论，并讨论媒体对社会和个人的影响，展示出对电影和媒体的广泛理解和独立思考能力。 **Mandarin as First language:** Students engage confidently and thoughtfully with a range of narrative, argumentative and classical texts, showing a clear understanding of key themes, perspectives and cultural contexts explored in 《千古风流人物》 and 《只缘身在此山中》. High-achieving students will analyse how language, structure and stylistic choices shape meaning, and apply this understanding in their own writing by producing well-organized narratives and arguments that are coherent, purposeful and supported by relevant textual examples. At an outstanding level, students will show independence in interpreting texts, articulate insightful personal responses, and experiment appropriately with language and literary techniques, demonstrating a secure foundation for the more exam-focused demands of Year 11.

		such as imagery, contrast, and rhetorical questioning in their own writing.	
How will this be assessed?		Students will be assessed through integrated listening, reading, speaking, and writing tasks aligned with IGCSE examination formats, including topic-based discussions, role plays, reading analysis, summary tasks, guided and extended writing, and vocabulary application exercises. Differentiated assessments will be adapted for First Language, Second Language, and Foreign Language learners. Teacher observation, assessment rubrics, peer and self-assessment, and regular low-stakes formative assessments will be used to monitor progress and inform targeted support.	
Malay Language	Unit 24: Kehidupan dan Percutian di Luar Negara (Living and Going on Holidays Abroad) & Unit 25: Adab dan Kebudayaan di Luar Negara (Foreign Customs and Cultural Practices)	Students will develop a strong understanding of living and travelling abroad, including how to compare lifestyles, cultures, and travel experiences across different countries. They will explore a variety of global traditions and customs, gaining insight into the similarities and differences between cultural practices around the world. Through these comparisons, students will broaden their cultural awareness and enhance their ability to express similarities and contrasts in Bahasa Melayu. Students will also strengthen their knowledge and correct usage of kata pemeri (*ialah*, *adalah*) in descriptive and informative writing, including producing a blog-style article about travelling abroad and experiencing foreign cultures. They will learn to communicate ideas clearly, accurately, and effectively using appropriate sentence structures. In addition, students will understand and apply kata penekan to	In Year 10 Bahasa Melayu class, A student working at an excellent standard in this unit will show a clear and confident understanding of what it is like to live and travel in different countries, even if their explanations are simple or supported by vocabulary learned in class. They will be able to describe customs and cultural practices from various countries (Eg: Malaysia, South Korea, Japan, Thailand etc) with reasonable accuracy and provide straightforward comparisons that show they understand both similarities and differences. Their cultural explanations may not be highly detailed, but they will be accurate, thoughtful, and appropriate for a foreign language learner. In terms of language use, an excellent learner will apply kata pemeri (ialah, adalah) correctly in most situations and will show awareness of how to use kata penekan to emphasise important points, even if occasional errors appear. They will demonstrate good control of basic

		emphasise key points when discussing cultural features, traditions, and travel experiences. Students will further develop their reading and writing skills through comprehension tasks, summary writing, analytical responses, and creative or directed writing. They will expand their vocabulary related to travel, culture, and daily life in different countries. Through these tasks, students will deepen their understanding of how to construct cohesive, well-organised texts that compare and describe international customs, and they will learn how to apply accurate grammar and structure to achieve clarity and precision in their writing.	grammar and vocabulary appropriate to their level, with only minor mistakes that do not affect meaning. Their written work, such as a short blog article about travelling abroad will be organised, easy to follow, and written with increasing independence. An excellent student will be able to express simple reflections about travel experiences or cultural differences using the vocabulary and sentence patterns they have learned. They will make an effort to use new words related to travel, lifestyle, and customs, showing that they are expanding their language skills. Their paragraphs will be logically connected and show an attempt to communicate ideas clearly to the reader. When engaging with reading texts about travel or culture, excellent learners will understand the main ideas and be able to summarise key points in simple Bahasa Melayu. They may still rely on familiar sentence structures, but they can show comprehension by selecting relevant information and expressing it in their own words. Their writing will show genuine effort to explain meaning rather than copy full sentences from the text.
How will this be assessed?		Students will be assessed through regular formative assessment which will cover reading comprehension, writing (sentence building and essay writing), listening and speaking (role play / topic conversation) At the end of the term, students will complete summative assessments (Full Paper 2 Reading paper, Full Paper 4 Writing paper).	

IGCSE Physical Education	Theory: Anatomy & physiology Circulatory & respiratory systems Components of fitness Training principles & methods Skill classification Health, safety & injury prevention Practical: Selected examination sports	Students develop knowledge of the structure and function of body systems, the effects of training on the body, and the classification and application of skills. They build understanding of how theoretical learning improves practical performance, how to analyse and refine technique, and how to respond effectively to exam command words. Alongside this, they apply their skills through structured exam writing, practical performance at assessment level, and self-analysis using GCSE criteria.	Students demonstrate accurate use of subject terminology, perform at a high level in practical sports, and produce well-structured exam-style responses that explain, analyse and evaluate. They are also able to link theoretical knowledge directly to their practical performance.
How will this be assessed?		Assessment includes topic tests, mock examinations, practical moderation tasks, and coursework-style performance analysis.	
Physical Education	Advanced invasion game tactics (football, basketball, handball)	Students develop knowledge of the components of fitness and how to improve them, the principles of training such as FITT, overload and specificity, basic sport psychology concepts, and safe training and	Students demonstrate consistent and controlled performance in competitive games and make clear tactical decisions under pressure. They show leadership during drills and matches, design and follow a

	Net & wall competitive play (badminton/volleyball) Striking & fielding strategy (softball/cricket) Athletics – event specialisation Strength & conditioning fundamentals (gym-based sessions) Personal fitness programme design Leadership & officiating in sport Introduction to sport psychology (confidence, motivation, focus)	injury prevention. They build understanding of how tactical awareness affects game outcomes, how training improves physical performance, and the importance of discipline, resilience and a positive mindset. Alongside this, they apply their skills through advanced technical performance in at least three sports, designing and leading warm-ups, officiating and coaching their peers, and evaluating their own strengths and areas for development.	structured personal fitness plan, and consistently display resilience, effort, and strong sportsmanship.
How will this be assessed?	Assessment in this unit focuses on performance and progress. Students are graded on their practical skills and tactical decisions, their leadership in officiating or coaching, and their fitness improvement from baseline testing. They also complete a personal fitness portfolio, take part in self and peer evaluations, and finish with a final competitive performance.		