

Global Perspectives Policy Stage 6-8

As part of NOS mission and vision, we work towards empowering students with 21st century learning skills. Global Perspectives is a subject that aims to develop skills that go hand in hand with the most modern educational philosophies and strategies in empowering students with the tools to decipher information, use it effectively, and critically analyse it.

Why Global Perspectives?

Global Perspectives is a unique, transformational curriculum that helps students at every stage of school education develop outstanding, transferable skills. This innovative and stimulating skill-based curriculum places academic study in a practical, real-world context. It gives students aged 5 to 19 the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

Why focus on skills?

Education today is much more about ways of thinking, which involve creative and critical approaches to problem solving and decision-making. It is also about ways of working, including communication and collaboration.

The curriculum framework aims to develop 6 main skills: research, analysis, evaluation, reflection, collaboration and communication across its different stages and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT.

Cambridge Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world.

The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them – for example, the environment, education and keeping healthy.

Assessment in Global Perspectives

Lower secondary Global Perspective is implemented through challenges.

All assessment of the challenges is formative.

Learners should be encouraged to make judgments about their own learning asking questions such as: What could I do differently? What could I add? What will I concentrate on next time? What can I do better next time?

No formal summative assessment of the challenges will take place.

Student's evaluation will take place during the Global Perspectives classes.

Students will have the opportunity to reflect on their performance through self-assessment included in projects and outcome criteria and rubrics.