

International Advanced Level

Subject: English Language

The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning’.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, the team identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	<p>Developing a critical perspective on a range of texts as a reader.</p> <p>Inferring meaning, drawing conclusions.</p> <p>Selecting and organising evidence to support assertions.</p> <p>Developing opinions, judgements or decisions.</p> <p>Shaping texts to meet the requirements of audience, purpose and context.</p>	<p>WEN01: Critical and comparative investigation of unseen texts with focus on the construction and presentation of personal identity.</p> <p>WEN02: Critical perspectives on written and spoken English in a global context. Critical evaluation of how language varies over time.</p> <p>WEN03: Exploration of how language choices are shaped by genre, audience, purpose and context in stimulus texts and in their own writing.</p> <p>WEN04: Application of personal research (topic based) to investigate meaning and its construction in written and spoken texts and to critically evaluate attitudes to language and its users.</p>	<p>WEN01: Section A: AO1, 2, 3, 4</p> <p>WEN02: Section B: AO2,3</p> <p>WEN03: Section B: AO1,2,3,4</p> <p>WEN04: Section B: AO1,2,3,4</p>	<p>Compare texts which are linked by a theme and written and/or spoken by women from different social, geographic or economic backgrounds with a focus on the identity/voice of the speaker/writer and how this is constructed and presented. (WEN01).</p> <p>Class analysis of different varieties of English and discussion of what constitutes ‘good’ English. (WEN02).</p> <p>Compare texts from different time periods (19th -21st century) to identify the emergence of new forms of English and impact of other cultures. (WEN02).</p>

<p>Problem solving</p>	<p>Organising data and information to coherently address a problem/question.</p> <p>Seeking solutions when producing texts with specific audiences, generic forms, purposes and contexts.</p>	<p>WEN01/WEN03: Create a new text for a specified audience, purpose and context balancing factual information from source texts with own ideas.</p> <p>WEN02: Address issues related to national and international variation in English and the 'problem' that there is no such thing as 'one English'.</p> <p>WEN04: Select appropriate data and information from topic-based research to address a language-based issue.</p>	<p>WEN01: Section B: AO5</p> <p>WEN02: Section A: AO1,4</p> <p>WEN03: Section A: AO5</p> <p>WEN04: Section B: AO1,2,3,4</p>	<p>Students identify connections across texts drawn from different genres to compare how contextual factors impact on language used (WEN01/03).</p> <p>Issue groups of students with a selection of texts from different periods. These can include very early examples to give students an idea of the extent of change that has taken place. Texts can also be discussing issues within language change such as attitudes towards English, future of English, language death or current trends in English (WEN02).</p> <p>Students identify a research question (WEN04) or form a hypothesis about their chosen area of study. For example: Parental involvement in a child's education increases the rate at which the child develops their language and social skills.</p>
<p>Analysis</p>	<p>Apply appropriate levels of language analysis to a range of written and spoken texts using key language frameworks and levels.</p>	<p>WEN01: Apply language concepts and methods of analysis relevant to the representation of self to data.</p> <p>WEN02: Analyse and evaluate data and discourses from different time periods to evidence language change over time.</p> <p>WEN03: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in stimulus texts and in their own writing.</p> <p>WEN04: Undertake independent analysis of language and its users.</p>	<p>WEN01: Section A: AO 1,2,3,4</p> <p>WEN02: SECTION B: AO2,3</p> <p>WEN03: Section B: AO1,2,3,4</p> <p>WEN04: Section A, B: AO1,2,3,4</p>	<p>Class analysis of the contextual factors of a particular genre. A table with the headings <i>mode</i>, <i>field</i>, <i>function</i> and <i>audience</i> would be useful for students to record their findings. (WEN01/03).</p> <p>Compare lexical and grammatical features in different creoles and identify common features e.g. lack of inflections in nouns, verbs and adjectives, nouns not marked for number or gender, single particle negation. (WEN02).</p> <p>Present students with recording of spoken language. Analyse the data, using key language frameworks. (WEN02/04).</p>
<p>Reasoning/argumentation</p>	<p>Constructing a reasoned argument for why a writer or speaker makes specific language choices to achieve their particular intentions.</p>	<p>WEN01: Explain how context influences the 'voice' of a writer/speaker.</p> <p>WEN02: Evaluate attitudes towards language and its users.</p> <p>WEN03: Explain language choices made in own writing in order to meet the requirements audience, purpose and context.</p> <p>WEN04: Explain the way language use in society can create and enforce power relationships.</p>	<p>WEN01: Section A: AO1,2,3,4</p> <p>WEN02: Section A and B AO1,2,3,4</p> <p>WEN03: Section B: AO1,2,3,4</p> <p>WEN04 Section A and B: AO1,2,3,4</p>	<p>WEN01/03: Explore language of age and subgroups within a variety of mediums. Listen to audio recordings, read text messages, watch video clips of characters in comedy sketches.</p> <p>What lexis and grammar are being used in each? Which is unique to them?</p> <p>WEN02: Explore attitudes towards English and the views outlined in Prescriptivism and Descriptivism.</p> <p>WEN04: students to compile series of questions about their research topic such as: 'what is the current global status of Standard British English?', 'is the current thinking on how children acquire speech changing?'</p>

Interpretation	Decoding an unseen written or spoken text and understanding explicit or implicit meaning and the aims of the writer/speaker.	<p>WEN01: Explain how a political speaker uses rhetorical features to influence his/her audience.</p> <p>WEN02: Explain how the voice of a speaker has been shaped by social/cultural/historical factors.</p> <p>WEN03/01: Make connections between data/texts.</p> <p>WEN04: select evidence and apply own research findings to address a specific task.</p>	<p>WEN01: Section A: AO1,2,3,4</p> <p>WEN02: Section A: AO1,4</p> <p>WEN03: Section A: AO5</p> <p>WEN04: Section B: AO1,2,3,4</p>	<p>Write different texts using content from a text they have analysed in previous weeks, but varying first form, then function, then target audience (WEN01/03).</p> <p>Explore examples of very recent spoken and written English, such as text messages, interviews, chat shows, web language and social media.</p> <p>Discuss future of English due to technological change and new international varieties that are emerging and their impact globally. (WEN02).</p>
Decision making	Selection appropriate evidence from range of source data.	<p>WEN01/03: Selecting material from source texts to incorporate into a new text (of differing genre, context, audience or purpose)</p> <p>WEN02: Select evidence from research and stimulus material to evidence understanding of geographical, social and individual varieties of English.</p> <p>WEN04: Select topic and individual research pathways based on pre-released materials.</p>	<p>WEN01: Section A and B: AO1,2,3,4,5</p> <p>WEN02: Section B: AO2,3</p> <p>WEN03: Section A and B: AO1,2,3,4,5</p>	<p>Issue students with framework for textual analysis. In groups, study a range of extracts. Present findings to the class. They should define the genre, explaining which features exemplify the text type; define the audience and purpose of each text related to language choices and context (WEN01/3).</p> <p>Analyse written examples of English and see if they can identify a global 'standard' (WEN02).</p> <p>Students select individual areas of study within the subtopic in discussion with the group and with the teacher. Identify a research question or form a hypothesis about this area of study (WEN04).</p>
Adaptive learning	<p>Responding to unfamiliar texts with flexibility and awareness of the social, cultural and historical factors that shape them.</p> <p>Adapting and applying appropriate language frameworks and levels to the linguistic investigation and or/transformation of these texts.</p>	<p>WEN01: Adapt unseen data to incorporate content in a text of differing genre, audience, purpose or context.</p> <p>WEN02/04: Extended consideration of issues raised in section A to a broader perspective/discussion.</p> <p>WEN03: Production of a technical commentary reflecting on the writing process.</p>	<p>WEN01: Section B: AO5</p> <p>WEN02: Section A and B: AO1,2,3,4</p> <p>WEN03: Section B: AO1,2,3,4</p> <p>WEN04: Section B: AO1,2,3,4</p>	<p>Allocate a generic form and defined audience and purpose to the class. Students to produce an original text based on the form/type allocated. Q/A session based on language choices made (WEN01/3).</p> <p>Students work with texts and recordings of English from different countries and compare these with English as it is spoken in their own location (WEN02).</p>
Executive function	Application of research and planning to the specific requirements of a task/question.	<p>WEN01/02/03: Apply concepts relating to contextual language variation to source data.</p> <p>WEN04: Demonstrate critical understanding of concepts and issues to research data.</p>	<p>WEN01: Section A: AO1,2,3,4</p> <p>WEN02: Section A and B: AO1,2,3,4</p> <p>WEN03: Section A and BAO 1,2,3,4,5</p> <p>WEN04: Section A and B: AO1,2,3,4</p>	<p>Students to select one of their text transformations and write an accompanying commentary. Working in pairs, exchange texts and commentaries and interrogate them by asking the following questions: is there a clear rationale for the choice of approach? are the purposes clear? is there understanding of the characteristic features of the chosen genre? is there appropriate and discriminating use of technical terminology? (WEN03).</p>

				Read texts and watch video material/sound recordings relating to topic area, including the work of key theorists. Explore key language frameworks in the language of this topic area and identify expectations from theory and their own experience of how this language will behave (WEN04).
Creativity				
Creativity	Create a new text for a specified genre, context audience and purpose using their own ideas and material provided in the source materials.	WEN01/03: Based on a selection of source texts students will create a new text adapting material from these texts and incorporating their own ideas, experience and opinions.	WEN01: Section B: AO5 WEN03: Section A: AO5	Allocate a generic form and defined audience and purpose to the class. Students to produce an original text based on the form/type allocated, Class sharing of texts and discussion of generic conventions (WEN01/03)
Innovation	Comparing different texts and drawing illuminating and personal points of comparison. Creating new text by adapting, and adding to, source materials.	WEN01: Comparison of the way language is used to generate a sense of self/personal identity in source materials. WEN03: Creation of new text based on source materials and own ideas. WEN04: Comparison of how new technologies impact on global English in texts drawn from different cultures.	WEN01: Section A: AO1,2,3,4 WEN02: Section B: AO2,3 WEN03: Section A: AO5 WEN04: Section B: AO1,2,3,4	Students to consider and discuss exemplar investigation focuses relevant to the sub-topic. A rating activity could be used – for example which of the following focuses are excellent, good, bad or indifferent? 'Technology has created a new language.', 'Changes influenced by technology are mainly lexical.', 'Changes influenced by technology are entirely morphological.' 'Changes influenced by technology are limited by rigid discourse patterns resulting from generic structure potential.' Learners to move on to creating their own focuses and rating them in groups before discussing their findings as a class (WEN04).

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Intrapersonal skills				
Intellectual openness				
Adaptability	Responding to an unseen text with flexibility and creativity. Showing the ability to broaden conceptual horizons in decoding and understanding the text. Applying research to a specific task/issue. Adapting source material to generate a new text.	WEN01/03: Based on a selection of source texts students create a new text adapting material from these materials and incorporating their own ideas, experience and opinions. WEN04: Applying research to a question based on chosen topic.	WEN01: Section B: AO5 WEN03: Section A: AO5 WEN04: Section A and B: AO1,2,3,4	Peer-marking of written responses indicating areas of potential improvement via verbal feedback.

Personal and social responsibility	Responding to unfamiliar text with consideration of the social, cultural, geographic, economic and political that shape the language from which it is comprised.	WEN01, 2, 3, 4: consider the contextual factors that have influenced source materials when conducting analysis/comparison.	WEN01: Section A: AO 1,2,3,4 WEN02/3/4: Section A and B AO1,2,3,4,5	Class discussion of contextual factors that can influence written/spoken text and the writers/speakers that produce them. Role play activities which place speakers in differing situations.
Continuous learning	Reflecting on own learning and performance. Responding to criticism and feedback to plan, develop and improve. Reflecting on and developing their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.	WEN03: Evaluate own writing through technical commentary.	WEN03: Section B: AO1,2,3,4 WEN04: Section B: AO1,2,3,4	Peer- marking of written responses indicating areas of potential improvement via verbal feedback. Presentation on how the research undertaken in preparation for WEN04 has changed attitudes.
Intellectual interest and curiosity	Undertaking a research task which is self- directed, pursuing a line of personal interest using a range of research methods including information technology and wider knowledge sources.	WEN02: Language change over time. WEN04: Undertake independent research into a chosen Language topic.	WEN02: Section B: AO2,3 WEN04: Section B: AO1,2,3,4	Presentation of how the chosen topic/aspect of language will develop over time-projecting the issues around which it is centred 50 years into the future.
Work ethic/conscientiousness				
Initiative	Extending research and investigation beyond given parameters. Producing recordings of spoken language as prompts for analysis transcription and/or discussion.	WEN01/2/4: Analysis of spoken language. WEN02: Language change over time. WEN04: Undertake independent research into a chosen Language topic.	WEN01: Section A and B: AO1,2,3,4,5 WEN02: Section A and B: AO1,2,3,4 WEN04: Section A and B: AO1,2,3,4	Record each other in a range of spoken settings/situations. Taking a song/rap using youth slang and 'upwardly converging' the language for an older or 'higher class' audience. Presentation of how the chosen topic/aspect of language will develop over time – projecting the issues around which it is centred 50 years into the future.
Self-direction	Ability to conduct research independently. Incorporation of own ideas and opinions into responses.	WEN04: Undertake independent research into a chosen Language topic. WEN01/3/4: Study of spoken language.	WEN04: Section A and B: AO1,2,3,4 WEN01/3/4: AO1,2,3,4	Presentation an area from the chosen topic which is of personal interest. Students study their own text and social-network messages and phrases used in conversation to identify features of sociolect and idiolect. What phrases do they use every day? Common greeting, sign-offs in texts/emails.
Responsibility	Taking overall responsibility for the quality and range of study, especially when undertaking individual research.	WEN04: Undertake independent research into a chosen Language topic.	WEN04: Section A and B: AO1,2,3,4	Presenting a 'proposal' to the class outlining intending programme of research, incorporating goals and milestones.

				Reviewing written work which has been seen by the class teacher and taking action based on the teacher's comments on how to improve.
Perseverance	Responding to feedback and criticism positively to plan for development and improvement. Practising under controlled/timed conditions. Willingness to re-draft, undertake further reading or keep at a task until completed.	WEN01/2/3/4: Examination timings and QP structure.	All.	Peer- marking of written responses indicating areas of potential improvement via verbal feedback. Reviewing written work which has been seen by the class teacher and taking action based on the teacher's comments on how to improve.
Productivity	Writing effectively in response to issues and source materials within the timeframe of the examination. Conducting research in sufficient depth and detail to address potential issues/questions.	WEN01/2/3/4: Examination timings and QP structure. WEN04: Undertake independent research into a chosen Language topic.	All. WEN04: Section A and B: AO1,2,3,4	Developing and revisiting research proposal to ensure deadlines and milestones are met.
Self-regulation (metacognition, forethought, reflection)	Planning research; reflection on language choices made when responding to source materials or generating new texts. Identification of areas for improvement in own study/responses.	WEN03: Production of analytical/evaluative commentary on own writing.	WEN01, 2, 3, 4: Section A and B. All AOs WEN03: Section B: AO1,2,3,4	Peer- marking of written responses indicating areas of potential improvement via verbal feedback. Reviewing written work which has been seen by the class teacher and taking action based on the teacher's comments on how to improve
Ethics	Exploring the ethical intentions of a text. Producing texts with a specific moral purpose.	WEN01/03: Creation of new text based on source materials and own ideas on issues raised.	WEN01: Section B: AO5 WEN03: Section A: AO5	Deliver a persuasive speech with a personal stance on a moral issue.
Integrity	Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.	WEN01, 2, 3, 4: Issues presented in source texts and nature of students' responses to them. WEN01/03: Production of new text incorporating own ideas and experiences on issues presented in source texts.	WEN01: Section A: AO1,2,3,4 WEN02/4: Section A and B: AO1,2,3,4 WEN03: Section A: AO5	Deliver a persuasive speech with a personal stance on a moral issue.
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Ability to work remotely, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.	WEN04: Undertake independent research into a chosen Language topic.	WEN04: Section A and B: AO1,2,3,4	Presenting a 'proposal' to the class outlining intending programme of research, incorporating goals and milestones. Revisiting research proposal to ensure deadlines and milestones are met and revise planning if necessary.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	Producing cogent written responses in response to questions set and issues raised. Writing effectively for a specific audience, purpose and/or context.	WEN01, 2, 3, 4: Quality and technical accuracy of written communication. WEN01/03: Creation of new text based on source materials and own ideas.	All. WEN01: Section B: AO5 WEN03: Section A: AO5	Peer-marking of written responses indicating areas of potential improvement via verbal feedback.
Collaboration	Sharing work with others on a research task.	WEN01/03: Investigation of generic form and convention. WEN04: Undertake independent research into a chosen Language topic.	WEN01/03: Section A and B AO 1,2,3,4,5 WEN04: Section A and B	Divide areas of research, bring findings together under the heading of the specific topic/issue. Present to class in a short power point.
Teamwork	Working in groups to explore texts/themes/issues. Coordinating the work of others. Working with others to construct well-argued, well-informed, balanced and structured written or spoken arguments, demonstrating their depth and breadth of understanding of the subject.	WEN01/03: Investigation of generic form and convention. WEN02: Investigation of pidgins and creoles. WEN04: Topic-based research.	All.	Set up teams to investigate an issue/topic. Allocate tasks and roles. Appoint a leader, scribe and speaker.
Co-operation	Sharing resources form research or study.	WEN01/03: Investigation of generic form and convention. WEN02: Investigation of pidgins and creoles. WEN04: Topic-based research.	All.	Set up teams to investigate an issue/topic. Allocate tasks and roles. Appoint a leader, scribe and speaker.
Interpersonal skills	Using verbal and non-verbal communication skills in a discussion. Listening effectively to the views of others.	All units provide opportunities for discussion of issues raised in source, topic, and research.	All.	Set up a discussion of an issue /topic with students allocated varying perspectives.
Empathy/perspective taking	Adopting or commenting on the perspective of a writer/speaker both in the interrogation of a source text or in the development of original writing.	WEN01/03: Students create a new text based on source materials and own ideas. They may be asked to assume a persona or adopt a specific perspective.	WEN01: Section B: AO5 WEN01: Section A	Present a short speech on a topic/from a perspective allocated by a bank of cards prepared by the class.
Negotiation	Discussing an issue. Being tolerant of different perspectives whilst maintaining own stance/line of research.	All units provide opportunities for discussion of issues raised in source, topic, and research.	All.	Set up a discussion of an issue /topic with students allocated varying perspectives.

Leadership				
Leadership	Taking a leading role in a discussion, presentation or research task.	All units provide opportunities for discussion of issues raised in source, topic, and research.	All.	Adopt the role of chair in class discussion.
Responsibility	Taking responsibility for allocated task in group activities. Supporting and considering the views of others.	All units provide opportunities for group investigation, discussion and/or research.	All.	Set up teams to investigate an issue/topic. Allocate tasks and roles. Appoint a leader, scribe and speaker.
Assertive communication	Able to construct a persuasive argument using rhetorical features in written and spoken communication. Able to sustain viewpoint whilst considering those in opposition.	WEN01/03: Create a new text based on source materials and own ideas- this can have a persuasive function. WEN01, 2, 3, 4: Interrogate unseen texts and support opinions with well-chosen evidence.	WEN01: Section B: AO5 WEN03: Section A: AO5 All units involve the interrogation of unseen texts/data.	Deliver a persuasive speech on an issue and perspective allocated by the teacher – i.e. not necessarily the perspective of the student on that issue.
Self-presentation	Able to present own opinions and perspectives with clarity and integrity, in writing and in speech. Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal.	WEN01: Investigation of the creation and presentation of personal identity in written and spoken texts.	WEN01: Section A and B: AO1,2,3,4,5	Deliver a persuasive speech with a personal stance on a moral issue.