

## International Advanced Level

### Subject: Greek

#### 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.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
<b>Intellectual Openness</b>		<b>Teamwork and collaboration</b>		<b>Cognitive Processes and Strategies</b>	
Adaptability	Responding to an unseen text, adapting own abstract concepts to decode and understand the text. (Adapting speech to meet unexpected requirements.)	Communication	The ability to express oneself clearly and without ambiguity in written and spoken TL.	Critical thinking	Identification & recall of information.  Organisation & selection of facts & ideas.  Use of facts, rules & principles.  Inferring meaning, drawing conclusions.  Developing opinions, judgements or decisions.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to ideas in a text.	Collaboration	Engaging in pair or group discussion or work designed to practise a skill and/or embed content.	Problem solving	Expert thinking.  Creativity. Developing strategies for decoding unfamiliar language.  Repair strategies.  Understanding and separating a whole text into component parts.
Continuous Learning		Teamwork	Engaging in pair or group discussion or work designed to practise a skill and/or embed content.	Analysis	Giving opinions and judgements with justification. Evaluate written information and make judgements on the basis of this information.

Intellectual interest and curiosity	Undertaking self-directed research – pursuing a line of personal interest using a range of research methods, including information technology and wider knowledge sources.
<b>Work ethic/conscientiousness</b>	
Initiative	Responding in a discussion. Drawing on information and language reserves to maintain, develop and extend the conversation.
Self-direction	Planning and carrying out research activity under own direction.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.
Perseverance	Actively seeking new ways to continue to improve own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed.
Productivity	Writing and / or speaking continuously, fluently and relevantly to an appropriately high standard.
Self-regulation (metacognition, forethought, reflection)	Developing strategies for reflecting on the success or otherwise of the work and tailoring a piece of written work to a specific form and purpose.
Ethics	Producing work (spoken or written) with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic.
Integrity	Employing working methods which are honest and appropriate.
<b>Positive Core Self Evaluation</b>	
Self-monitoring/self-evaluation/self-reinforcement	Developing the self-motivated habit of planning, completing, and reviewing one's own work as a matter of habit, critically and constructively.

Co-operation	
Interpersonal skills	Using verbal and non- verbal communication skills in a discussion.
Empathy/perspective taking	Advocating the position of another in a piece of writing or in an oral presentation.
Negotiation	
<b>Leadership</b>	
Leadership	Leading others in a group activity to effectively develop learning.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.
Assertive communication	Chairing a debate, allowing representations and directing a discussion to a conclusion.
Self-presentation	Presenting a topic to class as a part of own assessment.

Reasoning/argumentation	Select, organise and present relevant information clearly and logically using appropriate vocabulary and structures.
Interpretation	Decoding a new written extract and identifying and understanding explicit or implicit meaning and authorial aims.
Decision Making	Adapting one's writing to an appropriate form or register.  Selecting appropriate material to answer questions on topics and texts.  Responding to the unfamiliar in written texts by showing flexibility of thought and attitude.
Adaptive learning	Applying the knowledge and skills learnt in one area to a different area of study.
Executive function	
<b>Creativity</b>	
Creativity	Using (spoken) and written grammar and vocabulary to write with some fluency on a subject of choice.
Innovation	