

International Advanced Level

Subject: History

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	Developing a critical perspective on an aspect of history.	AO1 AO3 Applied to all the historical content of every unit.	All questions which require a judgment about a historical issue: Unit 1 questions 1 2 3 4 (AO1 AO3). Unit 2 questions 1b (AO2) 2 3 4 (AO1). Unit 3 questions 1 (AO2) 2 3 (AO1). Unit 4 questions 1 (AO1 AO3) 2 3 (AO1).	1C Begin a detailed timeline of events in Germany and the rise of the NSDAP 1924-34; start a line graph 1928-1933 showing NSDAP electoral results in comparison with other political parties; create pen portraits of the NSDAP leadership, a diagram of the NSDAP party organisational structure and an evaluation of the strategy of ‘legal’ revolution’; discuss the significance of Hitler’s trial and the publicity which it brought – compare with other cases of trials publicising ideas/causes e.g. Rivonia Trial 1962-3, Martin Luther (1521).
Problem solving	Selecting and deploying relevant material in order to construct a response to a historical problem or issue posed as a matter for judgment.	AO1 AO2 AO3 Applied to all the historical content of every unit.	All questions which require a judgment about a historical issue: Unit 1 questions 1 2 3 4 (AO1 AO3) Unit 2 questions 1b (AO2) 2 3 4 (AO1) Unit 3 questions 1 (AO2) 2 3 (AO1) Unit 4 questions 1 (AO1 AO3) 2 3 (AO1)	1A Annotated documents – use the Declaration of Rights and a list of constitutional reforms – highlight and annotate the key points. Create a chart to show differences in France before and after the events of 1789 and debate how much had changed for each Estate.

Analysis	<p>Analysing the text of source material contemporary to the period of study in order to assess its value.</p> <p>Analysing the text of secondary extracts making choices as to the salient features which form the basis of comparison in order to establish the extent to which they differ on an aspect of history.</p>	<p>AO2 Unit 2 All emboldened aspects of specification content nominated for source assessment</p> <p>Unit 3 Applied to all the historical content</p> <p>AO3 Unit 4 Applied to the Topic 1 - nominated issue of historical interpretation for the unit.</p>	<p>Unit 2 question 1 (AO2)</p> <p>Unit 3 question 1 (AO2)</p> <p>Unit 4 question 1 (AO3)</p>	<p>Units 2 and 3</p> <p>Analyse a contemporary source, highlighting language that indicates the author's perspective (e.g. language of criticism, praise, support, challenge)</p> <p>Unit 4</p> <p>Analyse two differing extracts, highlighting the authors' opinions, evidence and argument in three different colours as a preliminary task, then compare to identify the basis of difference between the historians.</p>
Reasoning/argumentation	Constructing a reasoned argument in a piece of extended writing to support a considered judgment about an historical issue or about an interpretation of history	<p>AO1 / AO3</p> <p>Applied to all the historical content of every unit.</p>	<p>All questions which require a judgment about a historical issue:</p> <p>Unit 1 questions 1 2 3 4 (AO1 AO3)</p> <p>Unit 2 questions 2 3 4 (AO1)</p> <p>Unit 3 questions 2 3 (AO1)</p> <p>Unit 4 questions 1 (AO1 AO3) 2 3 (AO1)</p>	<p>1D</p> <p>Produce an annotated/illustrated timeline of events charting the lives of women in Britain 1964-90;</p> <p>produce a table showing the extent of change for women from different social/racial/economic backgrounds; debate/discussion on the extent to which women's lives changed and improved 1964-90.</p>
Interpretation	Forming a personal understanding of the view of an author in an unseen source contemporary to the period, through identifying and understanding explicit and implicit meaning.	<p>AO2</p> <p>Unit 2 All emboldened aspects of specification content nominated for source assessment</p> <p>Unit 3 Applied to all the historical content</p>	Units 2 and 3 question 1 (AO2)	<p>Analyse a modern newspaper article hostile to a celebrity or politician.</p> <p>Identify the way in which criticism is conveyed both explicitly by what is said and implicitly through the selection and emphasis of material in the extract.</p>
Decision making	Making a choice whether to support the proposition given for judgment in essay questions. Weighing the strength of evidence countering and supporting the proposition and choosing relevant historical knowledge in order to support a personal decision.	<p>AO1</p> <p>Applied to all the historical content of every unit.</p>	<p>All questions which require a judgment about a historical issue:</p> <p>Unit 1 questions 1 2 3 4 (AO1 AO3)</p> <p>Unit 2 questions 2 3 4 (AO1)</p> <p>Unit 3 questions 2 3 (AO1)</p> <p>Unit 4 questions 1 (AO1 AO3) 2 3 (AO1)</p>	<p>1B</p> <p>Create a detailed timeline and an annotated map of events in Petrograd in 1917 – use them to carry out a 'what if...?'</p> <p>exercise – to work out what might have happened if any of the events had failed or not taken place – use the discussions to make a list of reasons why the Bolsheviks succeeded in taking over power in October 1917; Lenin or Trotsky? – students work in pairs – each student investigates the role of Lenin or Trotsky in the October Revolution – debate who played the most significant part in the revolution.</p>

Adaptive learning	<p>Responding to material in provided unseen texts of contemporary source material by showing flexibility of thought and attitude, and assimilating empathetically aspects of cultural difference, context and perspective in order to comprehend and infer meaning.</p> <p>Understanding the values attitudes and beliefs of people of a different time in order to explain their motives and reasons for actions and the outcomes of events in essay answers requiring explanation of causation and judgments about the relative significance of contributory causes.</p>	<p>AO2</p> <p>Unit 2 All emboldened aspects of specification content nominated for source assessment</p> <p>Unit 3 Applied to all the historical content</p> <p>AO1</p> <p>Applied to all the historical content of every topic units 1 2 3 and topics 2-4 of unit 4.</p>	<p>Units 2 and 3 question 1 (AO2)</p> <p>All questions which require a judgment about causal factors. Any essay question may have this target in:</p> <p>Unit 1 questions 1 2 3 4 (AO1)</p> <p>Unit 2 questions 2 3 4 (AO1)</p> <p>Unit 3 questions 2 3 (AO1)</p> <p>Unit 4 questions 2 3 (AO1)</p>	<p>Units 2 and 3</p> <p>Apply contextual knowledge to a piece of contemporary source material to explain the perspective, values and concerns of the author revealed by the extract.</p> <p>1B</p> <p>Write personal diary entry from Nicholas II explaining his decision to abdicate.</p>
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.			Practice essays in all units
Creativity				
Creativity	Creating fresh insights and inferences in responding to unfamiliar textual sources both contemporary to a period of history and written by authors reflecting on a period	<p>AO2</p> <p>Unit 2 All emboldened aspects of specification content nominated for source assessment</p> <p>Unit 3 Applied to all the historical content</p> <p>AO3 Unit 4 Applied to the Topic 1 - nominated issue of historical interpretation for the unit.</p>	<p>Unit 2 question 1 (AO2)</p> <p>Unit 3 question 1 (AO2)</p> <p>Unit 4 question 1 (AO3)</p>	<p>Units 2 and 3</p> <p>Show how a description ((for example of everyday hardships and problems of the poor) can be created by inferences from contemporary source material written for a different purpose.</p>

Innovation	Personal ideas generation in developing criteria for judgments in essay answers requiring judgment on an historical issue or about an interpretation of history	AO1 / AO3 Applied to all the historical content of every unit.	All questions which require a judgment about a historical issue: Unit 1 questions 1 2 3 4 (AO1 AO3) Unit 2 questions 2 3 4 (AO1) Unit 3 questions 2 3 (AO1) Unit 4 questions 1 (AO1 AO3) 2 3 (AO1)	Investigate the impact of the Wall St Crash on the Germany economy – write a magazine article or a script for a documentary analysing the political, social and economic consequences; reach personal conclusions on their relative significance.
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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
Intrapersonal skills				
Intellectual openness				
Adaptability	Understanding the attitudes and values of people of a different time when explaining motives Understanding the terminology and views expressed in sources contemporary to the period and infer values and concerns, showing the ability to broaden conceptual horizons.	AO1 Applied to all the historical content of every topic units 1 2 3 and topics 2-4 of unit 4. AO2 Unit 2 All emboldened aspects of specification content nominated for source assessment Unit 3 Applied to all the historical content	All questions which require a judgment about causal factors. Any essay question may have this target in: Unit 1 questions 1 2 3 4 (AO1) Unit 2 questions 2 3 4 (AO1) Unit 3 questions 2 3 (AO1) Unit 4 questions 2 3 (AO1) Units 2 and 3 question 1 (AO2)	1C Use an extract from novel Dominion, by C J Sansom (Pan Macmillan, 2012) – Ch. 13 – gives a fictional summary of life of the character Gunther growing up in Weimar Germany – read and discuss the reasons why young people supported the Nazis. Units 2 and 3 Analyse a piece of contemporary source material for use of language to describe individuals or groups in society that is specific to that society. Explain its use in context and why it is no longer used.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable.			Homework task to produce a practice essay to a deadline – all units.
Continuous learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.			Self-assessment against each of the strands in the generic mark schemes for all units, identifying next progression steps.

Intellectual interest and curiosity	Undertaking a research task which is self- directed – pursuing a line of personal interest through appropriate research methods, including information technology and wider reading.			Unit 1 C Use Stresemann’s comment of ‘dancing on a volcano’ as a theme - challenge students to come up with their own epithet for the period; create a carousel of sources and extracts placed around the classroom for students to collect information about the situation during the Golden Years and each identify one aspect for further individual research.
Work ethic/conscientiousness				
Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.			Suggestions for further reading on a specification topic
Self-direction	Planning and carrying out research activity under own direction.			Unit 1B Report – produce a report evaluating the successes and failure of the Provisional government July-October 1917 either for leaders of the Bolsheviks or the Provisional government itself; produce a profile of Alexander Kerensky.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.			Self-assessment of practice essays – all units.
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.			Self-assessment of practice essays – all units.
Productivity	Writing effectively and to a high standard in response to practice tasks.			Practice essays, focused note-taking
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time, including self-assessment and critical review, for reflecting on the success or otherwise of the work.			Self-assessment of practice essays – all units.
Ethics	Developing an awareness of the ethical values of own society by comparison with similar or different ethics of another culture at a different time.			1D Produce an annotated/illustrated timeline of events charting the changes and trends in crime and punishment in Britain 1964-90; statistical exercise – find statistics relating to crime and prisons 1964-90 and convert them in to graphs and tables – write an evaluation of change based on trends and pattern seen; produce a profile/factfile of Roy Jenkins; watch film/TV clips portraying the British legal system/policing/crime in the 60s, 70s and 80s and discuss the viewpoints being suggested.

Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.			1A Create an intelligence dossier of information on named individuals and/or key political groups evaluating their threat to the constitutional monarchy (each could be investigated by an individual student and information shared so that students take responsibility for forming informed views); hold a debate about the future of the monarchy between the main revolutionaries.
Positive Core Self Evaluation				
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.			self-assessment of practice essays – all units.

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Interpersonal skills				
Teamwork and collaboration				
Communication	Using written or oral responses to a historical problem to communicate a point of view or line of argument.			1D Divide students into groups reviewing Britain in the 1960s, 70s and 80s- produce presentations reflecting continuity and change from 1964 – discuss and have a class vote on which was the best decade to live in the Britain.
Collaboration	Sharing work with others in a research task or discussion on a historical theme.			1A Evaluation of the problems faced by the Directory – students work in pairs to investigate the internal and external threats – each student shares their findings with the other.
Teamwork	Working with other students on researching a theme related to a historical issue or development.			1A Discuss the role of terror in revolutionary activity – this could be in relation to events in 1794 or a wider discussion on the role of terror in other revolutionary movements in history; investigate the nature of the Terror in Paris and produce a magazine article or documentary script describing and analysing events; in-depth research into the role and significance of Robespierre/St Just – use to create a table of positive and negative aspects of the significance of an individual.

Co-operation	Sharing resources and own research with other students in a research project over time.			1C Group members create factfiles on the contributions of Goering, Todt and Speer to the war effort; investigate the ways in which Germany attempted to overcome wartime economic problems – combine findings to produce a section for a textbook explaining the methods used by Germany.
Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.			1D Research cultural trends in the 1960s and debate: This House believes that the image of the 'Swinging Sixties' in Britain was more myth than reality.
Empathy/perspective taking	Explore the attitudes and values of others in historical context in an oral or written presentation in a discussion of the perspective of an historical figure.			1D Students write a five-minute summary of the state of Britain in 1979; show clips from <i>The Long Walk to Finchley</i> (BBC, 2008) – discuss the role of Thatcher's background in influencing her political ideology; role play – recreate the election night of 1979 with reactions to exit polls, significant constituency gains and losses etc, pundits to explain the Conservative victory; close read and annotate a Thatcher speech to.
Negotiation	Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills.			1B Report – produce a report evaluating the successes and failure of the Provisional government July-October 1917 either for leaders of the Bolsheviks or the Provisional government itself; produce a profile of Alexander Kerensky; investigate the Kornilov affair and debate its impact as a turning-point in events.
Leadership				
Leadership	Taking a leading part in a discussion or group task, considering representations and different viewpoints			1A Lead a group task to investigate the events surrounding the flight to Varennes and write a detailed magazine article describing and analysing the events; devise a series of newspaper headlines to reflect the events of the flight to Varennes and/or the events of 1791-2 – these could be from different revolutionary/royalist perspectives.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.			1B Report – produce a report for Marxist revolutionary leaders in exile giving a frank evaluation of events in Russia in the aftermath of the 1905 revolution and prospects for future reform.
Assertive communication	Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.			1B Debate to discuss interpretations of the 1905 Revolution e.g. 'This House believes that the events of 1905 should not be described as a revolution.'

Self-presentation	Presenting the outcome of an enquiry to class as a part exploring a historical issue.			<p>1D</p> <p>Create a diagram/visual chart to explain the economic situation in Britain 1964-70; group activity – divide students into three groups – each to investigate the role and significance of George Brown, Barbara Castles and Roy Jenkins – share findings with other members of the groups; create a table of key aspects of the economy in the 1970s – in one column</p> <p>record the situation in 1964 and in another that in 1970 – write a commentary on the continuity and change across the time period; investigate the document 'In Place of Strife' – give an explanation of the main ideas for a section in a text book.</p>
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