

Transferable Skills International GCSE Subject Mapping: Arabic as a First Language

Transferable skills will help students cope with the different demands of degree study and provide a solid skills base that enables them to adapt and thrive in different environments across educational stages; and ultimately into employment. A good international education should enable students to start developing transferable skills as early as possible. Developing these transferable skills where they naturally occur as part of the International GCSE curriculum can help build learner confidence and embed the importance of this well-rounded development.

Our approach to enhancing transferable skills in our International GCSEs 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 a framework of skills and provided mapping to suggest where each skill can be assessed, and where each skill could be developed for this subject. This will enable teachers and learners to understand where they are developing each skill, and examples of how they can develop each skill through this International GCSE.

| NRC framework skill | Skill interpretation in this subject | Examples of where the skill is covered in content | Examples of where the skill is explicitly assessed in examination | Opportunity for the skill to be developed through teaching and learning approach |
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| Cognitive skills | | | | |
| Cognitive Processes and Strategies | | | | |
| Critical thinking | <p>Developing and applying critical skills in order to evaluate the ways in which the writer of the text employs vocabulary, linguistic structures and narrative devices in order to create effect or persuade.</p> <p>Developing and applying skills of evaluating information to draw conclusions and form a judgment</p> | <p>AO1 (ii, iii)</p> <p>AO1 (i, iii)</p> <p>AO2 (i)</p> | <p>Paper 1:</p> <p>Text 1: question 4</p> <p>Text 2: question 8</p> <p>Question 9</p> <p>Text 2: question 7</p> <p>Texts 1 and 2: question 9</p> <p>Text 3: question 10</p> | <p>Yes</p> <p>Reading and responding in Arabic, identifying narrative devices.</p> <p>Studying a text in pairs and coming up with a number of questions to ask their peers, followed by group discussion on complex issues of critical interpretation.</p> |
| Problem solving | <p>Developing and applying strategic competence in order to decode meaning embedded in some unfamiliar language.</p> <p>Developing and applying repair strategies for comprehending and establishing successful communication in writing</p> | <p>AO1 and AO3</p> <p>AO1, AO2 and AO3</p> | <p>Paper 1: Texts 1, 2 and 3</p> <p>+ question 11</p> <p>Papers 1 and 2, all questions</p> | <p>Yes</p> <p>Studying complex texts and encouraging a process of deducing meaning from context; engaging in etymological work in order to decode the meanings of prepositions that form compound words.</p> |
| Analysis | <p>Developing and applying skills of breaking a complex theme or text into their component parts in order to ascertain their relationship or how they compare to one another</p> | <p>AO1 (i,iii)</p> <p>AO2 (ii)</p> | <p>Paper 1: questions 8, 9, 10</p> | <p>Yes</p> <p>Practicing reading to extract specific detail; discussing how details across paragraphs or texts compare and work together to create effect or affect meaning.</p> |

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| Reasoning/argumentation | Developing and applying skills of drawing conclusions from information; reasoning and formulating concepts, to explain or justify opinion. | AO1 and AO2 | Paper 2: question 1 (b) | Yes Reading for drawing summative conclusions; practicing writing in order to demonstrate the reason why something is important/happening etc. |
| Interpretation | Developing and applying skills of identifying and extracting meaning and its significance from written content; categorising information using a range of appropriate vocabulary and structures; clarifying and evaluating written information | AO1, AO2, AO3 | Paper 1: question 3 (b) Paper 1: questions 4, 6, 9, 11, 13 | Yes Reading and responding appropriately to questions eliciting interpretation of the content; producing continuous writing in response to a prompt. |
| Decision making | Developing and applying skills of selection, with regard to content and structures, in order to better achieve purpose. | AO1, AO2 and AO3 | Paper 1: questions 10, 11 and 14 Paper 2: all questions | Yes Multiple choice responses for grammar practice; gap-filling exercises on a variety of vocabulary and linguistic structures. Producing continuous writing in response to specific rubrics. |
| Adaptive learning | Developing and applying skills of responding to a stimulus by conforming to the requirements of the question; demonstrating the ability to show openness and flexibility in responding. | AO1 (iii), AO2, AO3 | Paper 1: all questions Paper 2: all questions | Yes Participating in question and answer practice, in class; responding to a stimulus in the TL, in writing. |
| Executive function | Developing skills of organisation and planning in order to respond to the requirements of the examination, in terms of adherence to rubrics and time frames. | AO1, AO2, AO3 | All assessment material | Yes Carrying out “mock” exams; presenting an essay plan prior to writing; compiling a list of web resources for purposes of research. |
| Creativity | | | | |
| Creativity | Developing and applying skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate. | AO1 and AO2 (I, ii) | Paper 1: questions 3 (b), 9 Paper 2: question 1(a) | Yes Providing imaginative descriptions of people, places and things; arranging a scrambled text in the correct sequence; completing sentences in an imaginative way; writing a description or narrative that finishes with a particular sentence or employs a particular set of adjectives etc. |
| Innovation | Developing and applying knowledge of the language in order to write in a unique and original way. | AO2 and AO3 | Paper 2: all questions | Yes Responding to a picture, in writing, by imagining a context around it; given a set of if clauses to complete by |

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| | | | | adhering to grammatical rules; writing an extended essay on a topic that involves a quandary or dilemma. |
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|-------------------------------------|---|---|---|---|
| Intrapersonal skills | | | | |
| Intellectual openness | | | | |
| Adaptability | Developing and applying skills of openness and adaptability in order to decode written content; demonstrating the flexibility to draw from one's resources in order to produce content in response to a stimulus. | AO1, AO2 and AO3 | Paper 1: questions 3(a), 3 (b), 4, 6, 8 Paper 2: all questions | Yes Responding to an unfamiliar and previously unseen text or other source and carrying out a variety of tasks in response, including continuous writing. |
| Personal and social responsibility | Developing and applying the ability to engage with the issues discussed and contained in the texts and questions of the specification; undertaking to execute all aspects of this examination (and course) with a sense of responsibility and conscious engagement. | AO1, AO2 and AO3 | All assessment material | Yes Engaging with concepts (justice, citizenship etc.), either in the form of discussion, note taking and reporting, or continuous writing; presenting on topics, in pairs, using a "debating" format. |
| Continuous learning | Developing a positive attitude to studying other languages and cultures and a lifelong engagement with education. | | All assessment material | Yes Presenting on future aspirations, setting goals and reporting on them, establishing links between learning experiences and the students' own realities and challenges. |
| Intellectual interest and curiosity | Developing and applying skills of further and self-directed learning and research into the areas of knowledge and world of ideas under study, including text and web-based sources. | | All assessment material | Yes Drawing from course material and presenting on a topic researched independently, in the form of a power point or other. |
| Work ethic/conscientiousness | | | | |
| Initiative | Being proactive with seeking and responding to feedback and adapting or expanding output in order to respond to expectations and corrective feedback | AO1 (iii), AO2 and AO3 | All assessment material | Yes Working on redrafting and self-correcting work; expanding on answers; reworking a written response using different time frames. |
| Self-direction | Being proactive about initiating studying and writing. | AO1, AO2 and AO3 | All assessment material | Yes |

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| | | | | Organising study groups; seeking feedback from peers; undertaking to explain concepts; presenting a personal perspective on a topic. |
| Responsibility | Being aware of areas requiring improvement (e.g. organisational skills, grammatical skills), being open to and acting on constructive and corrective feedback. | AO1, AO2 and AO3 | All assessment material | Yes Being proactive about building on strengths and addressing weaknesses and gaps in grammar, vocabulary or organisation and development of ideas. |
| Perseverance | Demonstrating the determination to respond to the requirements of this assessment to the best of one's ability, despite challenges and setbacks. | AO1, AO2 and AO3 | All assessment material | Yes Engaging in constant improvement of the standards of one's performance by re-writing and expanding on the work submitted. |
| Productivity | Demonstrating consistent and efficient engagement with the required work load | AO1, AO2 and AO3 | All assessment material | Yes Producing all required work at standard required, consistently and by stated deadlines. |
| Self-regulation (metacognition, forethought, reflection) | Developing awareness of one's skills, overall performance, strengths and areas requiring improvement; applying this awareness to critically adapt work as needed. | AO1, AO2 and AO3 | All assessment material | Yes Engaging in self-correction and self-evaluation; taking part in peer-review activities. |
| Ethics | Developing and applying the ability to engage with the ethics contained in the work under study as well as produce work that touches upon ethical issues, in a principled and morally accountable manner. | AO1 (i, iii) AO2 (i, ii) | Paper 1: Texts 1 and 2 | Yes Responding to prompts that pose ethical questions, in speech and in writing; responding to literary or cinematic sources that touch upon questions of ethics. |
| Integrity | Demonstrating consistent commitment to intellectual honesty and ownership and responsible, accountable research conduct. | AO1, AO2 and AO3 | All assessment material | Yes Producing work with proper citations and bibliography. |
| Positive Core Self Evaluation | | | | |
| Self-monitoring/self-evaluation/self-reinforcement | Developing and applying skills of independent learning by being aware and adhering of deadlines, rubrics and expectations; regulating performance to adapt to standards. | AO1, AO2 and AO3 | All assessment material | Yes Reflecting one one's process of producing work; summarising the gist of one's position following corrective feedback; recognising areas that need improvement and undertaking the work needed to achieve this. |

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| Interpersonal skills | | | | |
| Teamwork and collaboration | | | | |
| Communication | Developing an open and courteous attitude to communicating with one's peers and teachers on aspects of the course and the assessment. | AO1, AO2 and AO3 | All assessment material | Yes Engaging in question and answer tasks with one's peers (e.g. assuming the personal of a famous politician and being interviewed about a question of policy or ethics);undertaking to explain a particular concept or grammar point to the class etc. |
| Collaboration | Developing qualities of working with others to solve problems or complete grammar exercises. | AO1, AO2 and AO3 | All assessment material | Yes Participating in group research and assignments; working with peers to produce revision notes for the class. |
| Teamwork | Undertaking research as part of a group; carry out tasks, such as collaborative writing in response to a stimulus. | AO1, AO2 and AO3 | All assessment material | Yes Working together with others and respecting assigned roles within team to carry out tasks or projects (e.g. reporting on the local community's views on a new product/practice, by writing out a questionnaire, conducting interviews, collating the results, transcribing them and reporting to class). |
| Co-operation | Sharing resources, offering and asking for help, for classroom tasks or research projects. | AO1, AO2 and AO3 | All assessment material | Yes Working with one another to produce work in relation to assigned tasks, during class time but also as homework. |
| Interpersonal skills | Communicating and interacting with others in a courteous and appropriate manner, during class activities. | | All assessment material | Yes Engaging with others, students, teachers, local community, in order to carry out tasks respectfully and efficiently. |
| Empathy/perspective taking | Demonstrating the ability to look at the world through someone else's eyes, either during class or as part of a writing assignment. | AO2 (i, ii) | All assessment material | Yes Undertaking work that encourages one to assume the perspectives of others; participating in "for" and "against" debates, irrespective of one's personal views. |
| Negotiation | Demonstrating the ability to engage in dialogue in order to reach an outcome beneficial to all stakeholders, in class discussions or in writing. | AO2 (i, ii) | All assessment material | Yes Participating in tasks that involve weighing multiple options to reach an outcome that is mutually agreeable to all (e.g. participating in a discussion about starting a school magazine in electronic or text form). |

| Leadership | | | | |
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| Leadership | Taking initiative to lead others into activities of educational value. | | All assessment material | Yes Taking turns to assume a leading role in group assignments; taking the initiative to use one's strengths in a certain area to organise study groups or to explain grammatical points to others in the class. |
| Responsibility | Acting in a thoughtful and responsible manner in relation to one's responsibilities within a group. | | All assessment material | Yes Fulfilling one's responsibilities with regard to assignments and expected behaviour in class in an appropriate manner. |
| Assertive communication | Demonstrating the ability to defend one's ideas and position in a courteous but firm manner; staying on topic and reaching an appropriate conclusion. | AO2 | All assessment material | Yes Supporting one's views during class debate or discussion, by adhering to the conventions of courteous communication; playing the role assigned for the purposes of a debate (e.g. defending the benefits of eating meat) with conviction and open mind. |
| Self-presentation | Demonstrating the ability to present one's position or work clearly and convincingly. | | All assessment material | Yes Participating in class presentations fully prepared; engaging with the presentations of peers by asking questions or offering comments, in a clear and respectful manner. |