Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Bangla (9-1)

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. This builds the foundations to ensure students are ready for A-level and higher education.

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.

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, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework.

In the tables below, we have taken the NRC framework skills and provided an explicit definition 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 the International GCSE in Bangla.

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.
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.
Continuous Learning	Developing a positive attitude to studying other languages and cultures and a lifelong engagement with education.
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.

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.
Collaboration	Developing qualities of working with others to solve problems or complete grammar exercises.
Teamwork	Undertaking research as part of a group; carry out tasks, such as collaborative writing in response to a stimulus.
Co-operation	Sharing resources, offering and asking for help, for classroom tasks or research projects.

Cognitive skills

Cognitive Processes and Strategies

Critical thinking	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. Developing and applying skills of evaluating information to draw conclusions and form a judgment.
Problem solving	Developing and applying strategic competence in order to decode meaning embedded in some unfamiliar language. Developing and applying repair strategies for comprehending and establishing successful communication in writing.
Analysis	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.
Reasoning/argumentation	Developing and applying skills of drawing conclusions from information; reasoning and formulating concepts, to explain or justify opinion.

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.
Self-direction	Being proactive about initiating studying and writing.
Responsibility	Being aware of areas requiring improvement (e.g. organisational skills, grammatical skills), being open to and acting on constructive and corrective feedback.
Perseverance	Demonstrating the determination to respond to the requirements of this assessment to the best of one's ability, despite challenges and setbacks.
Productivity	Demonstrating consistent and efficient engagement with the required work load.
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.
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.
Integrity	Demonstrating consistent commitment to intellectual honesty and ownership and responsible, accountable research conduct.
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.

Interpersonal skills	Communicating and interacting with others in a courteous and appropriate manner, during class activities.
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.
Negotiation	Demonstrating the ability to engage in dialogue in order to reach an outcome beneficial to all stakeholders, in class discussions or in writing.
Leadership	
Leadership	Taking initiative to lead others into activities of educational value.
Responsibility	Acting in a thoughtful and responsible manner in relation to one's responsibilities within a group.
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.
Self-presentation	Demonstrating the ability to present one's position or work clearly and convincingly.

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.
Decision Making	Developing and applying skills of selection, with regard to content and structures, in order to better achieve purpose.
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.
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.
Creativity	
Creativity	Developing and applying skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate.
Innovation	Developing and applying skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate.