# Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Business (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 Business.

## Intrapersonal skills

### Intellectual Openness

| | |
|---|---|
| Adaptability | Ability to select and apply knowledge and understanding of business principals to a range of unusual scenarios or contexts. |
| Personal and social responsibility | Appreciate ethical and environment considerations within business. |
| Continuous Learning | Planning and reflecting on own-learning goals and meeting them regularly. |
| Intellectual interest and curiosity | Identifying a problem or business opportunity under their own initiative and planning a solution/plan to exploit and carrying this out. |

### Work ethic/conscientiousness

| | |
|---|---|
| Initiative | Using business knowledge (without guided learning) to further your own understanding of business. |
| Self-direction | Planning and carrying out problem solving activities or recognising market niches under a student's own direction. |
| Responsibility | Recognition that in business mistakes are made and that they are a crucial element of continuous improvement. |

## Interpersonal skills

### Teamwork and collaboration

| | |
|---|---|
| Communication | Able to communicate the business concepts behind a given scenario to peers and teachers and be able to answer questions using business language. |
| Collaboration | Carry out a peer review to provide supportive feedback to another. |
| Teamwork | Working with other students in a business based problem solving/ business strategy exercise. |
| Co-operation | Sharing resources and sharing learning techniques with others. Working as part of a team in group based work. |
| Interpersonal skills | Using verbal and non-verbal communication skills to work effectively as part of a team. |
| Empathy/perspective taking | Being able to recognise the importance of differing ideas within group work when given the task of solving a business problem. |
| Negotiation | Recognition that there is no such thing as a bad idea and that a team should work together to propose a solution/strategy/plan. |

### Leadership

## Cognitive skills

### Cognitive Processes and Strategies

| | |
|---|---|
| Critical thinking | Using many pieces of information (sometimes seemingly unrelated) and synthesising this information to make judgements. |
| Problem solving | Translating a problem in a different context into a process, or series of processes which allows a solution to be determined. |
| Analysis | Being able to link business concepts together into logical and cohesive chains that answer a question. |
| Reasoning/argumentation | Making abstract deductions and draw conclusions from a variety of information sources. |
| Interpretation | Analysing information and understanding the meaning of that information. For instance, interpreting break-even graphs. |
| Decision Making | Deciding which factor(s) are the most important based on the information given. |
| Adaptive learning | Using existing understanding to solve a problem in a different context. |
| Executive function | Planning how to solve a problem, carrying out the plan and reviewing the outcome. |

| | | | | | |
|---|---|---|---|---|---|
| Perseverance | Actively seeking new ways to continue learning or solve a problem despite setbacks that appear insurmountable at the time. | Leadership | Offering to become team leader in a group activity involving suggesting a business strategy, marketing plan or problem solving exercise. Also allowing other members of the team to be recognised as valued. | **Creativity** | |
| Productivity | Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning. | Responsibility | Taking responsibility individually or collectively for a failed task and learning from the mistakes made. | Creativity | Using your own learning to apply business concepts to unfamiliar situations and/or use business concepts to explain an unusual business situation. |
| Self-regulation (metacognition, forethought, reflection) | Recognition over time that the same business principals can be applied to countless different scenarios and that high levels of risk can also generate high levels of reward. | Assertive communication | Motivating a team through use of language to reach a well thought out conclusion/plan/strategy/solution. | Innovation | Using a creative/interesting approach to answer a previously unseen question. |
| Ethics | Recognition that business has a moral duty to all of its stakeholders and recognising that these impacts may be significant. | Self-presentation | Delivering a business pitch or being part of a team presentation and being able to answer questions about the pitch. | | |
| Integrity | Taking ownership for your own work and willingly respond to questions and challenges. | | | | |
| **Positive Core Self Evaluation** | | | | | |
| Self-monitoring/self-evaluation/self-reinforcement | Planning and reviewing your own work as a matter of habit. | | | | |