

## Transferable Skills International GCSE Subject Mapping: Business

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
<b>Cognitive skills</b>				
Cognitive Processes and Strategies				
Critical thinking	Using many pieces of information (sometimes seemingly unrelated) and synthesising this information to make judgements.	e.g. 1.5.1 Globalisation – opportunities and threats of globalisation for business.  Where ever there is scope for candidates to have to make a judgement by weighting the importance of competing factors. This will occur in 'Justify' and 'Evaluate' question.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f) SAM 2 3 (e) SAM 2 4 (c)	Yes
Problem solving	Translating a problem in a different context into a process, or series of processes which allows a solution to be determined.	e.g. 4.2.1 The importance of marketing.  Where ever there is scope for candidates to have to make a judgement by weighting the importance of competing factors. This will occur in 'Justify' and 'Evaluate' questions.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f) SAM 2 3 (e) SAM 2 4 (c)	Yes
Analysis	Being able to link business concepts together into logical and cohesive chains that answer a question.	e.g. 4.1.1. The purpose of market research.  Where ever there is scope for candidates to link different ideas together into cohesive chains of argument. This will occur in 'Explain' and 'Analyse' questions.	SAM 1 1 (f) SAM 1 1 (g) SAM 1 2 (c) SAM 1 2 (d) SAM 1 2(e)	Yes

Reasoning	Making abstract deductions and draw conclusions from a variety of information sources.	e.g. 5.4.1 The concept of quality and its importance.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f) SAM 2 3 (e) SAM 2 4 (c)	Yes
Interpretation	Analysing information and understanding the meaning of that information. For instance, interpreting break-even graphs.	e.g. 3.3.2 The concept of break-even and the calculation of break-even. e.g. 3.4.1 The purpose of statements of comprehensive income. e.g. 3.4.2 The purpose of statements of financial position. e.g. 3.5 Accounts analysis	SAM 2 1 (a) (vi)	Yes
Decision making	Deciding which factor(s) are the most important based on the information given.	e.g. 4.3 The marketing mix – deciding which element or element(s) are most important to a given business.	SAM 1 2(f) SAM 1 3 (e) SAM 2 2 (f) SAM 2 3 (e)	Yes
Adaptive learning	Using existing understanding to solve a problem in a different context.	Applies to all parts of the specification. The exam paper will provide a scenario.	All questions that require contextualisation around a given business.	Yes
Executive function	Planning how to solve a problem, carrying out the plan and reviewing the outcome.	This skill can be applied to any part of the content.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f) SAM 2 3 (e) SAM 2 4 (c)	No
Creativity				
Creativity	Using your own learning to apply business concepts to unfamiliar situations and/or use business concepts to explain an unusual business situation.	Applies to any part of the specification where an unusual business has been selected.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f)	Yes – in group/problem solving work.

			SAM 2 3 (e) SAM 2 4 (c)	
Innovation	Using a novel approach to answer a previously unseen question.	Applies to any part of the specification.	SAM 1 2(f) SAM 1 3 (e) SAM 1 4 (c) SAM 2 2 (f) SAM 2 3 (e) SAM 2 4 (c)	Yes – in group/problem solving work.

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<b>Intrapersonal skills</b>				
<b>Intellectual openness</b>				
Adaptability	Ability to select and apply knowledge and understanding of business principals to a range of unusual scenarios or contexts.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Personal and social responsibility	Appreciate ethical and environment considerations within business.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Continuous learning	Planning and reflecting on own-learning goals and meeting them regularly.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
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.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
<b>Work ethic/conscientiousness</b>				
Initiative	Using business knowledge (without guided learning) to further your own understanding of business.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Self-direction	Planning and carrying out problem solving activities or recognising market niches under a student's own direction.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Responsibility	Recognition that in business mistakes are made and that they are a crucial element of continuous improvement.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes through feedback following a business/problem solving activity.

Perseverance	Actively seeking new ways to continue learning or solve a problem despite setbacks that appear insurmountable at the time.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.  Also through repeated attempts at a given task.
Productivity	Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	All analyse questions.  E.g. SAM 1 1 (g) SAM 1 3 (d) SAM 1 4 (b) SAM 2 1 (g) SAM 2 3 (d) SAM 2 4 (b)	Yes, through assessed work.
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.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Ethics	Recognition that business has a moral duty to all of its stakeholders and recognising that these impacts may be significant	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Integrity	Taking ownership for your own work and willingly respond to questions and challenges.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Planning and reviewing your own work as a matter of habit.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes

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<b>Interpersonal skills</b>				
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.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Collaboration	Carry out a peer review to provide supportive feedback to another.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Teamwork	Working with other students in a business based problem solving/ business strategy exercise.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Co-operation	Sharing resources and sharing learning techniques with others. Working as part of a team in group based work.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Interpersonal skills	Using verbal and non-verbal communication skills to work effectively as part of a team.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Empathy/perspective taking	Being able to recognise the importance of differing ideas within group work when given the task of solving a business problem.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
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.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Leadership				
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.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Responsibility	Taking responsibility individually or collectively for a failed task and learning from the mistakes made.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in group work.
Assertive communication	Motivating a team through use of language to reach a well thought out conclusion/plan/strategy/solution.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.
Self-presentation	Delivering a business pitch or being part of a team presentation and being able to answer questions about the pitch.	This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Yes - through observation in the classroom.