

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

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Adapting speech to meet unexpected requirements. Responding to an unseen text (listening or reading), adapting own abstract concepts to decode and understand the text.	Communication	Undertaking a speaking task involving dialogue or undertaking a writing task; or when a student responds to prompts from another student. Explaining a grammatical structure or a skill technique (verbally or in written form) to peers and teachers. Answering questions from others.	Critical thinking	Identification & recall of information. Organisation & selection of facts & ideas. Use of facts, rules & principles. Inferring meaning, drawing conclusions. Developing opinions, judgements or decisions.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to ideas in a text.	Collaboration	Engaging in pair work or group discussion, or work designed to practise a skill and/or embed content, e.g. vocabulary or grammar.	Problem solving	Developing strategy for decoding unfamiliar language. Repair strategies.
Continuous Learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.	Teamwork	Working with other students in researching a theme related to speaking or writing, e.g. the structure of a speech, article, letter, leaflet or review.	Analysis	Understanding and separating a whole text into component parts. Analysing components of an argument.
Intellectual interest and curiosity	Undertaking self-directed research – pursuing a line of personal interest using a range of research methods, including information technology and wider knowledge sources.	Co-operation	Sharing resources such as own language skills and knowledge with other students in a project over time.	Reasoning/argumentation	Giving opinions and judgements with justification. Evaluate spoken and written information and make judgements on the basis of this information.

Work ethic/conscientiousness	
Initiative	Responding in a discussion or a writing task. Drawing on information and language reserves to maintain, develop and extend the conversation/the piece of writing. Selection of own visual materials upon which to base an oral activity.
Self-direction	Planning and carrying out research activity under own direction.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.
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.
Productivity	Writing continuously, fluently and relevantly to a high standard.
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 and tailoring a piece of written work to a specific form and purpose.

Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.
Empathy/perspective taking	Advocating the position of another in a piece of writing or in an oral presentation.
Negotiation	Debating a topic/ issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills.
Leadership	
Leadership	Leading others in a group activity to effectively develop learning.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.
Assertive communication	Chairing a debate, allowing representations and directing a discussion to a conclusion.

Interpretation	Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims. Select, organise and present relevant information clearly and logically using appropriate vocabulary and structures.
Decision Making	Evaluate information in a spoken or written text and compare it with information in the task to make correct choices considering the salient features which would form the basis of a correct response.
Adaptive learning	Adapting speech in a dialogue in response to speech of others. Adapting one's writing so that it is appropriate to a particular context. Adapting one's writing to an appropriate form or register. Responding to the unfamiliar in spoken and written texts by showing flexibility of thought and attitude.
Executive function	Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan.
Creativity	
Creativity	Creating meaning from a visual stimulus which could be interpreted in a number of ways. Narrating & describing in response to a visual or written prompt.
Innovation	Using spoken grammar and vocabulary to speak with some fluency on a subject of choice. Using written grammar and vocabulary to write with some fluency on a subject of choice.

Ethics	Producing work (spoken or written) with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic.
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.
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-presentation	Presenting a topic to class as a part of own assessment.
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