

Transferable Skills International GCSE Subject Mapping: Chinese

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
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	<p>Identification & recall of information.</p> <p>Organisation & selection of facts & ideas.</p> <p>Use of facts, rules & principles.</p> <p>Inferring meaning, drawing conclusions.</p> <p>Developing opinions, judgements or decisions.</p>	<p>AOs 1 and 3</p> <p>AOs 1, 2,3 and 4</p> <p>AOs 2 and 4</p> <p>AOs 1 and 3</p> <p>AOs 2 and 4</p>	<p>Various examples in papers</p> <p>e.g. P1 Q1, P3 Q1</p> <p>e.g. P1 Q2, P3 Q3 and 4</p> <p>P3 all parts, P2 Qs 6, 7 and 8</p> <p>P1 Q7, P3 Q5</p> <p>P3 all parts, P2 Q7</p>	<p>Yes</p> <p>Matching images to items of vocabulary or actual objects</p> <p>Note taking based on spoken or written stimulus</p> <p>Factual writing, for example on healthy eating</p> <p>Opinion giving / argumentative debate type writing, for example why you like (or don't like) the place you live</p> <p>Reading a text in the TL and answering more complex questions which require students to draw conclusions</p> <p>Pair work discussion in which students express and justify opinions</p>
Problem solving	<p>Developing strategy for decoding unfamiliar language.</p> <p>Repair strategies.</p>	<p>AO1 & AO3</p> <p>In all AOs</p>		<p>Yes. Thinking about the meaning and pronunciation of characters from component radicals.</p> <p>Practising 'guessing skills' based on what is likely, or by deducing the meaning of a compound word from its constituent characters.</p> <p>Responding to questions orally, which requires students to understand, i.e. decode what has been said</p>
Analysis	<p>Understanding and separating a whole text into component parts.</p>	<p>AO1, AO2, AO3</p>	<p>Various examples in papers, e.g. P2 Q8</p>	<p>Yes</p> <p>More complex reading comprehensions texts and spoken extracts</p> <p>Tasks matching a named person with a statement</p>

	Analysing components of an argument.		P1 Q7	Classifying and stating whether given arguments are in support of, or against, a particular stance
Reasoning/argumentation	Giving opinions and judgements with justification. Evaluate spoken and written information and make judgements on the basis of this information.	AO2 and AO4 AO1 and AO3	P3 all parts, P2 Qs 6 and 7 e.g. P1 Q6, P2 Q5	Yes Conversation in small groups where students give opinions; one to one conversation Listening comprehensions/reading comprehensions ranging from simple sentences to more lengthy and complex speech/texts using authentic materials
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.	AO1 and AO3	P1 all questions P2 Qs 1, 2, 3, 4 and 5	Yes Responding appropriately in English or the TL to spoken material Writing a brief report in English on an extract in the TL which could be either spoken or in writing Produce a piece of writing which is well structured and uses relevant 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.	AO1 and AO3	P1 Qs 1, 2, 3, 4, 5 and 6 P2 Qs 1, 2, 3 and 4	Yes Multiple choice responses with pictures or tick boxes based on spoken or written extracts Gap filling exercises, perhaps with suggested words to choose from
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.	AO4 AO2 AO2 AO 1 and AO3	P3 all parts P2 Q7 P2 Q7 P1 all questions P2 Qs 1, 2, 3, 4 and 5	Yes Conversation with native speaker/exchange student (if available), conversation with teacher Writing a postcard/e-mail to a penfriend Writing a more formal account of a holiday/a day at school
Executive function	Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan.		P2 Qs 6 and 7	Yes Preparing and giving a brief presentation using IT Recording a report or a conversation between students
Creativity				
Creativity	Creating meaning from a visual stimulus which could be interpreted in a number of ways.	AO2 and AO4 AO2 and AO4	P3 Part A, P2 Q7 (b) P3 Part A, P2 Q7 (b)	Yes Giving descriptions of pictures/photographs chosen by a student or teacher

	Narrating & describing in response to a visual or written prompt.			Students suggest what happened before/after a given picture Imaginative writing in the target language, such as writing about a party or a journey Role plays where students takes on roles other than themselves, e.g. an elderly gentleman wanting to join a gym
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.	AO4 AO3	P3 Part A P2 Q7 (a), (b) and (c)	Yes Giving a timed presentation. Students could be given a set, limited time to prepare this in class Brief or extended piece of writing using structures and appropriate vocabulary

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
Intrapersonal skills				
Intellectual openness				
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.	AO4 AO1 and AO3	P3 all parts P1 all questions P3 Qs 1, 2, 3, 4 and 5	Yes Role play activities requiring an element of negotiation or transaction Students are presented with an extract on a topic with which they may not be familiar.
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.	In exploring sub-topics such as “Relationships with family and friends”, “Environmental issues”, “The media” and “Information and communication technology”	P3 tasks B and C	Yes Students respond in writing to a text on the topic of social issues Students prepare a brochure/blog on a topic, with the topic being sub-divided into mini topics. Individual students assigned mini topics are responsible for producing their segment Students explore topics such as the environment or responsible tourism
Continuous learning	Planning and reflecting on one’s own learning in class - setting goals and meeting them in a continually developing fashion.	In the sub-topic “Education and employment” future goals and plans for learning could be reflected upon.		Yes Peer review with students regularly completing a questionnaire in pairs. The questionnaire also suggests targets, which students select and teachers then comment on Revising and editing pieces of written work using a computer to word-process them
Intellectual interest and curiosity	Undertaking self-directed research – pursuing a line of personal interest using	AO4	P3 Part A	Yes

	a range of research methods, including information technology and wider knowledge sources.		Prior selection of a sub-topic and an appropriate picture and preparation thereof	Students choose a sub-topic from the prescribed list and prepare a short PowerPoint slideshow on an aspect that relates to their own life
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.	AO2 and AO4	P2 Q7 P3 all parts P3 Part A	Yes Oral work: responding to questions and attempting extended replies
Self-direction	Planning and carrying out research activity under own direction.			Yes Preparing for and talking about one of the sub-topics, e.g. "Hobbies"
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.			Yes Reviewing written work which has been seen by the class teacher and taking action based on the teacher's comments on how 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.			Yes Students prepare for the picture discussion in Paper 3 over a period of time Redrafting written work, such as a 100-character piece, in the light of teacher comments
Productivity	Writing continuously, fluently and relevantly to a high standard.	AO2	Paper 2 Q7	Yes Students produce a piece of writing which is well structured and uses relevant vocabulary and structures
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.			Yes Students review teacher comments and incorporate suggestions in their written work Students are able to identify mistakes in a piece of writing, initially with the help of a checklist (e.g. "Can you find the 10 mistakes?") Students review each other's work, leading to them being able to review their own work
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.	In exploring sub-topics such as "Relationships with family and friends", "Environmental issues", "The media" and	P3 Tasks B and C	Yes In writing, when students respond to questions such as "Should young people help in the home?"

		"Information and communication technology"		
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.			Yes Producing written work which is not plagiarised
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.			Yes Students give a brief explanation (possibly in writing) of what they have tried to achieve in a written piece of work, e.g. "I have tried to use a couple of different phrases to express opinions in this piece of work."

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
Interpersonal skills				
Teamwork and collaboration				
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.	AO4 and AO2	P3 all parts P2 Qs 6 and 7	Yes Pair work with students asking each other questions, for example one being a famous personality and the other asking questions to find out who the person is Writing a text in response to a stimulus in the TL A student explains a grammar point to the rest of the class
Collaboration	Engaging in pair work or group discussion, or work designed to practise a skill and/or embed content, e.g. vocabulary or grammar.			Yes Working on a group presentation Completing a class activity such as a worksheet in pairs or small groups
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.			Yes Group project researching customs or food and drink in China
Cooperation	Sharing resources such as own language skills and knowledge with other students in a project over time.			Yes Students help each other produce a text

				Students help each other practise for the oral examination by asking and answering questions in pairs
Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.	Verbal: AO4	Verbal: P3 all parts	Yes Small group discussions; paired conversations
Empathy/perspective taking	Advocating the position of another in a piece of writing or in an oral presentation.			Yes Role plays where the student takes on a persona other than themselves Produce a piece of writing where students express a view other than one they may actually hold, e.g. "Why be a vegetarian?"
Negotiation	Debating a topic/ issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills.			Yes Role plays with an element of negotiation requiring students to come to an agreement, e.g. "What shall we do at the weekend?" or "Which holiday shall we go on?"
Leadership				
Leadership	Leading others in a group activity to effectively develop learning.			Yes Students lead on a project such as a presentation or production of a resource for the class
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.			Yes Preparing for and participating in a group presentation to the rest of the class Working as a group on a poster on a topic which must be completed by a set date
Assertive communication	Chairing a debate, allowing representations and directing a discussion to a conclusion.			Yes Mock TV/radio discussion with a panel where students take on roles and discuss an issue e.g. "Why wear school uniform?"
Self-presentation	Presenting a topic to class as a part of own assessment.			Yes Student gives a presentation – perhaps on a picture – in preparation for Paper 3 task. Other students can offer constructive advice