

Transferable Skills International GCSE Subject Mapping: Commerce

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	Using various commerce concepts and commercial data to synthesise the information to make judgements.	<p>Looking at the impact of the division of labour and advantages of specialisation in 1.1.4 and benefits of international trade in 1.7.1</p> <p>Looking at location decisions for retailers in 1.4.3 and ecommerce location factors in 1.6.3</p> <p>Looking at methods to improve sales turnover, profit margins and expenses – in 3.6.1 and in 4.4.2 – main methods of advertising, appropriate to different purposes and contexts</p> <p>1.7.5 difficulties facing exporters and 4.7.1 aids to exporters</p>	<p>SAM Paper 1, Question 1(h), synthesising given data on trading bloc with knowledge of trading blocs (1.7.4) and 2.3.1 trade protection</p> <p>SAM Paper 1, Question 2(g), synthesising given data to looks at impact of multinationals</p> <p>SAM Paper 1, Question 3(f), synthesising data and knowledge of types of retail 1.4.2 and 1.6 ecommerce</p> <p>SAM Paper 2, Question 2(g), synthesising work on sections 3.6.1 methods to improve sales turnover and 4.4.2 appropriate methods of advertising</p>	<p>Yes, through provision of data and discussion of how it relates to commercial concepts.</p> <p>Look at commerce concepts and test understanding of how different components relate to each other.</p>
Problem solving	Apply their understanding of theories and concepts of commerce and apply them to different contexts. Use mathematical formulas to solve problems related to commerce.	<p>1.7.3 calculate the balance of trade and the balance of payments from given figures</p> <p>2.3.2 calculation of exchange rates</p> <p>3.4.1 calculation of:</p> <ul style="list-style-type: none"> • gross profit • profit for the year (net profit) • mark-up 	<p>SAM Paper 1, Question 1(e)(iii), calculate balance of trade for Singapore</p> <p>SAM Paper 2, Question 1(e)(iii), calculate gross profit margin given data in Fyffes</p> <p>SAM Paper 2, Question 2(b), calculating ROCE</p>	<p>Yes, through providing practice calculations using data and then looking at the aspects they can improve.</p> <p>Practise looking at real data and relate them to different commercial concepts, offering feedback on their ideas.</p>

		<ul style="list-style-type: none"> • average inventory • inventory turnover <p>3.5.1 calculation of:</p> <ul style="list-style-type: none"> • gross profit margin • profit for the year (net profit) margin • expenses as a percentage of turnover • Return On Capital Employed (ROCE) <p>4.5.2 Complete different trade documents</p> <p>4.6.3 Calculations of cost associated with different forms of credit – interest</p>	SAM Paper 2, Question 4(a), completing trade documents	
Analysis	<p>Looking at commercial issues and offering developed responses that explore a perspective in detail.</p> <p>Consider commercial issues using supply and demand to help analyse likely outcomes.</p>	<p>1.1.4 impact of the division of labour on firms and workers</p> <p>1.2.1 advantages and disadvantages of each source of buying</p> <p>1.3.1 suitability/appropriateness of each ownership in given situations</p> <p>1.4.3 location factors for retail outlets</p> <p>1.4.6 reasons for the survival of small-scale retailers</p> <p>1.4.7 changes in the retail trade and their impact on businesses and individuals</p> <p>1.5.4 changes in wholesaling and the impact on manufacturers, retailers and consumers</p> <p>1.6.2 effects of ecommerce</p> <p>1.6.3 ecommerce location factors</p> <p>1.7.1 benefits of international trade</p> <p>1.7.4 the impact of trading blocs on countries and businesses</p> <p>1.7.6 the impact of multinational corporations/companies on host countries</p> <p>2.3.1 the impact of tariffs, quotas and trade restrictions</p>	<p>SAM Paper 1 1(h), analyse trading bloc</p> <p>SAM Paper 1 3(e), analyse impact of buyers</p> <p>SAM Paper 1 14(b) analyse location factors for retail.</p> <p>SAM Paper 2, Question 1(h), analyse transport methods</p> <p>SAM Paper 2, Question 3(e), analyse impact of changing customer preferences</p> <p>SAM Paper 2, Question 4(b), analyse crowdfunding</p>	<p>Look at reasons or factors and develop responses. Look at ways students can develop responses further.</p> <p>Students to identify and show their chain of reasoning to analyse impact of changes.</p>

		<p>2.3.2 the impact of appreciation and depreciation of currency on international trade</p> <p>2.4.1 the impact of bad debts on businesses and individuals</p> <p>3.6.1 improving commercial performance</p> <p>4.2.5 the efficiency of different forms of transport</p> <p>4.4.2 main methods of advertising and promotion, appropriate to different purposes and contexts</p> <p>4.6.2 appropriateness of different forms of credit</p>		
Reasoning/argumentation	Make deductions and draw conclusions from a variety of information sources/give reasons and arguments on both sides related to a commercial issue.	<p>1.1.4 impact of the division of labour on firms and workers</p> <p>1.2.1 advantages and disadvantages of each source of buying</p> <p>1.3.1 suitability/appropriateness of each ownership in given situations</p> <p>1.6.2 effects of ecommerce</p> <p>1.6.3 ecommerce location factors</p> <p>1.7.4 the impact of trading blocs on countries and businesses</p> <p>1.7.6 the impact of multinational corporations/companies on host countries</p> <p>2.3.1 the impact of tariffs, quotas and trade restrictions</p> <p>2.3.2 impact of appreciation and depreciation of currency on international trade</p> <p>3.6.1 methods to improve:</p> <ul style="list-style-type: none"> • sales turnover • purchasing costs • mark-up • profit margins • expenses • inventory turnover <p>4.2.5 the efficiency of different forms of transport</p>	<p>SAM Paper 1, Question 2(g), justify whether to support MNC or not</p> <p>SAM Paper 1, Question 3(f), justify new store or work with supermarket</p> <p>SAM Paper 1, Question 4(c), evaluate retail techniques</p> <p>SAM Paper 2, Question 2(g), justify advertising options</p> <p>SAM Paper 2, Question 3(f), justify sources of finance</p> <p>SAM Paper 2, Question 4(c), evaluate social media</p>	Look at commercial issues to see development of arguments for both advantages and disadvantages. Feedback on both sides of the argument is developed and reasoned, and conclusions are offered where necessary.

		4.4.2 main methods of advertising and promotion, appropriate to different purposes and contexts 4.6.2 appropriateness of different forms of credit in different situations		
Interpretation	Interpret commercial data to understand the meaning of that data.	4.5.3 interpret information from trade documents 1.7.3 use balance of trade data to determine if surplus or deficit 2.3.2 interpret exchange rate changes as appreciation or depreciation 3.4/3.5 measuring commercial performance	SAM Paper 1, Question 1(e)(i), (e)(iii) impact of exchange rate change and balance of trade SAM Paper 1, Question 2(b) interpreting data on mcommerce SAM Paper 1, Question 2(c), interpret data on own-label items and branding SAM Paper 1, Question 2(g), interpret data on IKEA SAM Paper 1, Question 3(e), interpret given data on Amazon and buyers SAM Paper 1, Question 3(f), interpret given data on Amazon Go and Morrisons SAM Paper 1, Question 4(c), interpret data on techniques SAM Paper 2, Question 1(h), interpret data on costs and time SAM Paper 2, Question 2(c), interpret data on stock exchange prices SAM Paper 2, Question 4(b), interpret information on crowdfunding	Look at data and written information and interpret what it shows.
Decision making	Evaluate data and commercial issues to draw conclusions, which are consistent with evidence.	1.1.4 impact of the division of labour on firms and workers 1.2.1 advantages and disadvantages of each source of buying 1.3.1 suitability/ appropriateness of each ownership in given situations 1.6.2 effects of ecommerce 1.6.3 ecommerce location factors 1.7.4 the impact of trading blocs on countries and businesses 1.7.6 the impact of multinational corporations/companies on host countries	SAM Paper 1, Question 2(g), justify whether to support MNC or not SAM Paper 1, Question 3(f), justify new store or work with supermarket SAM Paper 1, Question 4(c), evaluate retail techniques SAM Paper 2, Question 2(g), justify advertising options SAM Paper 2, Question 3(f), justify sources of finance SAM Paper 2, Question 4(c), evaluate social media	Attempt evaluate questions, encourage students to offer two viewpoints and to make decisions and conclusions, for example as to whether advantages or disadvantages are more significant. Attempt justify questions and be able to look at perspectives to draw conclusions.

		<p>2.3.1 the impact of tariffs, quotas and trade restrictions</p> <p>2.3.2 impact of appreciation and depreciation of currency on international trade</p> <p>3.1.1 methods to improve:</p> <ul style="list-style-type: none"> • sales turnover • purchasing costs • mark-up • profit margins • expenses • inventory turnover <p>4.2.5 the efficiency of different forms of transport</p> <p>4.4.2 main methods of advertising and promotion, appropriate to different purposes and contexts</p> <p>4.6.2 appropriateness of different forms of credit in different situations</p>		
Adaptive learning	Apply understanding of commercial issues in familiar situations and adapt these to use them in new and unfamiliar situations.	Most topics might provide data that is unfamiliar to encourage a response.	<p>SAM Paper 1, Question 1(e)(i), (e)(iii) unfamiliar data on exchange rate change and balance of trade</p> <p>SAM Paper 1, Question 2(b), interpreting unfamiliar data on mcommerce</p> <p>SAM Paper 1, Question 2(c), use unfamiliar data on own label items and branding</p> <p>SAM Paper 1, Question 2(g), use unfamiliar data on IKEA</p> <p>SAM Paper 1, Question 3(e), use given unfamiliar data on Amazon and buyers</p> <p>SAM Paper 1, Question 3(f), use unfamiliar data on Amazon Go and Morrisons</p> <p>SAM Paper 1, Question 4(c) interpret data on techniques</p> <p>SAM Paper 2, Question 1(h), use unfamiliar data on costs and time</p> <p>SAM Paper 2, Question 2(c), use unfamiliar data on stock exchange prices</p>	Use a range of data to encourage students to test their understanding against a range of unfamiliar data.

			SAM Paper 2, Question 4(b), interpret unfamiliar information on crowdfunding	
Executive function	Planning how to solve commercial problems, considering the process and impact of the plan and reviewing the likely outcome.	1.7.6 impact of multinational corporations/companies on host countries 2.3 trade 4.7 aids to exports	SAM Paper 1, Question 2(g), justify whether to support MNC or not SAM Paper 1, Question 3(f), justify new store or work with supermarket SAM Paper 1, Question 4(c), evaluate retail techniques SAM Paper 2, Question 2(g), justify advertising options SAM Paper 2, Question 3(f), justify sources of finance SAM Paper 2, Question 4(c), evaluate social media	In each case, look at an action, and its impact, and review the likely impact
Creativity				
Creativity	Applying existing knowledge of commercial concepts to situations set in an unfamiliar context.	Most topics might provide data that is unfamiliar to encourage a creative response.	SAM Paper 1, Question 1(e)(i), (e)(iii) unfamiliar data on exchange rate change and balance of trade SAM Paper 1, Question 2(b), interpreting unfamiliar data on m-commerce SAM Paper 1, Question 2(c), use unfamiliar data on own label items and branding SAM Paper 1, Question 2(g), use unfamiliar data on IKEA SAM Paper 1, Question 3(e), use given unfamiliar data on Amazon and buyers SAM Paper 1, Question 3(f), use unfamiliar data on Amazon Go and Morrisons SAM Paper 1, Question 4(c), interpret data on techniques SAM Paper 2, Question 1(h), use unfamiliar data on costs and time SAM Paper 2, Question 2(c), use unfamiliar data on stock exchange prices SAM Paper 2, Question 4(b), interpret unfamiliar information on crowdfunding	Give students commercial data and allow them to be creative in determining a policy response.

Innovation	Use a different or unexpected way to solve a commercial problem, particularly those using calculations. This may involve rearranging formulas.	<p>1.7.3 calculate the balance of trade and the balance of payments from given figures</p> <p>2.3.1 calculation of exchange rates</p> <p>3.4.1 calculation of:</p> <ul style="list-style-type: none"> gross profit profit for the year (net profit) mark-up average inventory inventory turnover <p>3.5.1 calculation of:</p> <ul style="list-style-type: none"> gross profit margin profit for the year (net profit) margin expenses as a percentage of turnover Return On Capital Employed (ROCE) <p>4.5.2 complete different trade documents</p> <p>4.6.3 calculations of cost associated with different forms of credit – interest</p>	<p>SAM Paper 1, Question 1(e)(iii), calculate balance of trade for Singapore</p> <p>SAM Paper 2, Question 1(e)(iii), calculate gross profit margin given data in Fyffes</p> <p>SAM Paper 2, Question 2(b), calculating ROCE</p> <p>SAM Paper 2, Question 4(a), completing trade documents</p>	Explore different ways to solve calculation questions and consider different ways that can be used to calculate.
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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	Ability to select and apply knowledge and understanding of Commerce to unseen and unfamiliar data.	Most topics might provide data that is unfamiliar to encourage a response.	<p>SAM Paper 1, Question 2(g), justify one of two options.</p> <p>SAM Paper 2, Question 4(b), analyse commercial scenario</p> <p>SAM Paper 2, Question 3(f), justify sources of finance</p> <p>SAM Paper 2, Question 4(c), evaluate social media</p>	When looking at data, explore students' understanding of different scenarios. For example, exploring logistics – ask students to consider changes to costs or warehousing conditions
Personal and social responsibility	Appreciate ethical issues relating to commercial issues.	<p>1.1.4 division of labour</p> <p>1.3.1 commercial enterprises</p>	SAM Paper 1, Question 3(e), analyse data on Amazon and buyers	Get students to look at issues related to topics with ethical considerations. Feedback focusing on how

		1.6.1 ecommerce 2.2.1 consumer protection legislation 3.4.1 commercial calculations	SAM Paper 1, Question 3(f), use unfamiliar data on Amazon Go and Morrisons SAM Paper 1, Question 4(c), interpret data on techniques	ethical issues can offer a viewpoint to achieve a higher score.
Continuous learning	Planning and reflecting on own learning – setting goals and meeting them regularly.			Students identify areas where they need extra help or practice. Re-teach or offer consultation on topics they want to master.
Intellectual interest and curiosity	Identifying their own commercial issue and exploring the causes, consequences and possible solutions.	Could be taken from any section of students' choice.		Students explore an area of interest, present findings and discuss with peers.
Work ethic/conscientiousness				
Initiative	Using knowledge of commerce independently (without guided learning), to further own understanding. Looking at real-world news stories in newspapers and online.	Throughout Paper 1 and Paper 2.		Look at real-world news stories in newspapers and online. Facilitate feedback from students on what they find out and then discuss.
Self-direction	Planning and carrying out commercial research under own direction.	Throughout Paper 1 and Paper 2.		Give research tasks to assess students' ability to self-direct and to ensure that they can interpret data and show what it means.
Responsibility	Taking responsibility for any errors or omissions in own work and creating a plan to improve.			Give feedback on any errors and omissions, and give students the chance to correct their mistakes.
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.			Give constructive feedback on work, advising on ways to improve performance.
Productivity	Develop a fluency in technical commerce terms and in using theory and language in various circumstances.	Coverage is throughout rather than in specific content.	Throughout	Test understanding of key terminology. Put terms on the board and ask students to define or give them definitions and ask them to identify the key term. Could be adapted to be played as a bingo-style game.
Work ethic/conscientiousness				
Self-regulation (metacognition, forethought, reflection)	Developing and refining a strategy over time for applications of commerce to different contexts, reflecting on the success or otherwise of the strategy.	1.7.6 the impact of multinational corporations/companies on host countries 2.3.1 the impact of tariffs, quotas and trade restrictions 2.3.2 impact of appreciation and depreciation of currency on international trade	SAM Paper 1, Question 1(e)(iii), calculation SAM Paper 2, Question 1(e)(iii), calculation SAM Paper 1, Question 4(c), evaluate retail techniques SAM Paper 2, Question 2(g), justify advertising options	Look at types of questions and what success looks like, get students to reflect on how they can improve.

		3.6.1 methods to improve sales turnover, purchasing cost mark-up, profit margin, expenses, inventory turnover 4.2.5 the efficiency of different forms of transport 4.4.2 main methods of advertising and promotion, appropriate to different purposes and contexts		
Ethics	Appreciating ethical issues relating to commercial activity.	1.3 commercial enterprises 1.6 ecommerce 1.7.4 trading blocs 2.2 consumer protection legislation 3.3.3 sources of finance	SAM Paper 1, Question 1(h), trading blocs SAM Paper 2, Question 4(b), analyse crowdfunding	Get students to look at issues related to topics with ethical considerations. To achieve a higher score, feedback focusing on how ethical issues can offer a viewpoint.
Integrity	Taking ownership for own work and willingly respond to questions and challenges.			Offer questions and challenges in feedback.
Positive core self-evaluation				
Self-monitoring/ self-evaluation/ self-reinforcement	Planning and reviewing own work as a matter of habit.			Yes

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	Able to communicate a commerce concept to others verbally or in a written form. Answer questions on the issue.			In-group discussion, team activities and presentations.
Collaboration	In a group, peer review the work of others, to offer supportive feedback on strengths and weaknesses in the work.			Work in teams on research projects and on building presentations.
Teamwork	Working with others in exploring issues involving commerce and commercial activity.			Work in teams on research projects and on building presentations.

				To show the benefits of division of labour, get students to work on their own and then in a team, and then reflect on it.
Co-operation	Sharing own resources and own learning techniques with other students.			Encourage students to share ideas and work. Offer constructive feedback, including identifying strengths and weaknesses in their work.
Interpersonal skills	Using verbal and non-verbal communication skills in discussing issues involving commerce and commercial issues.			Give students opportunities to plan responses to questions and for teamwork activities.
Empathy/perspective taking	In looking at a commercial issue, members of the team take on either perspective of an argument.			Group work looking at commercial issues. Get students to debate issues from different perspectives.
Negotiation	Working in a team, individual members negotiate the aspects of a commercial issue. Each person will research or present their ideas or viewpoint.			Plan and distribute roles in activity.
Leadership				
Leadership	Leading a group in researching and presenting on a commerce issue.			Ensure that groups are selected over time that allow all to take a lead role at one stage. Pick topics on strength when students take on their leadership role.
Responsibility	Taking responsibility to ensure that, in a group exercise, all contribute and a final outcome is produced.			In-team and group activity.
Assertive communication	Chairing a debate, allowing two sides to argue from different perspectives on a commerce issue.			An opportunity for students to chair a discussion in a smaller group, and in whole-class debates.
Self-presentation	Presenting on a commerce issue or idea to an audience.			Give students activities which ensure that they can share and present their ideas, and respond to questions.