

Transferable skills subject interpretation for the Pearson Edexcel International GCSE (9-1) in Economics

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 Economics.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Ability to select and apply knowledge and understanding of economics to unseen and unfamiliar data.	Communication	Able to communicate an Economic concept to others verbally or in written forms. Answer questions on the issue.	Critical thinking	Using various economic concepts and economic data to synthesise the information to make judgements.
Personal and social responsibility	Appreciate ethical issues relating to economic issues.	Collaboration	Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.	Problem solving	Apply their understanding of theories and concepts of Economics and apply them to different contexts. Use mathematical formulas to solve problems related to economics.
Continuous Learning	Planning and reflecting on own learning-setting goals and meeting them regularly.	Teamwork	Working with others in exploring economic issues.	Analysis	Looking at economic issues and offering developed responses that explore in detail a perspective. Consider economic issues using supply and demand to help analyse likely outcomes.
Intellectual interest and curiosity	Identifying their own economic issue and exploring the causes, consequences and possible solutions.	Co-operation	Sharing own resources and own learning techniques with other students.	Reasoning/argumentation	Give reasons and arguments on both sides related to an economic issue.
Work ethic/conscientiousness		Interpersonal skills	Using verbal and non-verbal communication skills in discussing economic issues.	Interpretation	Interpret economic data to understand the meaning of that data.
Initiative	Using economic knowledge, independently (without guided learning), to further own understanding. Looking at real world stories in newspapers, on news and online.	Empathy/perspective taking	In looking at an Economic issue members of the team take on either perspective of an argument.	Decision Making	Evaluate data and economic issues to draw conclusions, which are consistent with evidence.
Self-direction	Planning and carrying out economic research under own direction.	Negotiation	Working within a team negotiate the aspects of an economic issue each person will research or present on.	Adaptive learning	Apply understanding of economic issues in familiar situations and adapt these to use them in new and unfamiliar situations

Responsibility	Taking responsibility for any errors or omissions in own work and creating a plan to improve.
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.
Productivity	Develop a fluency in technical economic terms and in using the supply and demand model in various circumstances.
Self-regulation (metacognition, forethought, reflection)	Developing and refining a strategy over time for applications of economics, to different micro and macro contexts reflecting on the success or otherwise of the strategy.
Ethics	Appreciate ethical issues relating to economic issues.
Integrity	Taking ownership for own work and willingly responds to questions and challenges.
Positive Core Self Evaluation	
Self-monitoring/self-evaluation/self-reinforcement	Planning and reviewing own work as a matter of habit.

Leadership	
Leadership	Leading a group in researching and presenting on an Economic issue.
Responsibility	Taking responsibility to ensure that in a group exercise all contribute and a final outcome is produced.
Assertive communication	Chairing a debate allowing two sides to argue from different perspectives on an Economic issue.
Self-presentation	Presenting on an Economic issue or idea to an audience.

Executive function	Planning how to solve economic problems, considering the process and impact of the plan and reviewing the likely outcome.
Creativity	
Creativity	Apply existing knowledge of economic concepts to situations set in an unfamiliar context.
Innovation	Use a different or unexpected way to solve an economic problem, particularly those using calculations. This may involve rearranging formulas.