

Transferable Skills International GCSE Subject Mapping: 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.

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 economic concepts and economic data to synthesise the information to make judgements.	<p>Looking at Economic growth from different perspectives e.g. in 1.3.1 PPF diagram and economic growth and 2.3.1 Diagram to show economic cycle.</p> <p>Looking at impact of economic activity on the environment in 2.3.1 impact of economic growth on the environment and 1.3.6 external costs of production.</p> <p>Looking at trade offs at micro level 1.3.1 Opportunity costs and macro level in 2.3.3 trade-offs between macroeconomic objectives.</p> <p>1.3.3 Using real world data on changes in quantity demanded or supplied and changes in income, price or price of other goods to determine and interpret elasticities of demand and supply.</p> <p>1.3.5 the mixed economy and 1.4.6 government intervention and 2.3.2 government policies (fiscal, monetary, supply-side and government controls).</p>	<p>SAM paper 1 question 1i) synthesising given data on sugary drinks, information on external costs and government policy.</p> <p>SAM paper 1 question 2a/ 2b) synthesising given data to determine equilibrium price, excess demand and supply.</p> <p>SAM paper 1 question 2cii) synthesising data and knowledge of elasticity to calculate PED.</p> <p>SAM paper 1 question 2g) synthesising data on minimum wage in Bangladesh with economic concepts.</p> <p>SAM paper 1 question 3b) synthesising data in income and price elasticity of demand and interpreting of elasticities.</p> <p>SAM paper 1 question 3e) synthesising data on a merger with the economic concept of economies of scale and diseconomies of scale.</p> <p>SAM paper 1 question 4b/ 4c) data given on external costs of clothing production and understanding of both external costs and policy.</p>	<p>Yes through provision of data and discussion of how it relates to economic concepts.</p> <p>Looking at Economic concepts and testing students understanding of how different component relate to each other.</p>

			<p>SAM paper 2 question 1e) synthesising data on exchange rates with knowledge of exchange rates.</p> <p>SAM paper 2 question 2g) synthesising information on relative poverty in the UK and policies to reduce poverty.</p> <p>SAM paper 2 question 3e) synthesising information on regional unemployment and economic understanding of supply side policies.</p> <p>SAM paper 2 question 4c) synthesis of data on FDI and understanding of the impact of FDI.</p>	
Problem solving	<p>Apply their understanding of theories and concepts of Economics and apply them to different contexts.</p> <p>Use mathematical formulas to solve problems related to economics.</p>	<p>1.3.3 calculate excess demand and excess supply.</p> <p>1.3.4 calculate elasticities using formulas- PED, PES and YED.</p> <p>1.4.3 use formula to calculate revenue, costs and profit.</p> <p>2.4.3 calculations relating to exchange rates.</p>	<p>SAM paper 1 question 1b) calculate total revenue.</p> <p>SAM paper 1 question 1f) calculate profit.</p> <p>SAM paper 1 question 2a/2b) calculate equilibrium price and excess demand.</p> <p>SAM paper 1 question 2cii) calculate PED.</p> <p>SAM paper 1 question 4a) calculate percentage change in employment.</p> <p>SAM paper 2 question 1e) calculating using exchange rates.</p> <p>SAM paper 2 question 4a) calculating the percentage increase in GDP.</p>	<p>Yes through providing practice calculations using data and then look at aspects they can improve upon.</p> <p>Practice looking at real data and relating them to different Economic concepts offering feedback on their ideas.</p>
Analysis	<p>Looking at economic issues and offering developed responses that explore in detail a perspective.</p> <p>Consider economic issues using supply and demand to help analyse likely outcomes.</p>	<p>1.3.2 reasons consumers and firms may not maximise benefit.</p> <p>1.3.3 demand, supply and market equilibrium.</p> <p>1.3.4 factors that influence elasticities.</p> <p>1.3.6 externalities.</p> <p>1.4.2 factors affecting productivity.</p> <p>1.4.3 analyse types of economies and diseconomies of scale.</p> <p>1.4.4 factors influencing growth of firms and reasons firms stay small.</p>	<p>SAM paper 1 question 1e) analyse the impact of the introduction of an indirect tax.</p> <p>SAM paper 1 question 3d) analyse the impact of increased spending on education and training.</p> <p>SAM paper 1 question 4b) analyse the external costs in clothes production.</p> <p>SAM paper 2 question 1h) analyse how fiscal policy stimulates growth.</p>	<p>Look at reasons or factors and develop responses. Look at ways students can further develop responses.</p> <p>Use supply and demand to look at the impact of changes. Look at accuracy of diagrams and of written responses to support.</p>

		<p>1.4.5 factors influencing demand and supply of labour including labour market diagrams.</p> <p>2.3.1 limitations of GDP measuring growth and impact of economic growth, inflation, unemployment, current account deficits, also reasons for deficits.</p> <p>2.3.2 impact of fiscal deficits, fiscal surplus. Impact of fiscal policy, monetary policy and supply side policy.</p> <p>2.4.1 reasons for globalisation, impact of globalisation, reasons for FDI.</p> <p>2.4.2 reasons for protection.</p> <p>2.4.3 factors affecting exchange rates, impact of appreciation and depreciation.</p>	<p>SAM paper 2 question 3d) analyse the impact of appreciation on current account.</p> <p>SAM paper 2 question 4b) analyse why higher tariffs might be used.</p>	
Reasoning/argumentation	Give reasons and arguments on both sides related to an economic issue.	<p>1.3.5 effects of privatisation.</p> <p>1.4.2 advantages and disadvantages of division of labour.</p> <p>1.4.4 advantages and disadvantages of competition, advantages and disadvantages of large firms and small firms, advantages and disadvantages of monopoly, advantages and disadvantages of oligopoly.</p> <p>1.4.5 impact of trade union activity.</p> <p>1.4.6 advantages and disadvantages of each government intervention.</p> <p>2.3.1 impact of economic growth, inflation, unemployment, current account deficits.</p> <p>2.3.2 impact of fiscal policy, monetary policy, supply side policy and government controls.</p> <p>2.4.1 impact of globalisation, advantages and disadvantages of MNC and FDI.</p> <p>2.4.2 advantages and disadvantages of free trade, advantages and disadvantages of tariffs, quotas and subsidies.</p> <p>2.4.3 impact of appreciation and depreciation.</p>	<p>SAM paper 1 question 2g) assess increase in minimum wage.</p> <p>SAM paper 1 question 3e) assess merger.</p> <p>SAM paper 1 question 4c) evaluate the impact of government policy to reduce external costs.</p> <p>SAM paper 2 question 2g) assess policy to reduce relative poverty.</p> <p>SAM paper 2 question 3e) assess effectiveness of supply side policies.</p> <p>SAM paper 2 question 4c) evaluate the impact of FDI.</p>	Look at economic issues and look to see development of arguments for both advantages and disadvantages. Feedback to ensure both sides are developed and reasoned conclusions offered where necessary.

<p>Interpretation</p>	<p>Interpret economic data to understand the meaning of that data.</p>	<p>1.3.4 interpret price elasticity of demand, price elasticity of supply and income elasticity of demand.</p> <p>2.3.1 interpret what is happening at each stage of economic cycle, interpret data on economic growth, inflation, unemployment, current account of balance of payment.</p>	<p>SAM Paper 1 question 3b) interpret data on price elasticity of demand and income elasticity of demand.</p> <p>SAM Paper 1 question 4b/4c) interpret data on external costs.</p> <p>SAM Paper 2 question 3d) interpret exchange rates.</p> <p>SAM Paper 2 question 3e) interpret regional unemployment data.</p> <p>SAM Paper 2 question 4b) interpret data on tariffs.</p> <p>SAM Paper 2 question 4c) interpret data on FDI.</p>	<p>Look at data and diagrams and interpret what it shows.</p> <p>For example, look at data on inflation and ensure they know when there is inflation, deflation and disinflation.</p>
<p>Decision making</p>	<p>Evaluate data and economic issues to draw conclusions, which are consistent with evidence.</p>	<p>1.4.2 advantages and disadvantages of division of labour.</p> <p>1.4.4 advantages and disadvantages of competition, advantages and disadvantages of large firms and small firms, advantages and disadvantages of monopoly, advantages and disadvantages of oligopoly.</p> <p>1.4.6 advantages and disadvantages of each government intervention.</p> <p>2.3.2 impact of fiscal policy, monetary policy, supply side policy and government controls.</p> <p>2.4.1 advantages and disadvantages of MNC and FDI.</p> <p>2.4.2 advantages and disadvantages of free trade, advantages and disadvantages of tariffs, quotas and subsidies.</p>	<p>SAM paper 1 question 4c) evaluate the impact of government policy to reduce external costs.</p> <p>SAM paper 2 question 4c) evaluate the impact of FDI.</p>	<p>Attempt evaluate questions and encourage students to offer two viewpoints and to make decisions and conclusions for example as to whether advantages or disadvantages are more significant.</p>

Adaptive learning	Apply understanding of economic 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 2g) assess increase in minimum wage.</p> <p>SAM paper 1 question 3e) assess merger.</p> <p>SAM paper 1 question 4c) evaluate the impact of government policy to reduce external costs.</p> <p>SAM paper 2 question 2g) assess policy to reduce relative poverty.</p> <p>SAM paper 2 question 3e) assess effectiveness of supply side policies.</p> <p>SAM paper 2 question 4c) evaluate the impact of FDI.</p>	Use a range of data to encourage learners to test their understanding against a range of unfamiliar data.
Executive function	Planning how to solve economic problems, considering the process and impact of the plan and reviewing the likely outcome.	<p>1.4.6 Government intervention- policy to deal with externalities, regulation of competition, labour market.</p> <p>2.3.1 government intervention to protect the environment, government intervention to reduce poverty and inequality.</p> <p>2.3.2 government policies, fiscal policy, monetary policy, supply side policy and government controls.</p>	<p>SAM paper 1 question 1i) indirect tax.</p> <p>SAM paper 1 question 2g) question minimum wage.</p> <p>SAM paper 1 Question 3d) education and training on the quality of labour.</p> <p>SAM paper 1 question 4c) policy to reduce external costs.</p> <p>SAM paper 2 question 2g) policy to reduce relative poverty.</p> <p>SAM paper 2 question 4b) supply side policies.</p> <p>SAM paper 2 question 3e) policy on tariffs.</p>	
Creativity				
Creativity	Apply existing knowledge of economic concepts to situations set in an unfamiliar context.	Most topics might provide data that is unfamiliar to encourage a creative response.	<p>SAM paper 1 question 2g) assess increase in minimum wage.</p> <p>SAM paper 1 question 3e) assess merger.</p> <p>SAM paper 1 question 4c) evaluate the impact of government policy to reduce external costs.</p> <p>SAM paper 2 question 2g) assess policy to reduce relative poverty.</p>	Give learners economic data and allow them to be creative in determining a policy response.

			SAM paper 2 question 3e) assess effectiveness of supply side policies. SAM paper 2 question 4c) evaluate the impact of FDI.	
Innovation	Use a different or unexpected way to solve an economic problem, particularly those using calculations. This may involve rearranging formulas.	1.3.3 calculate excess demand and excess supply. 1.3.4 calculate elasticities using formulas- PED, PES and YED. 1.4.3 use formula to calculate revenue, costs and profit. 2.4.3 calculations relating to exchange rates.	SAM paper 1 question 1b) calculate total revenue. SAM paper 1 question 1f) calculate profit. SAM paper 1 question 2a/2b) calculate equilibrium price and excess demand. SAM paper 1 question 2cii) calculate PED. SAM paper 1 question 4a) calculate percentage change in employment. SAM paper 2 question 1e) calculating using exchange rates. SAM paper 2 question 4a) calculating the percentage increase in GDP.	Explore different ways to solve calculation questions and consider different ways that can be used to calculate.

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 Economics to unseen and unfamiliar data.	Most topics might provide data that is unfamiliar to encourage a response.	SAM paper 1 question 2g) assess increase in minimum wage. SAM paper 1 question 3e) assess merger. SAM paper 1 question 4c) evaluate the impact of government policy to reduce external costs. SAM paper 2 question 2g) assess policy to reduce relative poverty. SAM paper 2 question 3e) assess effectiveness of supply side policies. SAM paper 2 question 4c) evaluate the impact of FDI.	When looking at data explore understanding of different scenarios. For example exploring inflation get them to consider when inflation, deflation and disinflation takes place.

Personal and social responsibility	Appreciate ethical issues relating to economic issues.	<p>1.3.4 The significance of price and income elasticities of demand to businesses and the government.</p> <p>1.3.5 the mixed economy- including inefficiency and why governments need to intervene.</p> <p>1.3.6 externalities- external costs and benefits.</p> <p>1.4.4 business competition-impact of monopoly/ oligopoly.</p> <p>1.4.5 labour market- issues relating to migration, participation and trade unions.</p> <p>1.4.6 government policy to deal with externalities, labour market and competition.</p> <p>2.3.1 impact of growth on environment, impact of unemployment, protection of the environment, redistribution of income and poverty.</p> <p>2.4.1 impact of globalisation- closing of industries and environmental impact, advantages and disadvantages of FDI.</p> <p>2.4.2 reasons for protection- protect from dumping, infant industries, protect employment, protect consumers from unsafe products.</p>	<p>SAM paper 1 question 1h) subsidies to support farmers.</p> <p>SAM paper 1 question 1i) indirect tax on sugary drinks.</p> <p>SAM paper 1 question 2g) minimum wages.</p> <p>SAM paper 1 question 4b/4c external costs of clothing production.</p>	Get students to look at issues related to topics with ethical considerations. Feedback focusing on how 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.			<p>Yes</p> <p>Students identify areas where they need extra help or practice. Reteach or offer therapy on topics they want to master.</p>
Intellectual interest and curiosity	Identifying their own economic issue and exploring the causes, consequences and possible solutions.	Could be taken from any section of students choice.		Students explore an area of interest and present findings and discuss with peers.
Work ethic/conscientiousness				
Initiative	Using economic knowledge, independently (without guided learning), to further own understanding. Looking at real world stories in newspapers, on news and online.	Throughout unit 1 and unit 2.		Looking at real world stories in newspapers, on news and online. Facilitating feedback from students on what they find out and discussing.
Self-direction	Planning and carrying out economic research under own direction.	Throughout unit 1 and unit 2.		Give research tasks to assess their ability to self-direct but also to ensure 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.			Feedback on any errors and omissions given students the chance to correct mistakes.
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.			Give feedback in work that is constructive advising on ways to improve performance.
Productivity	Develop a fluency in technical economic terms and in using the supply and demand model in various circumstances.	Throughout but particularly: 1.3.3 Demand, supply and market equilibrium.	Throughout.	Test understanding of key terminology. Put terms on the board and get them to define or give definitions and get them to identify the key term. Could be adapted to played as a bingo style game. Get students to construct diagrams and get others to critique for accuracy on labels, shifts and equilibria.
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.			Looking at types of questions and what success looks like and getting them to reflect on how to improve.
Ethics	Appreciate ethical issues relating to economic issues.	1.3.4 The significance of price and income elasticities of demand to businesses and the government. 1.3.5 the mixed economy- including inefficiency and why governments need to intervene. 1.3.6 externalities- external costs and benefits. 1.4.4 business competition-impact of monopoly/ oligopoly. 1.4.5 labour market- issues relating to migration, participation and trade unions. 1.4.6 government policy to deal with externalities, labour market and competition. 2.3.1 impact of growth on environment, impact of unemployment, protection of the environment, redistribution of income and poverty. 2.4.1 impact of globalisation- closing of industries and environmental impact, advantages and disadvantages of FDI. 2.4.2 reasons for protection- protect from dumping, infant industries, protect employment, protect consumers from unsafe products.	SAM paper 1 question 1h) subsidies to support farmers. SAM paper 1 question 1i) indirect tax on sugary drinks. SAM paper 1 question 2g) minimum wages. SAM paper 1 question 4b/4c external costs of clothing production.	Get students to look at issues related to topics with ethical considerations. Feedback focusing on how ethical issues can offer a viewpoint to achieve a higher score.

Integrity	Taking ownership for own work and willingly responds 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.			Give learners the opportunity to monitor their understanding of topics. Get them to evaluate the strengths and weaknesses in practice tests.

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 an Economic concept to others verbally or in written forms. Answer questions on the issue.			In group discussion, team activities and presentations.
Collaboration	Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.			Working within teams on research projects and in building presentations
Teamwork	Working with others in exploring economic issues.			Working within teams on research projects and in building presentations. For specialisation getting them to work on own then in team to show benefits of division of labour and then reflecting on this.
Co-operation	Sharing own resources and own learning techniques with other students.			Encouraging students to share ideas and work. Offer constructive feedback including identifying strengths and weaknesses in work.
Interpersonal skills	Using verbal and non-verbal communication skills in discussing economic issues.			Give opportunities to plan responses to questions and for team work activities.
Empathy/perspective taking	In looking at an Economic issue members of the team take on either perspective of an argument.			Group work looking at economic issues, Getting them to debate issues from different perspectives.
Negotiation	Working within a team negotiate the aspects of an economic issue each person will research or present on.			Planning and distributing roles in activity.

Leadership				
Leadership	Leading a group in researching and presenting on an Economic issue.			Ensuring that groups are selected over time that allow all to take a lead role at one stage. Especially picking topics on strength when they 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 an Economic issue.			Opportunity for students to chair discussion in smaller group and some in whole class debates.
Self-presentation	Presenting on an Economic issue or idea to an audience.			Giving activities that ensure students can share and present their ideas and respond to questions.