

Transferable Skills International GCSE Subject Mapping: English as a Second Language (ESL)

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	Developing a critical perspective on a written/spoken extract to engage with meaning, task and context.	AO1/AO2/AO3	Parts 1, 2 and 3 Reading Part 6 Writing Parts 1, 2, 3 and 4 Listening	Yes
Problem solving	Reading/listening to instructions (in the form of rubric) in order to successfully address the needs of a given task.	AO1/AO2/AO3/AO4	Parts 1, 2 and 3 Reading Parts 4, 5 and 6 Writing Parts 1, 2, 3 and 4 Listening Parts 1, 2 and 3 Speaking (if taken)	Yes
Analysis	Analysing a written/spoken extract to establish how the writer/speaker uses grammar and syntax to portray meaning.	AO1/AO2	Parts 1, 2 and 3 Reading Part 6 Writing Parts 1, 2, 3 and 4 Listening	Yes
Reasoning/argumentation	Being able to give reasons for holding an opinion on a topic in response to written/spoken prompts.	AO2/AO4	Part 5 Writing Part 3 Speaking (if taken)	Yes
Interpretation	Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.	AO1/AO2/AO3	Parts 1, 2 and 3 Reading Part 6 Writing Parts 1, 2, 3 and 4 Listening	Yes
Decision making	Comparing two or more written/spoken extracts and deciding which one best fits a given context.	AO1/AO3	Part 1 Reading Part 1 Listening	Yes
Adaptive learning	Adapting one's writing so that it is an appropriate response to the writing of another. Adapting one's speech in a dialogue in response to the speech of others.	AO2/AO4	Parts 4, 5 and 6 Writing Parts 1 and 3 Speaking (if taken)	Yes
Executive function	Carrying out a planned activity for example planning a written/spoken response and carrying it out to meet the plan.	AO2/AO4	Parts 4, 5 and 6 Writing Part 2 Speaking (if taken)	Yes
Creativity				

Creativity	Creating meaning from a text one has read, which could be interpreted in a number of ways. Creating a short written/spoken piece from a written/spoken prompt.	AO1/AO2/AO4	Parts 2 and 3 Reading Parts 4 and 5 Writing Part 2 Speaking (if taken)	Yes
Innovation	Using literacy devices and techniques to create a novel piece of written English. Using spoken grammar and vocabulary to speak with some fluency on a given subject.	AO2/AO4	Parts 4, 5 and 6 Writing Parts 1, 2 and 3 Speaking (if taken)	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
Intrapersonal skills				
Intellectual openness				
Adaptability	Being able to respond to an unseen text adapting own abstract concepts to decode and understand the text. Being able to adapt speech to meet unexpected requirements.	AO1/AO2/AO4	Parts 1, 2 and 3 Reading Part 6 Writing Parts 1, 2 and 3 Speaking (if taken)	Yes
Personal and social responsibility	Using written or spoken language to undertake a specific task for which one is accountable.	AO2/AO4	Parts 4, 5 and 6 Writing Part 2 Speaking (if taken)	Yes
Continuous learning	Planning and reflecting on own class learning-setting goals and meeting them in a continuous fashion.			Yes
Intellectual interest and curiosity	Undertaking a research task which is self-directed – the hypothesis is created by the student and the student chooses the texts to study.			Yes
Work ethic/conscientiousness				
Initiative	Responding in a speaking task drawing on unusual or tangential material, helping to reach a solution or move the conversation forward.	AO4	Part 3 Speaking (if taken)	Yes
Self-direction	Planning and carrying out research activity under own direction.			Yes
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.			Yes
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.			Yes
Productivity	Writing continuously and fluently and to a high standard.	AO2	Parts 4, 5 and 6 Writing	Yes
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time for solving a problem, e.g. creating and tailoring a piece of written work to a specific form and purpose, reflecting on the success or otherwise of the work.			Yes
Ethics	Producing output with a specific moral purpose for which one is accountable.			Yes
Integrity	Taking ownership for own work and willingly responding to questions and challenges.			Yes
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Plan, do and review own work as a matter of habit-employing an autodidactic approach and self-motivation.			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	Undertaking a speaking task involving dialogue/ or undertaking a writing task- when the student responds to prompts from another.	AO2/AO4	Parts 4, 5 and 6 Writing Parts 1 and 3 Speaking (if taken)	Yes
Collaboration	Partaking in group conversation designed to solve a problem.			Yes
Teamwork	Working with other students in researching a theme related to writing- i.e. the structure of a text.			Yes
Co-operation	Sharing resources and own research with other students in a research project over time.			Yes
Interpersonal skills	Using verbal and non-verbal communication skills in a dialogue.	AO4	Parts 1 and 3 Speaking (if taken)	Yes
Empathy/perspective taking	Advocating the position of another in a verbal/written presentation.			Yes
Negotiation	Debating an issue attempting to reach common conclusions with others, compromising where appropriate using negotiation skills.			Yes
Leadership				
Leadership	Chairing a debate, allowing representations and directing the conversation to a conclusion.			Yes
Responsibility	Taking responsibility for a group project timeline and delivery.			Yes
Assertive communication	Chairing a debate, directing the conversation to a conclusion and addressing conflicting viewpoints.			Yes
Self-presentation	Presenting ideas on a topic in a given time.	AO4	Part 2 Speaking (if taken)	Yes