

## Transferable skills subject interpretation for the Pearson Edexcel International GCSE in English as a Second Language (9-1)

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 this International GCSE.

<b>Intrapersonal skills</b>		<b>Interpersonal skills</b>		<b>Cognitive skills</b>	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
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.	Communication	Undertaking a speaking task involving dialogue/ or undertaking a writing task- when the student responds to prompts from another.	Critical thinking	Developing a critical perspective on a written/spoken extract to engage with meaning, task and context.
Personal and social responsibility	Using written or spoken language to undertake a specific task for which one is accountable.	Collaboration	Partaking in group conversation designed to solve a problem.	Problem solving	Reading/listening to instructions (in the form of rubric) in order to successfully address the needs of a given task.
Continuous Learning	Planning and reflecting on own class learning- setting goals and meeting them in a continuous fashion.	Teamwork	Working with other students in researching a theme related to writing- i.e. the structure of a text.	Analysis	Analysing a written/spoken extract to establish how the writer/speaker uses grammar and syntax to portray meaning.
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.	Co-operation	Sharing resources and own research with other students in a research project over time.	Reasoning/argumentation	Being able to give reasons for holding an opinion on a topic in response to written/spoken prompts.
Work ethic/conscientiousness		Interpersonal skills	Using verbal and non-verbal communication skills in a dialogue.	Interpretation	Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.
Initiative	Responding in a speaking task drawing on unusual or tangential material, helping to reach a solution or move the conversation forward.	Advocating the position of another in a verbal/written presentation.	Advocating the position of another in a piece of writing or in an oral presentation.	Decision Making	Comparing two or more written/spoken extracts and deciding which one best fits a given context.
Self-direction	Planning and carrying out research activity under own direction.	Negotiation	Debating an issue attempting to reach common conclusions with others, compromising where appropriate using negotiation skills.	Adaptive learning	Adapting one's writing so that it is an appropriate response to the writing of another. Adapting one's

Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.
Perseverance	Actively seeking new ways to continue and improve own learning despite setbacks.
Productivity	Writing continuously and fluently and to a high standard.
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.
Ethics	Producing output with a specific moral purpose for which one is accountable.
Integrity	Taking ownership for own work and willingly responding to questions and challenges.
<b>Positive Core Self Evaluation</b>	
Self-monitoring/self-evaluation/self-reinforcement	Plan, do and review own work as a matter of habit- employing an autodidactic approach and self-motivation.

<b>Leadership</b>	
Leadership	Chairing a debate, allowing representations and directing the conversation to a conclusion.
Responsibility	Taking responsibility for a group project timeline and delivery.
Assertive communication	Chairing a debate, directing the conversation to a conclusion and addressing conflicting viewpoints.
Self-presentation	Presenting ideas on a topic in a given time.

	speech in a dialogue in response to the speech of others.
Executive function	Carrying out a planned activity for example planning a written/spoken response and carrying it out to meet the plan.
<b>Creativity</b>	
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.
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.