

Transferable Skills International GCSE Subject Mapping: English Language A & B

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 (Specification A)	Examples of where the skill is explicitly assessed in examination (Specification B)	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 text by analysing the way the writer uses language, structure and form to achieve effects.	AO1/AO2	Paper 1 Question 4	Question 6	
Problem solving	Writing a text to solve a problem, for example in response to a specific context	AO4/AO5	Paper 1 question 6	Question 8	Yes
Analysis	Analysing a text for examples of language (including grammar and syntax) and tone and how they serve to further the aims or elucidate the methods and craft of the writer.	AO1/AO2	paper 2 question 1	Question 3	
Reasoning/argumentation	Constructing a reasoned argument for why a writer presents an issue in a particular way to serve the interests of his or her point of view.	AO1/AO2	Paper 1 Question 4	Question 6	
Interpretation	Decoding a new text or speech and identifying and understanding explicit or implicit meaning and authorial aims.	AO1/AO2	Paper 1 Questions 1 and 2	Questions 1 and 2	
Decision making	Comparing two texts, making a choice as to the salient features which form the basis of comparison.	AO1/AO3	Paper 1 question 5	Question 7	
Adaptive learning	<ul style="list-style-type: none"> Adapting speech in a dialogue in response to speech of others. Adapting one's writing so that it is appropriate to respond to the writing of another. Adapting one's writing or speech to an appropriate form or register. 	AO6	Yes (if speaking is taken)		
Executive function	Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan.				Yes
Creativity					
Creativity	Creating meaning from a text one has read, which could be interpreted in a number of ways.	AO4/AO5	Paper 2 Question 4	Question 8/9/10	

	Creating a short story, description or personal response from a written prompt in an examination.				
Innovation	<ul style="list-style-type: none"> Using language or literary devices and techniques to create a personal piece of written English. Using spoken grammar and vocabulary to speak with some fluency on a subject of choice. 	AO4/AO5	Paper 2 Question 4	Question 8/9/10	

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination (Specification A and B)	Opportunity for the skill to be assessed formatively
Intrapersonal skills				
Intellectual openness				
Adaptability	<ul style="list-style-type: none"> Adapting speech to meet unexpected requirements. Responding to an unseen text adapting own abstract concepts to decode and understand the text. 		Yes (if speaking is taken)	
Personal and social responsibility	Using written or spoken language to undertake a specific task for which one is accountable or which develops social awareness.		Yes (if speaking is taken)	
Continuous learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.			Yes
Intellectual interest and curiosity	Undertaking a research task which is self-directed – pursuing a line of personal interest through appropriate research methods, including information technology and wider knowledge sources.			Yes
Work ethic/conscientiousness				
Initiative	Responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution.		Yes (if speaking is taken)- at a stretch	
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 to improve own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed.			Yes
Productivity	Writing effectively, and to a high standard.			Yes
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time including self-assessment and critical review, for reflecting on the success or otherwise of the work and tailoring a piece of written work to a specific form and purpose,			Yes

Ethics	Producing output with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic.			Yes
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.			Yes
Positive Core Self Evaluation				
Self- monitoring/self-evaluation/self- reinforcement	Developing the self-motivated habit of planning, completing, and reviewing one's own work as a matter of habit, critically and constructively.			Yes

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination (Specification A and B)	Opportunity for the skill to be assessed formatively
Interpersonal skills				
Teamwork and collaboration				
Communication	Undertaking a speaking task involving dialogue/ or undertaking a writing task in response to something that has been written expressly for you		Yes (if speaking is taken)	
Collaboration	Partaking in group discussion designed to solve a problem.		Yes (if speaking is taken)	
Teamwork	Working with other students in researching a theme related to writing- i.e. the structure of a speech, article, letter, leaflet or review.			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 discussion.		Yes (if speaking is taken)	
Empathy/perspective taking	Advocating the position of another in an oral presentation.			Yes
Negotiation	Debating an issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills			Yes
Leadership				
Leadership	Taking a leading part in a discussion or group task or chairing a discussion, considering representations and directing the conversation to a conclusion.			Yes
Responsibility	Taking responsibility for delivering,			Yes

	within agreed time constraints, one's own part within a group project.			
Assertive communication	Chairing a debate or directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.			Yes
Self-presentation	Presenting a topic to class as a part of own assessment.		Yes (if speaking is taken)	