

Transferable Skills International GCSE Subject Mapping: English Literature

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 text as a reader, engaging with meaning, task and context. | AO1 | Paper 1 section C Paper 2 | |
| Problem solving | Reading a text to find a solution to a problem, for example seeking solutions to problematic elements of a prose, drama or poetry text. | | Throughout in response to questions | Yes |
| Analysis | Analysing a text for examples of language (including grammar and syntax), tone, form and structure, considering how they serve to further the aims or elucidate the methods and craft of the writer. | AO2 | Paper 1 section A in response to unseen | |
| Reasoning/argumentation | Constructing a reasoned argument for why a writer presents the plot, characters/relationships or theme to achieve particular intentions. | AO1/AO4 | Paper 2 section B | |
| Interpretation | Forming a personal understanding of an unfamiliar or familiar poem, prose or drama, through identifying and understanding explicit and implicit meaning and authorial aims. | AO1 | Paper 1 section C Paper 2 | |
| Decision making | Comparing two poems, making choices as to the salient features which form the basis of comparison. | AO3 | Paper 1 section B | |
| Adaptive learning | Responding to the unfamiliar in texts by showing flexibility of thought and attitude, and assimilating empathetically aspects of cultural difference, context and perspective. | AO1 | Paper 1 section A in response to unseen | |
| Executive function | Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan. | | | Yes |

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| Creativity | | | | |
| Creativity | Creating fresh insights or perspectives in responding to an unfamiliar or familiar text. | AO2 | Paper 1 section A in response to unseen | |
| Innovation | Comparing two different texts and drawing illuminating and personal points of comparison. | AO2/AO3 | Paper 1 section B | |

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|-------------------------------------|--|---|---|---|
| Intrapersonal skills | | | | |
| Intellectual openness | | | | |
| Adaptability | Responding to an unseen text in an open and positive spirit, showing the ability to broaden conceptual horizons in decoding and understanding the text. | AO3 | | Practising unseen poetry, exploring connections between the poem and own interpretation. |
| Personal and social responsibility | Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to ideas in a text. | | | Yes- where a subject is challenging and requires a moral position- i.e. prejudice in To Kill a Mocking Bird |
| 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 reading. | | | Yes |
| Work ethic/conscientiousness | | | | |
| Initiative | Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters. | | | 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 to improve own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed. | | | Yes |

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| Productivity | Writing effectively and to a high standard in response to a literary text. | | | 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. | | | Yes |
| Ethics | Producing output with a specific moral purpose or exploring the ethical intentions of a text. | | | Yes- where a subject requires a moral position- i.e. prejudice in To Kill a Mocking Bird |
| 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 |

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|-----------------------------|--|---|---|--|
| Interpersonal skills | | | | |
| Teamwork and collaboration | | | | |
| Communication | Using written responses to literary texts to communicate to the intended audience a point of view or line of argument. | | AO1 | Yes |
| Collaboration | Sharing work with others in a research task or discussion on a literary theme. | | | Yes |
| Teamwork | Working with other students on researching a theme related to writing- i.e. structure and form in a named poem from the Anthology. | | | 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 |
| Empathy/perspective taking | Advocating the position of another in an oral presentation | | | Yes |

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| | during a discussion of a literary subject. | | | |
| Negotiation | Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills. | | | Yes |
| Leadership | | | | |
| Leadership | Taking a leading part in a discussion or group task, considering representations and different viewpoints. | | | Yes |
| Responsibility | Taking responsibility for delivering, within agreed time constraints, one's own part within a group project. | | | Yes |
| Assertive communication | 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 |