Transferable Skills International GCSE Subject Mapping: Geography

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 geographical concepts (including information collected from geographical enquiry) and synthesising this information to make judgements.	e.g. 6.3b: The range of strategies aimed at making urban living more sustainable and improving the quality of life for the chosen urban environment. This skill is covered in the detailed content wherever there is scope for students to make a judgement by weighing up the importance of competing factors, measure the value or success of something or exploring the strengths/weaknesses of different sides of an issue. This will occur in questions with the command word 'asses', 'discuss' and 'evaluate'.	SAM 1 1(g) SAM 1 2 (g) SAM 1 3 (g) SAM 1 4 (c) SAM 1 5 (c) SAM 1 6 (c) SAM 2 1(f) SAM 2 2 (i) SAM 2 3 (h) SAM 2 4 (d) SAM 2 4 (e) SAM 2 5 (d) SAM 2 5 (e) SAM 2 6 (d) SAM 2 6 (e) SAM 2 7 (e) SAM 2 7 (f) SAM 2 8 (f) SAM 2 8 (g) SAM 2 9 (g) SAM 2 9 (h)	Provide unfamiliar data/stimulus material and discussion of how it relates to geographical concepts. Looking at geographical concepts and testing students understanding of how different component relate to each other.

Problem solving	Application of knowledge and understanding of geographical concepts to different contexts. Use of enquiry and geographical skills, including quantitative skills, to solve problems related to geography (see Appendix 3).	e.g. 7.2c: Negative effects that climate change is having on fragile environments and people. The integrated skill within this area of the detailed content is the use and interpretation of line graphs/bar charts showing climate change and sea level change. This skill is covered in the detailed content wherever there is scope for candidates to have to apply their knowledge and understanding (including geographical skills) to offer explanations, make interpretations, or draw conclusions from stimulus material.	SAM 1 1 (g) SAM 1 2 (c) SAM 1 4 (aii) SAM 1 5 (aii) SAM 1 6 (aii) SAM 2 3 (d) SAM 2 7 (di) SAM 2 7 (f) SAM 2 8 (ei) SAM 2 8 (aii) SAM 2 9 (ei) SAM 2 9 (h)	Provide practice calculations using data and then look at aspects they can improve upon. Practice looking at real data and relating them to different areas of the detailed content, offering feedback on their ideas.
Analysis	Being able to break a geographical issue down into individual components and making logical, evidence-based connections about the causes and effects of	e.g. 8.3c: Different approaches to make tourism more sustainable from individuals, organisations and governments in a named developed and a named	SAM 1 1 (g) SAM 1 2 (g) SAM 1 3 (d) SAM 1 3 (g) SAM 1 3 (h)	Look at reasons or factors and develop responses. Look at ways students can further develop responses. Use supply and demand to look at the impact of changes. Look at accuracy

	interrelationships between components.	emerging or developing country. This skill is covered in the detailed content wherever there is scope for candidates to link different ideas together into cohesive chains of argument; this will usually occur when the command world is explain or analyse.	SAM 2 1 (f) SAM 2 2 (i) SAM 2 3 (h) SAM 2 7 (f) SAM 2 8 (g) SAM 1 9 (g) SAM 1 9 (h)	of diagrams and of written responses to support.
Reasoning	Give reasons and arguments on both sides related to a geographical issue.	e.g. 2.3b: Causes of coastal flooding. This skill is covered in the detailed content wherever there is a requirement to provide a reasoned explanation of how or why something occurs; this will usually occur when the command world is explain - and some questions will require the use annotated diagrams to support an explanation.	SAM 1 1(biii) SAM 1 1 (c) SAM 1 1 (d) SAM 1 2(biii) SAM 1 2 (c) SAM 1 2 (d) SAM 1 2(f) SAM 1 3 (cii) SAM 1 3 (d) SAM 1 3 (e) SAM 1 3 (g) SAM 1 4(av) SAM 1 5 (av)	Look at geographical questions and issues and look to see development of arguments for processes, interactions and both advantages and disadvantages. Provide feedback to ensure explanations are developed and they include supporting detailed description/case study material where appropriate.

			SAM 1 6 (av) SAM 2 1(bii) SAM 2 1(cii) SAM 2 1(d) SAM 2 1(e) SAM 2 2(d) SAM 2 2(f) SAM 2 2(g) SAM 2 2(h) SAM 2 3(bii) SAM 2 3(d) SAM 2 3(e) SAM 2 3(f) SAM 2 3(g) SAM 2 7(bii) SAM 2 7(c) SAM 2 7(dii) SAM 2 8(bii) SAM 2 8(c) SAM 2 8(d) SAM 2 8(eii)	

			SAM 2 9(b) SAM 2 8(d) SAM 2 8(e) SAM 2 8(f) SAM 2 8(g)	
Interpretation	Interpreting geographical information and understanding the meaning of that information. For instance, interpreting population pyramids (Topic 5: Rural environments).	e.g. 2.2b: Abiotic and biotic characteristics of one named coastal ecosystem. This area of detailed content has the attached integrated skill of the use and interpretation of nutrient cycle diagrams and food web diagrams. This skill is covered in the detailed content wherever there is scope for candidates to apply their understanding to provide a reasoned explanation of how or why something may occur; this will usually occur when the command world is explain or suggest.	SAM 1 1(c) SAM 1 1(g) SAM 1 2(c) SAM 1 2(g) SAM 1 3(d) SAM 1 3(h) SAM 1 4 (av) SAM 1 5 (av) SAM 1 6 (av) SAM 1 4(av) SAM 1 5 (av) SAM 1 6 (av) SAM 2 1(d) SAM 2 1(f) SAM 2 2(g) SAM 2 2(i)	Look at data and diagrams and interpret what it shows. For example, look at data on changes in HDI (9.1c) and ensure they know what is happening and the possible reasons why.

			SAM 2 3(d) SAM 2 3(f) SAM 2 7(bii) SAM 2 7(e) SAM 2 7(f) SAM 2 8(bii) SAM 2 8(f) SAM 2 8(g) SAM 2 9(d) SAM 2 9(g) SAM 2 9(h)	
Decision making	Evaluate geographical issues, questions and information to form conclusions which draw on evidence such as strengths, weaknesses, alternatives and relevant data.	e.g. 3.3b: Short-term relief and long term planning (in response to tropical cyclones in contrasting countries). This skill is covered in the detailed content wherever there is scope for candidates to evaluate different pieces of information (for example, different ways of responding to tropical cyclones) and then bringing it together to	SAM 1 4(c) SAM 1 5(c) SAM 1 6(c) SAM 2 9(h)	Attempt evaluate/discuss/assess 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.

		form a conclusion (for example, why response is most effective and why); this will usually occur when the command world is evaluate, but also when the it is assess or discuss, if there is no requirement for a conclusion/judgement to be made.		
Adaptive learning	Apply understanding of geographical issues in familiar situations and adapt these to use them in new and unfamiliar situations.	e.g. 8.2a: the use of unfamiliar photographs/newspaper articles about the push and pull factors that have influenced rates of different types of population movement over the last 50 years. e.g. in the fieldwork questions in units 1 and 2, there will be questions that will required students to apply their learning from their own fieldwork experience to an unfamiliar context. This skill can be applied to several areas of specification as all topics	SAM 1 1(g) SAM 1 2(c) SAM 1 2(g) SAM 1 3(d) SAM 1 3(f) SAM 1 3(h) SAM 1 4 (aii) SAM 1 4(av) SAM 1 4(b) SAM 1 5 (aii) SAM 1 5(av) SAM 1 5(b) SAM 1 6 (aii)	Use a range of data to encourage learners to test their understanding against a range of unfamiliar data.

		have the scope to provide information that is unfamiliar to encourage application of knowledge and understanding.	SAM 1 6(av) SAM 1 6(b) SAM 2 1(bi) SAM 2 1(bii) SAM 2 1(f) SAM 2 2(d) SAM 2 2(g) SAM 2 3(f) SAM 2 3(h)	
Executive function	Planning how to apply practical geographical enquiry skills and investigate geographical issues; consideration of the process and impact of the plan and reviewing outcomes.	This skill can be applied to any part of the content; in particular, the fieldwork opportunities for units 1 and 1 offer clear opportunities for the coverage of this skill.	SAM 1 4(b) SAM 1 4(c) SAM 1 5(b) SAM 1 5(c) SAM 1 6(b) SAM 1 6(c) SAM 2 4(b) SAM 2 4(c) SAM 2 4(e) SAM 2 5(b) SAM 2 5(c) SAM 2 5(e)	Yes – with supporting stimulus material that provides information about an unfamiliar piece of fieldwork.

			SAM 2 6(b) SAM 2 6(c) SAM 2 6(e)	
Creativity				
Creativity	Application of existing geographical knowledge and understanding to unfamiliar situations and/or use geographical concepts to explain an unusual geographical scenario.	e.g. 9.2a: the use of unfamiliar socio-economic data about the global variations in the level of development, including information about countries that might not fit an expected trend. Applies to any part of the detailed content where an unfamiliar context is used to encourage a creative response.	SAM 2 4(b) SAM 2 4(e) SAM 2 5(b) SAM 2 5(e) SAM 2 6(b) SAM 2 6(e)	Give students geographical information/data and allow them to be creative in determining a suggesting possible reasons for and responses to the scenario.
Innovation	Use a different or unexpected way to answer a geographical question, for example those using data/statistics which require the application of geographical skills.	This skill can be covered in any part of the specification.	SAM 2 4(a) SAM 2 4(b) SAM 2 4(c) SAM 2 4(e) SAM 2 5(a) SAM 2 5(b) SAM 2 5(c)	Explore different ways to solve calculation questions and consider different ways that can be used to calculate.

			SAM 2 5(e) SAM 2 6(a) SAM 2 6(b) SAM 2 6(c) SAM 2 6(e)	

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 geographical skills across different topics ('transferable skills') to support knowledge and understanding / learning process.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Throughout the course, flag up common geographical skills / recap prior learning before applying them to a different topic.
Personal and social responsibility	Awareness of contrasting social, economic, political and environmental perspectives for different geographical issues.	e.g. 6.3c: The role of different groups of people in managing the social, economic and environmental challenges within the chosen urban area.	Not assessed in a specific question. It is assessed as part of the learning process.	Get students to look at issues related to topics with ethical considerations. Feedback focusing on how ethical issues can offer a

		This skill can be applied to several areas of the content. It is dependent on how the content is taught.		viewpoint to achieve a higher score.
Continuous learning	Planning and reflecting on own-learning goals and meeting them regularly.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Students identify areas where they need extra help or practice. Reteach or offer therapy on topics they want to master.
Intellectual interest and curiosity	Identifying their own geographical questions under their own initiative, and exploring the causes, consequences and possible solutions.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Students explore an area of interest and present findings and discuss with peers.
Work ethic/conscientiousness				
Initiative	Using geographical knowledge, independently (without guided learning), to further own understanding. Using different forms of media to investigate real world stories.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	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, developing and applying their learning of the real world through fieldwork.	This skill can be applied to all areas of the content. It is	Not assessed in a specific question. It is assessed as part of the learning process.	Give research tasks to assess their ability to self-direct but also to ensure they can interpret

		dependent on how the content is taught.		data and show what it means.
Responsibility	Taking responsibility for any errors or omissions in own work and creating a plan to improve.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Feedback on any errors and omissions given students the chance to correct mistakes.
Perseverance	Actively seeking new ways to continue learning or solve a problem despite setbacks that appear insurmountable at the time.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Give feedback in work that is constructive advising on ways to improve performance.
Productivity	Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning.	This skill can be applied to all areas of the content – particularly in Section C (Global issues) on Paper 2. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	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 play as a bingo style game. Get students to construct diagrams and get others to critique for accuracy on the sequences of physical processes that

				lead to different landforms.
Self-regulation (metacognition, forethought, reflection)	Using opportunities to reflect on own learning to support the recognition that similar geographical processes and concepts can be applied in contrasting scenarios.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Looking at types of questions and what success looks like and getting them to reflect on how to
Ethics	Appreciate ethical issues relating to geographical issues.	e.g. 8.2c: Positive and negative impacts of the growth of global tourism on the environment, economy and destination areas. This skill can be applied to several areas of the content. It is dependent on how the content is taught.	SAM 2 8(f) SAM 2 8(g) SAM 2 9(h)	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 your own work and willingly respond to questions and challenges.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Offer questions and challenges in feedback.
Positive Core Self Evaluation				

Self-monitoring/self-evaluation/self-reinforcement	Planning and reviewing your own work as a matter of habit.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	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 the geographical concepts behind a given scenario to peers and teachers and be able to answer questions verbally or in written forms using appropriate geographical terminology.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	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.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Working within teams on research projects and in delivering presentations

Teamwork	Working with others in exploring geographical issues.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Working within teams on research projects and in delivering presentations
Co-operation	Sharing resources and sharing learning techniques with others. Working as part of a team in group based work.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Encouraging students to share ideas and work. Offer constructive feedback including identifying strengths and weaknesses
Interpersonal skills	Using verbal and non-verbal communication skills in developing their awareness of geographical concepts and issues.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Give opportunities to plan responses to questions and for team work activities.
Empathy/perspective taking	Being able to appreciate that people have different views of, and attitudes to, the world, its environments and its issues.	e.g. 6.1c: Problems associated with rapid urbanisation: congestion, transport, employment, crime and environmental issues. This skill can be applied to several areas of the content.	Not assessed in a specific question. It is assessed as part of the learning process.	Group work looking at geographical issues, getting them to debate issues from different perspectives

		It is dependent on how the content is taught.		
Negotiation	Awareness of different viewpoints and ideas and that stakeholders should work together to propose a solution/strategy/plan.	e.g. 2.3a: Conflicts between different users of the coast, with different views on coastal management. This skill can be applied to several areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Planning and distributing roles in activity.
Leadership				
Leadership	Taking a lead role in piece of collaborative work, for example a research task or geographical enquiry.	This skill can be applied to several areas of the content – and the fieldwork enquiries. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Ensuring that groups are selected over time that allows all to take a lead role at one stage. Especially picking topics on strength when they take on their leadership roles.
Responsibility	Taking responsibility to ensure that in a group exercise, all students contribute and a final outcome is achieved.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	In team and group activity

Assertive communication	Motivating a team through use of language to reach an appropriate outcome.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Opportunity for students to chair discussion in smaller group and some in whole class debates
Self-presentation	Delivery/presentation of independent work or being part of a team presentation and being able to answer questions about the presentation.	This skill can be applied to all areas of the content. It is dependent on how the content is taught.	Not assessed in a specific question. It is assessed as part of the learning process.	Giving activities that ensure students can share and present their ideas and respond to questions.