

Transferable Skills International GCSE Subject Mapping: History

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 an interpretation of history reviewed together with associated contemporary source material, engaging with meaning, task and historical context.	AO1 AO2 AO3 and AO4	Paper 2 Section A (c)	
Problem solving	Selecting and deploying relevant material in order to construct a response to a historical problem or issue posed as a matter for judgment.	AO1 AO2	Paper 1 and paper 2 section B questions (c)	
Analysis	Analysing the text of two pieces of source material contemporary to the period of study, making choices as to the salient features which form the basis of comparison in order to establish the extent to which they differ on an aspect of history. Analysing a secondary extract in order to determine the view the author intended to convey.	AO3 AO4	Paper 2 section A (b) Paper 1 (a)	
Reasoning/argumentation	Constructing a reasoned argument in a piece of extended writing to support a considered judgment about an historical issue Or about an interpretation of history	AO1 AO2 AO4	Paper 1 and paper 2 section B questions (c) Paper 2 section A question (c)	

Interpretation	Forming a personal understanding of the view of an author in an unseen extract through identifying and understanding explicit and implicit meaning	AO4	Paper 1 (a)	
Decision making	Making a choice whether to support the proposition given for judgment in question requiring extended answers. Weighing the strength of evidence countering and supporting the proposition and choosing relevant historical knowledge in order to support a personal decision.	AO1 and 2 Ao3 and Ao4	Paper 1 and 2 Section B question (c) Paper 2 Section A question (c)	
Adaptive learning	Responding to material in provided unseen texts of contemporary source material by showing flexibility of thought and attitude, and assimilating empathetically aspects of cultural difference, context and perspective in order to comprehend and infer meaning. Understanding the values attitudes and beliefs of people of a different time in order to explain their motives and reasons for actions and the outcomes of events in extended answers requiring explanation of causation (i) and judgments about the relative significance of contributory causes (ii).	AO3 AO1 and 2	Paper 2 section A (b) and (c) (ii) Paper 1 (c) (i) Paper 2B (b)	
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.			Yes
Creativity				
Creativity	Creating fresh insights and inferences in responding to unfamiliar textual sources both contemporary to a period of history and written by authors reflecting on a period.	AO3 and A4	paper 1 (a) in response to previously unseen secondary text extract Paper 2 section A (b) (c) in response to previously unseen sources contemporary to the period of study	
Innovation	Personal ideas generation in developing criteria for judgments in extended answers to questions asking how far a student agrees with a statement about an historical issue or interpretation	AO1 AO2/AO4	Paper 1 section (c) Paper 2 section A (c)	

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Intrapersonal skills				
Intellectual openness				
Adaptability	Understanding the attitudes and values of people of a different time when explaining motives and understanding the terminology and			Yes

	views expressed in sources contemporary to the period, showing the ability to broaden conceptual horizons.			
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable			Yes
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
Productivity	Writing effectively and to a high standard in response to practice tasks.			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	Developing an awareness of the ethical values of own society by comparison with similar or different ethics of another culture at a different time.			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	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	Using written responses to literary texts to communicate to the intended audience a point of view or line of argument.		Yes	Yes
Collaboration	Sharing work with others in a research task or discussion on a historical theme.			Yes
Teamwork	Working with other students on researching a theme related to a historical issue or development..			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 or written presentation in a discussion of the perspective of an historical figure.			Yes
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

