

Transferable skills subject interpretation for the Pearson Edexcel International GCSE in History (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.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Understanding the attitudes and values of people of a different time when explaining motives and understanding the terminology and views expressed in sources contemporary to the period, showing the ability to broaden conceptual horizons.	Communication	Using written responses to literary texts to communicate to the intended audience a point of view or line of argument.	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.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable.	Collaboration	Sharing work with others in a research task or discussion on a historical theme.	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.
Continuous Learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.	Teamwork	Working with other students on researching a theme related to a historical issue or development.	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.
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.	Co-operation	Sharing resources and own research with other students in a research project over time.	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.
Work ethic/conscientiousness		Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.	Interpretation	Forming a personal understanding of the view of an author in an unseen extract through identifying and understanding explicit and implicit meaning

Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.
Self-direction	Planning and carrying out research activity under own direction.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.
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.
Productivity	Writing effectively and to a high standard in response to practice tasks.
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.
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.
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.
Positive Core Self Evaluation	

Empathy/perspective taking	Advocating the position of another in an oral or written presentation in a discussion of the perspective of an historical figure.
Negotiation	Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills.
Leadership	
Leadership	Taking a leading part in a discussion or group task, considering representations and different viewpoints.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.
Assertive communication	Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.
Self-presentation	Presenting a topic to class as a part of own assessment.

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.
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).
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.
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.
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.

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.
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