

Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Islamic Studies

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	Apply knowledge and understanding in different circumstances and situations in order to analyse questions related to religious beliefs and values	Communication	Enable students to utilise a number of different opportunities to exhibit communication skills in a variety of ways including written and verbal.	Critical thinking	Developing a critical perspective on religion by analysing the way religious beliefs are expressed in the lives of believers and in associated source material.
Personal and social responsibility	Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.	Collaboration	Working with others to develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religion they are studying.	Problem solving	Utilise problem solving skills to explore the solutions offered to social and ethical problems by a religion and by individuals.
Continuous Learning	Encourage students to develop an interest in the subject matter of the specification that motivates them to continue to study beyond the qualification.	Teamwork	Working with other students on researching themes related to a religious issue or development. Working with others to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	Analysis	Analyse and evaluate aspects of a religion, its beliefs and values, including their significance and influence.
Intellectual interest and curiosity	Develop students' intellectual interest and curiosity about religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religion they are studying	Co-operation	Sharing ideas, resources and own research with other students over the period of the course.	Reasoning/argumentation	Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
Work ethic/conscientiousness		Interpersonal skills	Provide opportunities for students to engage with others on questions of beliefs, values, meaning, purpose, truth, and their influence on human life.	Interpretation	Demonstrate knowledge and understanding of the interpretation of key sources of wisdom and authority, including scripture and/or sacred texts where appropriate,

Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters. Apply initiative in exploring religious beliefs and analysing questions related to religious beliefs and values
Self-direction	Planning and carrying out research activity under own direction.
Responsibility	Develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. 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. Develop students' ability to persevere in finding solutions and applying knowledge and understanding in different circumstances and situations in order to analyse questions related to religious beliefs and values
Productivity	Demonstrating an ability to develop knowledge, understanding and evaluative skills. Sustaining a demanding routine of study and writing effectively and to a high standard in response to practice tasks.

	Using verbal and non-verbal communication skills in a discussion.
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 group projects.
Assertive communication	Develop students' ability to construct and communicate well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
Self-presentation	Enable students to utilise a number of different opportunities to exhibit communication skills in a variety of ways including written and verbal.

	which support common and differing contemporary religious attitudes.
Decision Making	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values.
Adaptive learning	Responding to material in provided texts of sources of wisdom and authority 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. Based on students' own background and understanding, offer opportunities to develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and/or breadth of understanding of the subject.
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.
Creativity	
Creativity	Offer students opportunities to engage in creative ways in exploring religion and religious belief. Utilising creative expressions of religion as a way to interrogate and express beliefs.

Self-regulation (metacognition, forethought, reflection)	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on the ways of learning, and areas for development.
Ethics	In engaging in the challenge to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt, ensure they develop respect for others' views and beliefs and their impact on their lives.
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	
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. Ability to work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

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Innovation	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values showing innovative thought processes and ways of engaging with belief.
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