

## Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Pakistan Studies (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 the International GCSE in Pakistan Studies.

<b>Intrapersonal skills</b>		<b>Interpersonal skills</b>		<b>Cognitive skills</b>	
<b>Intellectual Openness</b>		<b>Teamwork and collaboration</b>		<b>Cognitive Processes and Strategies</b>	
Adaptability	Understanding the attitudes and values of people of a different time when explaining their motives. Ability to select and apply geographical skills across different topics ('transferable skills') to support knowledge and understanding / learning process.	Communication	Using written responses to communicate ideas and beliefs. 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.	Critical thinking	Developing a critical perspective on an interpretation of the importance of, reasons for, or impact of a particular event of person in history. Using various geographical concepts (including information collected from geographical enquiry) and synthesising this information to make judgements.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable. Awareness of contrasting social, economic, political and environmental perspectives for different geographical issues.	Collaboration	Sharing work with others in a research task or discussion on a historical theme. Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.	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.  Use of enquiry and geographical skills, including quantitative skills, to solve problems related to geography.
Continuous Learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion. Planning and reflecting on own-learning goals and meeting them regularly.	Teamwork	Working with other students on researching a theme related to a historical issue or development. Working with others in exploring geographical issues.	Analysis	Analysing events to form judgements on their importance. Being able to break a geographical issue down into individual components and making logical, evidence-based connections about the causes and effects of interrelationships between components.
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. Sharing resources and sharing learning techniques with others. Working as part of a team in group based work.	Reasoning/argumentation	Constructing a reasoned argument in a piece of extended writing to support a considered judgment about an historical issue.

	Identifying their own geographical questions under their own initiative, and exploring the causes, consequences and possible solutions.
<b>Work ethic/conscientiousness</b>	
Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters. Using geographical knowledge, independently (without guided learning), to further own understanding. Using different forms of media to investigate real world stories.
Self-direction	Planning and carrying out research activity under own direction. Planning, developing and applying their learning of the real world through fieldwork.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve. Taking responsibility for any errors or omissions in own 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. Actively seeking new ways to continue learning or solve a problem despite setbacks that appear insurmountable at the time.

Interpersonal skills	Using verbal and non-verbal communication skills in a discussion. Using verbal and non-verbal communication skills in developing their awareness of geographical concepts and issues.
Empathy/perspective taking	Advocating the position of another in an oral or written presentation in a discussion of the perspective of an historical figure. Being able to appreciate that people have different views of, and attitudes to, the world, its environments and its issues.
Negotiation	Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills. Awareness of different viewpoints and ideas and that stakeholders should work together to propose a solution/strategy/plan.
<b>Leadership</b>	
Leadership	Taking a leading part in a discussion or group task, considering representations and different viewpoints. Taking a lead role in piece of collaborative work, for example a research task or geographical enquiry.

	Give reasons and arguments on both sides, relating to a geographical issue.
Interpretation	Forming a personal understanding of the view of historical figures in undertaking their chosen actions. Interpreting geographical information and understanding the meaning of that information. For instance, interpreting population pyramids.
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. Evaluate geographical issues, questions and information to form conclusions which draw on evidence such as strengths, weaknesses, alternatives and relevant data.
Adaptive learning	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. Apply understanding of geographical issues in familiar situations and adapt these to use them in new and unfamiliar situations.
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan. Planning how to apply practical geographical enquiry skills and investigate geographical issues; consideration of the process and impact of the plan and reviewing outcomes.
<b>Creativity</b>	

Productivity	Writing effectively and to a high standard in response to tasks. Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning.
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time, including self-assessment and critical review, for reflecting on the success or otherwise of own work. Using opportunities to reflect on own learning to support the recognition that similar geographical processes and concepts can be applied in contrasting scenarios.
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. Appreciate ethical issues relating to geographical issues.
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate. Taking ownership for your own work and willingly respond to questions and challenges.
<b>Positive Core Self Evaluation</b>	
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. Planning and reviewing your own work as a matter of habit.

Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project. Taking responsibility to ensure that in a group exercise, all students contribute and a final outcome is achieved.
Assertive communication	Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view. Motivating a team through use of language to reach an appropriate outcome.
Self-presentation	Presenting a topic to class as a part of own assessment. Delivery/presentation of independent work or being part of a team presentation and being able to answer questions about the presentation.

Creativity	Creating fresh insights into the motives of historical figures. Application of existing geographical knowledge and understanding to unfamiliar situations and/or use geographical concepts to explain an unusual geographical scenario.
Innovation	Personal ideas generation in developing answers to questions asking how far a student agrees with a statement about an historical issue. Use a different or unexpected way to answer a geographical question, for example those using data/statistics which require the application of geographical skills.