

## Transferable skills subject interpretation for the Pearson Edexcel International GCSE in Religious 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 this International GCSE.

<b>Intrapersonal skills</b>		<b>Interpersonal skills</b>		<b>Cognitive skills</b>	
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 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.
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 religions they are studying.	Problem solving	Utilise problem solving skills to explore the various solutions offered to philosophical and ethical problems by religions and individuals.
Continuous Learning	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 and encourage this to continue beyond the qualification.	Teamwork	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 religion, beliefs and values including their significance and influence.
Intellectual interest and curiosity	Develop students' intellectual interest and curiosity in religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying	Co-operation	Challenge themselves and others 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.	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 belief, value, 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, which support common and

Initiative	Apply initiative in exploring religious beliefs and analysing questions related to religious beliefs and values.
Self-direction	Challenge students to evidence self-direction by reflecting on and developing their own values, beliefs and attitudes in the light of what they have learnt and contributing to their preparation for adult life in a pluralistic society and global community.
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.
Perseverance	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.
Self-regulation (metacognition, forethought, reflection)	Ability to work remotely in virtual teams, 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 that respect for others views and beliefs and their impact on their lives.
Integrity	Maintain an honesty in exploring the impact of faith and belief on the lives of believers.
<b>Positive Core Self Evaluation</b>	
Self-monitoring/self-evaluation/self-reinforcement	Ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Empathy/perspective taking	Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life while recognising different viewpoints on the various questions.
Negotiation	Work with others to develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
<b>Leadership</b>	
Leadership	Students take the lead in demonstrating knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.
Responsibility	Students take responsibility to reflect on and express 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
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 variety of ways including written and verbal.

	divergent contemporary religious attitudes.
Decision Making	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values.
Adaptive learning	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	Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt through constant review; and contribute to their preparation for adult life in a pluralistic society and global community.
<b>Creativity</b>	
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.
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.

