

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

| Intrapersonal skills | | Interpersonal skills | | Cognitive skills | |
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| Intellectual Openness | | Teamwork and collaboration | | Cognitive Processes and Strategies | |
| Adaptability | Interpreted as the ability to apply change and development of skills of openness and adaptability in order to decode written content; Responding to texts by decoding them. | Communication | Interpreted as the ability to pass on information by speaking, this may be done through a speaking task that involves dialogue. Writing may be done by responding to prompts from another person. | Critical thinking | Interpreted as the ability to develop and apply skills to evaluate texts, develop opinions and form a judgment. Also to identify and recall information. Critical skills are used to analyse how texts employ vocabulary, linguistic structures and narrative devices in order to achieve a desired effect or to persuade. |
| Personal and social responsibility | Interpreted as the ability to act for the benefit of student's community by developing and engaging with issues discussed and contained in given texts and questions of the specification. Also undertaking the execution of all aspects of this examination (and course) with a sense of responsibility and conscious engagement. | Collaboration | Students can impart or exchange information by engaging in pair or group discussion or undertake work that is designed to practise a skill and/or embed content e.g. vocabulary or grammar. | Problem solving | Interpreted as the ability to apply familiar concepts to find solutions to difficult or complex issues. This can be through unravelling unfamiliar language or structures. Developing and applying repair strategies for comprehending and establishing successful communication in writing. For instance when they write to solve a problem in response to a specific context. |
| Continuous Learning | Interpreted as the ability to plan and reflect on one's own learning in class. This includes setting target goals and meeting these. Also developing a positive attitude to studying other languages and cultures and a lifelong engagement with education. | Teamwork | Undertaking research as part of a group; carry out tasks, such as collaborative writing in response to a stimulus. This can be researching a theme related to speaking or writing, for example a speech, an article or a letter. | Analysis | Interpreted as the ability to undertake a detailed breakdown of complex themes or texts so as to understand how different components are related or how they compare to one another. |
| Intellectual interest and curiosity | Undertaking self-directed research – pursuing a line of personal interest using a range of research methods, including information technology and wider knowledge sources. | Co-operation | Sharing resources, offering and asking for help, for classroom tasks or research projects. For instance, sharing own language skills and knowledge with other students. | Reasoning/argumentation | Interpreted as the ability to reach logical conclusions from given information by developing and applying skills that require reasoning and justification. |

| Work ethic/conscientiousness | |
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| Initiative | Interpreted as the ability to assess and initiate things independently by being proactive with seeking and responding to feedback and adapting or expanding output so as to respond to expectations. |
| Self-direction | Being proactive about learning by planning out and pushing oneself towards a target. |
| Responsibility | Taking ownership of one's learning by being aware of areas requiring improvement (e.g. organisational skills, grammatical skills), being open to and acting on constructive and corrective feedback. |
| Perseverance | Interpreted as the ability to continue responding to assessments despite difficulty or delay in achieving success. Determination is key. |
| Productivity | Demonstrating consistent and efficient engagement with the required work load. |
| Self-regulation (metacognition, forethought, reflection) | Developing awareness of one's skills, overall performance, strengths and areas requiring improvement; applying this awareness to critically adapt work as needed. |

| Interpersonal skills | Using verbal and non- verbal communication skills in discussions which in a courteous and appropriate manner during class activities. |
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| Empathy/perspective taking | Advocating the position of others in class. |
| Negotiation | Debating a topic/ issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills. |
| Leadership | |
| Leadership | Leading others in a group activity to effectively develop learning. |
| Responsibility | Taking responsibility for delivering, within agreed time constraints, one's own part within a group project. |
| Assertive communication | Demonstrating the ability to defend one's ideas and position in a courteous but firm manner; staying on topic and reaching an appropriate conclusion. This can be in the form of chairing a debate, allowing representations and directing a discussion to a conclusion. |

| Interpretation | Interpreted as the ability to explain the meaning of a theme, topic or situation from a student's own individual perspective. Developing and applying skills of identifying and extracting meaning and its significance from written content; categorising information using a range of appropriate vocabulary and structures; clarifying and evaluating written information. |
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| Decision Making | Interpreted as the ability to develop and apply skills of selection, with regard to content and structures, in order to better achieve purpose. |
| Adaptive learning | Interpreted as the ability to focus on past successes and use this to develop future learning strategies. Students develop and apply skills of responding to a stimulus by conforming to the requirements of the question; demonstrating the ability to show openness and flexibility in responding. |
| Executive function | Interpreted as the ability to use a set of mental skills and approaches that support problem solving and act as catalyst to supporting progress in real life. Developing skills of organisation and planning in order to respond to the requirements of the examination, in terms of adherence to rubrics and time frames. |
| Creativity | |
| Creativity | Interpreted as the application and development of skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate. Creating meaning from a visual stimulus which could be interpreted in a number of ways. Narrating and describing in response to a visual or written prompt. |
| Innovation | Interpreted as the application and development of knowledge of Swahili in order to write in a unique and original way. Using spoken grammar and vocabulary to speak with some fluency on a subject of choice. |

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| Ethics | Producing work (spoken or written) with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic. |
| Integrity | Demonstrating consistent commitment to intellectual honesty and ownership. No plagiarising. |
| 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. |

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| Self-presentation | Presenting a topic to class as a part of own assessment. |
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