

Transferable Skills International GCSE Subject Mapping: Swahili

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.

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.

In the tables below, we have taken a framework of skills and provided mapping to suggest where each skill can be assessed, and where each skill could be developed for this subject. This will enable teachers and learners to understand where they are developing each skill, and examples of how they can develop each skill through this International GCSE.

NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	<p>Interpreted as the ability to develop and apply skills to evaluate texts, develop opinions and form a judgment. Also to identify and recall information.</p> <p>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.</p>	AO1, AO2, AO3 and AO4	<p>Yes</p> <p>Paper 1 Question 1, 2, 3, 4 and 7</p>	<p>Active learning through studying a text in pairs and coming up with a number of observations that can be discussed with their peers. This can be followed by group discussion on complex issues of critical interpretation.</p> <p>Matching images to items of vocabulary or actual objects also note taking based on spoken or written stimulus.</p> <p>Reading and responding in Swahili by critically identifying a range of vocabulary in common usage.</p>
Problem solving	<p>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.</p> <p>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.</p>	AO1, AO2 and AO3	<p>Yes</p> <p>Papers 1 and 2, all questions</p>	<p>Studying complex texts, possibly literary texts by canonical Swahili authors and encouraging a process of deducing meaning from context; also engaging in etymological work in order to decode meaning in a language that agglutinates.</p> <p>Responding to questions orally, which requires students to understand inferred meaning.</p>
Analysis	Interpreted as the ability to undertake a detailed breakdown of complex themes or texts so as to	AO1 AO2	<p>Yes</p> <p>Paper 1 Questions 1, 2, 3, 4, 5</p>	Practicing reading to extract specific detail; discussing how details across paragraphs or texts compare and

	understand how different components are related or how they compare to one another		Paper 2 Question 7	work together to create effect or how they affect meaning. Teachers could offer tasks that require matching a named person with a statement
Reasoning/argumentation	Interpreted as the ability to reach logical conclusions from given information by developing and applying skills that require reasoning and justification.	AO1, AO2 and AO3	Yes Paper 1 Questions 5, 6 Paper 2 Questions 4, 7	Reading for drawing summative conclusions; practicing writing in order to demonstrate the reason why something is important/happening etc. Conversation in small groups where students give opinions; one to one conversation.
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	AO1, AO2, AO3	Yes Paper 1 Questions 4,5, 7 Paper 2 Questions 4, 7	Reading and responding appropriately to questions eliciting interpretation of the content; producing continuous writing in response to a prompt.
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.	AO1 and AO3	Yes Paper 1 Questions 2, 3 and 6 Paper 2 All questions	Multiple choice responses for grammar practice; gap-filling exercises on a variety of vocabulary and linguistic structures. This could be gap filling for correct subject markers and object markers as well as whole words. Matching images to linguistic constructions. Producing continuous writing in response to specific rubrics.
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.	AO1, AO2 and AO3	Yes Paper 1 All questions Paper 2 All questions	Participating in question and answer practice, in class; responding to a stimulus in the TL, in writing. This can also be done by working through past exams.
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.	AO1, AO2, AO3	Yes Paper 1 All questions Paper 2 All questions	Carrying out "mock" exams; presenting an essay plan prior to writing; compiling a list of web resources for purposes of research. Preparing an academic presentation using PowerPoint or such IT programmes. Games could be used in class such as 'just a minute' where students talk for a full minute on a given topic

				without hesitating, repeating and making grammatical errors. It is a fun game when played correctly.
Creativity				
Creativity	<p>Interpreted as the application and development of skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate.</p> <p>Creating meaning from a visual stimulus which could be interpreted in a number of ways.</p> <p>Narrating and describing in response to a visual or written prompt.</p>	AO1 and AO2 and AO4	<p>Yes</p> <p>Paper 1 Question 5</p> <p>Paper 2 Question 1 and 2</p>	<p>Application of a number of active learning strategies such as snowballing.</p> <p>Providing imaginative descriptions of people, places and things; arranging a scrambled text in the correct sequence; completing sentences in an imaginative way; writing a description or narrative that finishes with a particular sentence or employs a particular set of adjectives etc. A good example is imaginatively writing in Swahili about one's family.</p> <p>Giving descriptions of pictures/photographs chosen by student or teacher. Students can also suggest what happened before/after a given picture. This can lead to role plays.</p>
Innovation	<p>Interpreted as the application and development of knowledge of Swahili in order to write in a unique and original way.</p> <p>Using spoken grammar and vocabulary to speak with some fluency on a subject of choice.</p>	AO2 and AO3	<p>Yes</p> <p>Paper 2 All questions</p>	<p>Responding to a picture, in writing, by imagining a context around it; for instance using the conditional 'ki' and 'nge' clauses to offer a narrative.</p> <p>Writing an extended essay on a topic that involves a dilemma or giving a timed presentation (10 minutes is enough). Students could be given a title to prepare and present in class – they could also do everything in class.</p> <p>Brief or extended piece of writing using tenses, structures and appropriate vocabulary.</p> <p>The 'just a minute game'.</p>

NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				
Adaptability	<p>Interpreted as the ability to apply change and development of skills of openness and adaptability in order to decode written content;</p> <p>Responding to texts by decoding them.</p>	AO1, A02 and AO3	<p>Yes</p> <p>Paper 1 All questions</p> <p>Paper 2 All questions</p>	<p>Responding to an unfamiliar and previously unseen text or other source and carrying out a variety of tasks in response, including continuous writing.</p> <p>Role play that requires students to relate to the unfamiliar.</p>

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.	AO1, AO2 and AO3	Yes Paper 1 All questions Paper 2 All questions	Students could be made to visit different places within the country such as parliament and then prompted to engage with concepts such as justice, citizenship etc. This could either be in the form of discussion, note taking and reporting, or continuous writing; this can be for a blog or a social media platform. Also presentation on current topics, in pairs, using a "debating" format.
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.		Yes	Peer review and feedback from teachers. Presentation on future aspirations, setting goals and reporting on them, establishing links between learning experiences and the students' own realities and challenges.
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.		Yes	Drawing from course material and presenting on a topic researched independently, in the form of a power point or other.
Work ethic/conscientiousness				
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.	AO1, AO2 and AO3	Yes	Working on rewriting and self-correcting of assignments; expanding on answers in written form as well as orally.
Self-direction	Being proactive about learning by planning out and pushing oneself towards a target.	AO1, AO2 and AO3	Yes	Organising study groups; seeking feedback from peers; undertaking to explain concepts; undertaking a presentation after researching and preparing it eg 'language of instruction in East Africa'.
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.	AO1, AO2 and AO3	Yes	Being proactive about building on strengths and addressing weaknesses and gaps in grammar, vocabulary or organisation and development of ideas. This can be done by reviewing written work which has been seen by the class teacher and taking action based on the teacher's comments on how to improve.
Perseverance	Interpreted as the ability to continue responding to assessments despite difficulty or delay in achieving success. Determination is key.	AO1, AO2 and AO3	Yes	Engaging in constant improvement of the standards of one's performance by re-writing and expanding on the work submitted, for example redrafting written work such as a 50 word piece in the light of teacher comments.
Productivity	Demonstrating consistent and efficient engagement with the required work load	AO1, AO2 and AO3	Yes	Producing all required work at standard required, consistently and by stated deadlines. For instance

				adhering to the number of words required for particular task.
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.	AO1, AO2 and AO3	Yes	Engaging in self-correction and self-evaluation; taking part in peer-review activities. This could include students identifying mistakes in a piece of writing and reviewing each other's work, leading to them being able to review their own work.
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.	AO1 AO2	Yes Paper 1 Question 3	Responding to prompts that pose ethical questions, in speech and in writing; responding to literary or cinematic sources that touch upon questions of ethics for instance, 'should girls be allowed to swim in a typical Swahili environment?'
Integrity	Demonstrating consistent commitment to intellectual honesty and ownership. No plagiarising.	AO1, AO2 and AO3	Yes	Acknowledging sources.
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.	AO1, AO2 and AO3	Yes	Reflecting one one's process of producing work; summarising the gist of one's position following corrective feedback; recognising areas that need improvement and undertaking the work needed to achieve this. Students could offer explanations (in writing) of what they have tried to achieve in an assignment, eg explain the use of adverbs in a passage.

NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
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.	AO1, AO2 and AO3	Yes Paper 2 Question 6 and 7	Engaging in role play through question and answer tasks with one's peers (e.g. assuming the personal of a famous politician and being interviewed about a question of policy or ethics); Writing a text in response to a stimulus in the TL
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	AO1, AO2 and AO3	Yes	Participating in group work to work for a given project; working in pairs to produce revision notes for the class.

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.	AO1, AO2 and AO3	Yes	Working together with others and respecting assigned roles within team to carry out tasks or projects (e.g. reporting on the local community's views on a new product/practice, by writing out a questionnaire, conducting interviews, collating the results, transcribing them and reporting to class).
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.	AO1, AO2 and AO3	Yes	Working with one another to produce work in relation to assignments. This can be group home work.
Interpersonal skills	Using verbal and non- verbal communication skills in discussions which in a courteous and appropriate manner during class activities.		Yes	Engaging with others within the school or the local community, in order to carry out tasks respectfully and efficiently. This can be for a project that involves the community, eg – researching on the lifestyle of people of a certain age, visiting other schools that may not be as privileged or that may be more privileged and learn to engage.
Empathy/perspective taking	Advocating the position of others in class.	AO2	Yes	Undertaking work that encourages one to assume the perspectives of others such as role plays; participating in “for” and “against” debates, irrespective of one’s personal views for instance “Why be a vegetarian?”, “Is social media important?”
Negotiation	Debating a topic/ issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills	AO2	Yes	Role plays with an element of negotiation, e.g. where students have to come to an agreement (e.g. participating in a discussion about starting a school magazine in electronic or text form).
Leadership				
Leadership	Leading others in a group activity to effectively develop learning.		Yes	Taking turns to assume a leading role in group assignments; taking the initiative to use one’s strengths in a certain area to organise study groups or to explain grammatical or cultural points to others in the class.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one’s own part within a group project.		Yes	Fulfilling one’s responsibilities with regard to assignments and expected behaviour in class in an appropriate manner. This can be working as a group on a poster on a topic which must be completed by a set date.
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.	AO2	Yes	Supporting one’s views during class debate or discussion, by adhering to the conventions of courteous communication; playing the role assigned for the purposes of a debate e.g. defending the benefits of eating meat, with conviction and an open mind.

Self-presentation	Presenting a topic to class as a part of own assessment.		Yes	Participating in class presentations fully prepared; engaging with the presentations of peers by asking questions or offering comments, in a clear and respectful manner.
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