

## Transferable Skills International GCSE Subject Mapping: Tamil

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	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
<b>Cognitive skills</b>				
Cognitive Processes and Strategies				
Critical thinking	Identification & recall of information Organisation & selection of facts & ideas Use of facts, rules & principles Inferring meaning, drawing conclusions Developing opinions, judgements or decisions.	AOs 1 and 3 AOs 1, 2,3 and 4 AOs 2 and 4 AOs 1 and 3 AOs 2 and 4	Various examples in papers e.g. Q1, e.g. Q2, Q3 and 4 P2 Qs 6 and 7 e.g. Q7, Q7	Yes Matching images to items of vocabulary or actual objects Note taking based on spoken or written stimulus Factual writing, for example on healthy eating Reading a text in the TL and answering more complex questions which require students to draw conclusions Pair work discussion in which students express and justify opinions
Problem solving	Developing strategy for decoding unfamiliar language Repair strategies	AO1 & AO3 In all AOs	Q2, Q3, P2 Q4(b)	Yes Practising ‘guessing skills’ based on what is likely, or cognates and then demonstrating the ability to use this skill showing understanding. This could be with a gap fill exercise Responding to questions orally, which requires students to understand, i.e. decode what has been said
Analysis	Understanding and separating a whole text into component parts	AO1, AO2, AO3 ( command over TL and analysis to match the requirements )	Various examples in papers e.g. Q 2 and Q6	Yes More complex reading comprehensions texts and spoken extracts requiring precise responses from students Tasks matching a named person with a statement
Reasoning/argumentation	Understanding and separating a whole text into component parts	AO1, AO2, AO3	Various examples in papers e.g. - Q2 ,Q3 and Q4,	Yes

				More complex reading comprehensions texts and spoken extracts requiring precise responses from students  Tasks matching a named person with a statement
Interpretation	Decoding a new written and spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.  Select, organise and present relevant information clearly and logically using appropriate vocabulary and structures.	AO1 and AO3	All questions Qs 1, 2, 3, 4 and 5  Q7 and Q5	Yes  Responding appropriately in English or the TL to spoken material  Writing a brief report in English on an extract in the TL which could be either spoken or in writing  Produce a piece of writing which is well structured and uses relevant vocabulary, tenses and structures
Decision making	Evaluate information in a spoken and written text and compare it with information in the task to make correct choices considering the salient features which would form the basis of a correct response.	AO1 and AO3	P1 Qs 1, 2, 3, 4, 5 and 6 P2 Qs 1, 2, 3 and 4	Yes  Multiple choice responses with pictures or tick boxes based on spoken or written extracts  Gap filling exercises, perhaps with suggested words to choose from
Adaptive learning	Adapting speech in a dialogue in response to speech of others.  Adapting one's writing so that it is appropriate to a particular context.  Adapting one's writing to an appropriate form or register.  Responding to the unfamiliar in spoken and written texts by showing flexibility of thought and attitude	AO3  AO2  AO2  AO 1 and AO3	Q7  Q7  P1 all questions	Yes  Conversation with native speaker/exchange student (if available), conversation with teacher  Writing a more formal account –email
Executive function	Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan.			Yes  Preparing and giving a brief presentation using IT(social media influence )  Recording a report or a conversation between students
Creativity				
Creativity	Creating meaning from a visual stimulus which could be interpreted in a number of ways.  Narrating & describing in response to a visual or written prompt.	AO2 and AO3  AO2 and AO3	Section C, Q7  Q6 and Q7	Yes  Giving descriptions of pictures/photographs chosen by student or teacher  Students suggest what happened before/after a given situation, conversation between two friends and choosing creative language to express their own views.

				Imaginative writing in the target language such as writing about a visit or journey to a new place (school excursion)  Role plays where the student takes on a role other than themselves, i.e. children visiting a new city, reading and expressing about social media.
Innovation	Developing and applying skills of responding imaginatively to written prompts and interpreting information imaginatively, when appropriate.	AO2, AO3	Paper 1: questions 5, 6(a), (b) and (c) and Q7	Yes  Providing imaginative descriptions of people, places and things; completing sentences in an imaginative way; writing a description or narrative piece of content.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
<b>Intrapersonal skills</b>				
Intellectual openness				
Adaptability	Adapting speech to meet unexpected requirements.  Responding to an unseen text (listening or reading) adapting own abstract concepts to decode and understand the text.	AO1, AO2 and AO3	Paper 1: all questions	Yes  Responding to an unfamiliar and previously unseen text or other source and carrying out a variety of tasks in response, including continuous writing.
Personal and social responsibility	Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to ideas in a text.	AO1, AO2 and AO3	All assessment material	Yes  Engaging with concepts (justice, citizenship etc.), either in the form of note taking and reporting, or continuous writing; presenting on topics, in writing, using a “discussion” format.
Continuous learning	Planning and reflecting on one’s own learning in class - setting goals and meeting them in a continually developing fashion.		All assessment material	Yes  Presenting 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
Work ethic/conscientiousness				
Initiative	Responding in a discussion or a writing task. Drawing on information and language reserves to maintain, develop and extend the conversation/the piece of writing.	AO1, AO2 and AO3	All assessment material	Yes  Working on redrafting and self-correcting work; expanding on answers; reworking a written response using different time frames.

Self-direction	Planning and carrying out research activity under own direction.	AO1, AO2 and AO3	All assessment material	Yes  Organising study groups; seeking feedback from peers; undertaking to explain concepts; presenting a personal perspective on a topic.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.	AO1, AO2 and AO3	All assessment material	Yes  Being proactive about building on strengths and addressing weaknesses and gaps in grammar, vocabulary or organisation and development of ideas.
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.	AO1, AO2 and AO3	All assessment material	Yes  Engaging in constant improvement of the standards of one's performance by re-writing and expanding on the work submitted.
Productivity	Writing continuously, fluently and relevantly to a high standard.	AO1, AO2 and AO3	All assessment material	Yes  Producing all required work at standard required, consistently and by stated timelines.
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time including self-assessment and critical review, for reflecting on the success or otherwise of the work and tailoring a piece of written work to a specific form and purpose.	AO1, AO2 and AO3	All assessment material	Yes  Engaging in self-correction and self-evaluation; taking part in peer-review activities.
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	Paper 1: Texts 1 and 2, 3 and 4	Yes  Responding to prompts that pose ethical questions, in writing; responding to literary or cinematic sources that touch upon questions of ethics.
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.	AO1, AO2 and AO3	All assessment material	Yes
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	All assessment material	Yes  Reflecting on 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.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
<b>Interpersonal skills</b>				
Teamwork and collaboration				
Communication	Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another. Explaining a grammatical structure or a skill technique (verbally or written) to peers and teachers and answer questions from others.	AO1, AO2 and AO3	All assessment material	<p>Yes</p> <p>Engaging in 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); undertaking to explain a particular concept or grammar point to the class etc.</p>
Collaboration	Engaging in pair or group discussion or work designed to practise a skill and/or embed content e.g. vocabulary or grammar.	AO1, AO2 and AO3	All assessment material	<p>Yes</p> <p>Participating in group research and assignments; working with peers to produce revision notes for the class.</p>
Teamwork	Working with other students in researching a theme related to speaking or writing - i.e. the structure of a speech, article, letter, leaflet or review.	AO1, AO2 and AO3	All assessment material	<p>Yes</p> <p>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).</p>
Co-operation	Sharing resources such as own language skills and knowledge with other students in a project over time.	AO1, AO2 and AO3	All assessment material	<p>Yes</p> <p>Working with one another to produce work in relation to assigned tasks, during class time but also as homework.</p>
Interpersonal skills	Using verbal and non- verbal communication skills in a discussion.		All assessment material	<p>Yes</p> <p>Engaging with others, students, teachers, local community, in order to carry out tasks respectfully and efficiently.</p>
Empathy/perspective taking	Advocating the position of another in a piece of writing or in an oral presentation.	AO2	All assessment material	<p>Yes</p> <p>Undertaking work that encourages one to assume the perspectives of others; participating in "for" and "against" debates, irrespective of one's personal views.</p>
Negotiation	Debating a topic/ issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills	AO2	All assessment material	<p>Yes</p> <p>Participating in tasks that involve weighing multiple options to reach an outcome that is mutually agreeable to all (e.g. participating in a discussion about starting a school magazine in electronic or text form).</p>
Leadership				

Leadership	Leading others in a group activity to effectively develop learning.		All assessment material	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 points to others in the class.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.		All assessment material	Yes  Fulfilling one's responsibilities with regard to assignments and expected behaviour in class in an appropriate manner.
Assertive communication	Chairing a debate, allowing representations and directing a discussion to a conclusion and practising writing an account as a speaker and as a spectator to help expand translation and cognitive retrieval questions.	AO2	All assessment material	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 open mind.
Self-presentation	Leading others in a group activity to effectively develop learning.		All assessment material	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.