

Transferable Skills International GCSE Subject Mapping: Islamic Studies

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	Developing a critical perspective on religion by analysing the way religious beliefs are expressed in the lives of believers and in associated source material.	AO2 and AO3	In SAMs, all part d) questions. For example, 6d) which asks about the importance of family life for Muslims, by responding to material provided from sacred texts.	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Problem solving	Utilise problem solving skills to explore the solutions offered to social and ethical problems by a religion and by individuals.	AO2 and AO3	In SAMs, all part d) questions. For example, 5d) which ask students explore the role of jihad in Muslim life.	Making religious topic selection through teaching and learning
Analysis	Analyse and evaluate aspects of a religion, its beliefs and values, including their significance and influence.	AO3	In SAMs, all part d) questions. For example, 4d) which asks students to evaluate the role played by religious laws in society.	Application of knowledge and learning to consideration of own beliefs and values
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.	AO2 and AO3	In SAMs, all part d) questions. For example, 2d) asks candidates to consider an argument about the importance of role-models in religion.	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
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 differing contemporary religious attitudes.	AO1, AO2 and AO3	In all SAMs questions. Specifically all part d) questions ask candidates to interpret the ideas contained in provided sources of wisdom and authority.	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

Decision making	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values.	AO2 and AO3	In SAMs, all part d) questions. For example, 5c) asks students to discuss the value of fasting as part of religious observance.	Making religious topic selection through teaching and learning
Adaptive learning	<p>Responding to material in provided texts of sources of wisdom and authority by showing flexibility of thought and attitude, and assimilating empathetically aspects of cultural difference, context and perspective in order to comprehend and infer meaning.</p> <p>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.</p> <p>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.</p>	AO2 and AO3	In SAMs, all part d) questions. For example, 1d) asks candidates to consider the concept of prophethood and its importance at the time of the foundation of Islam	Making religious topic selection through teaching and learning
Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.	AO2 and AO3	In SAMs, part c) and part d) questions which require candidates to construct short structured essays.	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Creativity				
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.	AO1, AO2 and AO3	In SAMs. For example 2c) asks candidates to consider how the cooperation of diverse early members of Islam was able to help in its establishment.	Application of knowledge and learning to consideration of own beliefs and values
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.	AO1, AO2 and AO3	In SAMs. For example question 2b) asks candidates to imagine the challenges faced by Muhammad and to explain how they would have posed dangers for him.	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

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Intrapersonal skills				
Intellectual openness				
Adaptability	Apply knowledge and understanding in different circumstances and situations in order to analyse questions related to religious beliefs and values			Making religious topic selection through teaching and learning
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.			Making religious topic selection through teaching and learning
Continuous learning	Encourage students to develop an interest in the subject matter of the specification that motivates them to continue to study beyond the qualification.			Application of knowledge and learning to consideration of own beliefs and values
Intellectual interest and curiosity	Develop students' intellectual interest and curiosity about religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religion they are studying			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Work ethic/conscientiousness				
Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters. Apply initiative in exploring religious beliefs and analysing questions related to religious beliefs and values			Making religious topic selection through teaching and learning
Self-direction	Planning and carrying out research activity under own direction.			Making religious topic selection through teaching and learning
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.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

	Taking responsibility for any errors or omissions in 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. 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			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Productivity	Demonstrating an ability to develop knowledge, understanding and evaluative skills. Sustaining a demanding routine of study and writing effectively and to a high standard in response to practice tasks.			Application of knowledge and learning to consideration of own beliefs and values
Self-regulation (metacognition, forethought, reflection)	Ability to work autonomously, be self-motivating and self-monitoring and reflecting on the ways of learning, and areas for development.			Making religious topic selection through teaching and learning
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 they develop respect for others' views and beliefs and their impact on their lives.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
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. Ability to work autonomously, be self-motivating and self-monitoring, willing			Making religious topic selection through teaching and learning

	and able to acquire new information and skills related to work.			
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Interpersonal skills				
Teamwork and collaboration				
Communication	Enable students to utilise a number of different opportunities to exhibit communication skills in a variety of ways including written and verbal.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
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 religion they are studying.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Teamwork	Working with other students on researching themes related to a religious issue or development. Working with others to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject			Making religious topic selection through teaching and learning
Co-operation	Sharing ideas, resources and own research with other students over the period of the course.			Application of knowledge and learning to consideration of own beliefs and values
Interpersonal skills	Provide opportunities for students to engage with others on questions of beliefs, values, meaning, purpose, truth, and their influence on human life. Using verbal and non-verbal communication skills in a discussion.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

Empathy/perspective taking	Provide opportunities for students to recognise and respect different viewpoints on the various questions, and to consider the position of others in discussion and written work.			Making religious topic selection through teaching and learning
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. Discussing issues, attempting to reach shared conclusions with others, by using negotiation skills.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Leadership				
Leadership	Taking a leading part in a discussion or group task, considering representations and different viewpoints.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within group projects.			Making religious topic selection through teaching and learning
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.			Making religious topic selection through teaching and learning
Self-presentation	Enable students to utilise a number of different opportunities to exhibit communication skills in a variety of ways including written and verbal.			Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning