

## Transferable skills subject interpretation for the Pearson Edexcel International GCSE in English Language A & B (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.

Intrapersonal skills		Interpersonal skills		Cognitive skills	
Intellectual Openness		Teamwork and collaboration		Cognitive Processes and Strategies	
Adaptability	Adapting speech to meet unexpected requirements.  Responding to an unseen text adapting own abstract concepts to decode and understand the text.	Communication	Undertaking a speaking task involving dialogue/ or undertaking a writing task in response to something that has been written expressly for you	Critical thinking	Developing a critical perspective on a text by analysing the way the writer uses language, structure and form to achieve effects.
Personal and social responsibility	Using written or spoken language to undertake a specific task for which one is accountable or which develops social awareness.	Collaboration	Partaking in group discussion designed to solve a problem.	Problem solving	Writing a text to solve a problem, for example in response to a specific context.
Continuous Learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.	Teamwork	Working with other students in researching a theme related to writing- i.e. the structure of a speech, article, letter, leaflet or review.	Analysis	Analysing a text for examples of language (including grammar and syntax) and tone and how they serve to further the aims or elucidate the methods and craft of the writer.
Intellectual interest and curiosity	Undertaking a research task which is self-directed – pursuing a line of personal interest through appropriate research methods, including information technology and wider knowledge sources.	Co-operation	Sharing resources and own research with other students in a research project over time.	Reasoning/argumentation	Constructing a reasoned argument for why a writer presents an issue in a particular way to serve the interests of his or her point of view.
Work ethic/conscientiousness		Interpersonal skills		Interpretation	
Initiative	Responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution.	Empathy/perspective taking	Advocating the position of another in an oral presentation.	Decision Making	Comparing two texts, making a choice as to the salient features which form the basis of comparison.

Self-direction	Planning and carrying out research activity under own direction.
Responsibility	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.
Productivity	Writing effectively, and to a high standard.
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.
Ethics	Producing output with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic.
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate.
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.

Negotiation	Debating an issue, attempting to reach shared conclusions with others, compromising where appropriate using negotiation skills
Leadership	
Leadership	Taking a leading part in a discussion or group task or chairing a discussion, considering representations and directing the conversation to a conclusion.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.
Assertive communication	Chairing a debate or directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.
Self-presentation	Presenting a topic to class as a part of own assessment.

Adaptive learning	Adapting speech in a dialogue in response to speech of others.  Adapting one's writing so that it is appropriate to respond to the writing of another.  Adapting one's writing or speech to an appropriate form or register.
Executive function	Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan.
Creativity	
Creativity	Creating meaning from a text one has read, which could be interpreted in a number of ways. Creating a short story, description or personal response from a written prompt in an examination.
Innovation	Using language or literary devices and techniques to create a personal piece of written English.  Using spoken grammar and vocabulary to speak with some fluency on a subject of choice.