Transferable skills subject interpretation for the Pearson Edexcel International GCSE in English Literature (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

Intellectual Openness	
Adaptability	Responding to an unseen text in an open and positive spirit, showing the ability to broaden conceptual horizons in decoding and understanding the text.
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.
Continuous Learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.
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 reading.
Work ethic/conscientiousness	
Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.
Self-direction	Planning and carrying out research activity under own direction.

Interpersonal skills

Teamwork and collaboration	
Communication	Using written responses to literary texts to communicate to the intended audience a point of view or line of argument.
Collaboration	Sharing work with others in a research task or discussion on a literary theme.
Teamwork	Working with other students on researching a theme related to writing- i.e. structure and form in a named poem from the Anthology.
Co-operation	Sharing resources and own research with other students in a research project over time.
Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.
Empathy/perspective taking	Advocating the position of another in an oral presentation during a discussion of a literary subject.
Negotiation	Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills.

Cognitive skills

Cognitive Processes and Strategies	
Critical thinking	Developing a critical perspective on a text as a reader, engaging with meaning, task and context.
Problem solving	Reading a text to find a solution to a problem, for example seeking solutions to problematic elements of a prose, drama or poetry text.
Analysis	Analysing a text for examples of language (including grammar and syntax), tone, form and structure, considering how they serve to further the aims or elucidate the methods and craft of the writer.
Reasoning/argumentation	Constructing a reasoned argument for why a writer presents the plot, characters/relationships or theme to achieve particular intentions.
Interpretation	Decoding a new text or speech and identifying and understanding explicit or implicit meaning and authorial aims.
Decision Making	Comparing two poems, making choices as to the salient features which form the basis of comparison.
Adaptive learning	Responding to the unfamiliar in texts by showing flexibility of thought and attitude, and assimilating empathetically aspects of cultural difference, context and perspective.

Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.	Leadership		Executive function	Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.
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.	Leadership	Taking a leading part in a discussion or group task, considering representations and different viewpoints.	Creativity	
Productivity	Writing effectively and to a high standard in response to a literary text.	Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.	Creativity	Creating fresh insights or perspectives in responding to an unfamiliar or familiar text.
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.	Assertive communication	Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.	Innovation	Comparing two different texts and drawing illuminating and personal points of comparison.
Ethics	Producing output with a specific moral purpose or exploring the ethical intentions of a text.	Self-presentation	Presenting a topic to class as a part of own assessment.		
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.				