Edexcel International GCSEs (9–1)

A guide for schools on **transferable skills and how we are supporting students to develop these** through studying Edexcel International GCSEs (9–1).

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Pearson

The global transferable skills gap

In recent years, universities and employers have highlighted the need for students and graduates to develop a range of transferable skills, often referred to as 'soft skills', to enable them to better meet the demands of undergraduate study and the world of work.

In fact, universities and employers consider transferable skills to be the largest skills gap overall.

1 in 6
employers have difficulty finding candidates with the skills they require [1]

54%
of companies say that skills shortages impact their ability to serve their customers [2]

1 in 3
skills in a job posting is a "soft skill" [1]

87%
of university professors do not think students have the research skills needed for degree-level study [3]

The transferable skills gap demonstrates that students require more than just 'knowledge' to be successful.

It's about skills as well as knowledge to be successful at further study, higher education and in the workplace.

1 Employability - Personal & Social Capability Framework report from Pearson, 2016.

2 Employability report from PSB for Pearson, 2016.

3 Bridging the Gap: Understanding the Differing Research Expectations of First-Year Students and Professors, Meg Raven, Mount Saint Vincent University), 2016.

An overview of the new Edexcel International GCSEs (9–1)

We have recently launched a new suite of Edexcel International GCSE (9–1) qualifications available for first teaching in September 2017. English Language A and B, English Literature and Mathematics A and B are also available for optional first teaching in September 2016 for schools outside of the UK.

The new qualifications are designed to:

Be more relevant for international students:

With more international content, including the addition of further international content topics and the use of local contexts where possible.

Reward outstanding academic achievement:

Grade 9 represents a new level of attainment for the very top performers. With 9 levels of performance in the new grading scale, rather than the 8 in the current grading scale, there is greater differentiation at tboth the top end and middle of the grading scale.

Contain integrated Pearson progression tools:

Developed by teachers and tested by experts, the Pearson Progression Scale is a time-saving, reliable tool to track student progress. Progression icons, which align to the progression scale, are embedded in the Student Books to help you identify what areas students are weak, secure or confident in, and how to help them make progress through their learning.

Pearson's world-class qualifications principles:

Our panel of educational thought-leaders and assessment experts from around the world ensure they represent world-class best practice and maintain a consistent standard.

Provide detailed exam analysis with ResultsPlus:

ResultsPlus is a service unique to Pearson that provides free online in-depth mock and actual exam performance analysis, supporting teachers to plan improvements in teaching and learning, driving attainment.

Offer a wider range of teaching and learning materials, resources and training:

This support includes schemes of work, Getting Started guides, exemplar materials, ExamWizard, comprehensive textbooks and interactive resources, digital services and tailored teacher training.

Contain embedded transferable skills:

Such as problem-solving and verbal reasoning, skills needed to seamlessly progress to higher-level study and that are valued by employers.

Support progression to further study:

Developed with the help of teachers and higher-education representatives, they provide seamless progression to further study, including A levels and beyond.

This guide provides **detailed information on why transferable skills are important and how they are signposted** in the qualifications and learning materials to support student development of them.

The global transferable skills gap

> " It's really the more **fundamental skills** like **teamwork** and **communication** that seem to matter the most, that **employers demand the most**"
>
> **Guy Berger**, the chief economist at LinkedIn.

VACANCY:

Manager

JOB

KEY REQUIREMENTS:

Must have excellent:

- ☑ Communication skills
- ☑ Team working skills
- ☑ Interpersonal skills
- ☑ Analytical skills
- ☑ Problem-solving skills

Must be:

- ☑ Flexible
- ☑ Adaptable
- ☑ Self-motivated
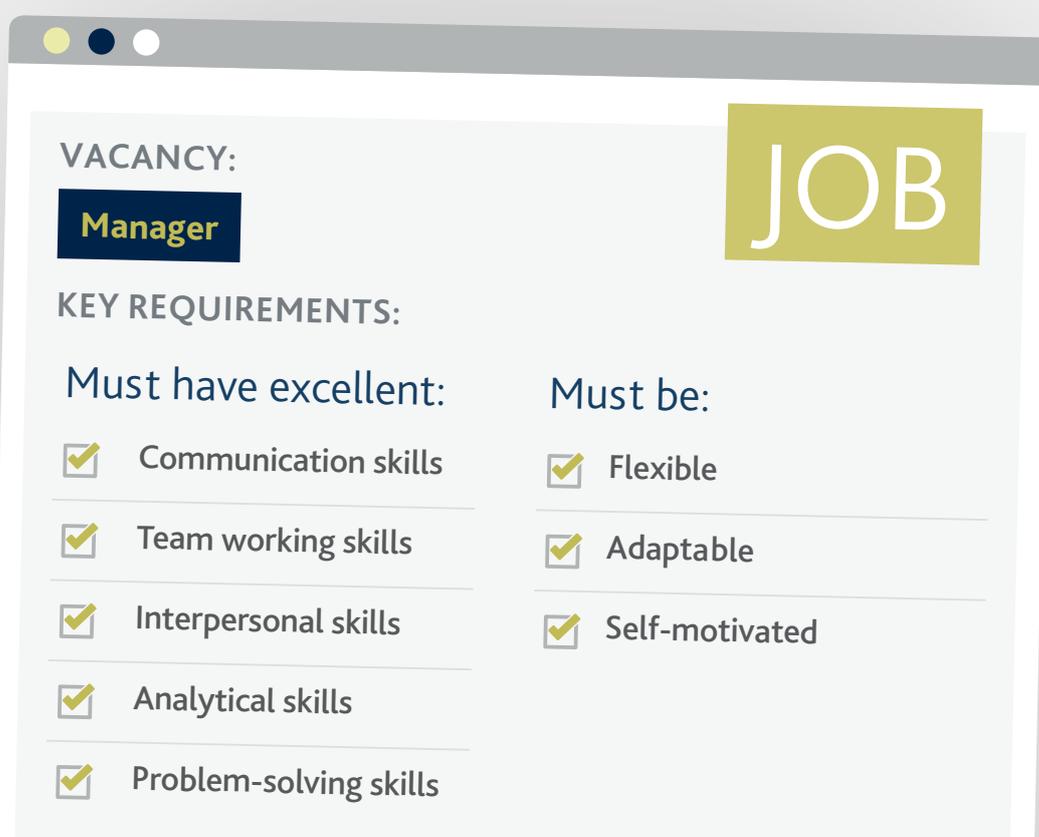
Research we have conducted recently highlights that teachers, parents and students are aware of the global transferable skills gap and as a result, seek a truly comprehensive curriculum that develops not only subject knowledge, but the transferable skills in demand by university and employers.

This is why we have ensured that transferable skills are embedded in the new Edexcel International GCSEs (9–1).

Which transferable skills are embedded in Edexcel International GCSEs (9–1)?

The Organisation for Economic Co-operation and Development (OECD) defines transferable skills as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.

Pearson's research team reviewed a number of skills frameworks for our Edexcel qualifications, and selected the US National Research Council's (NRC) framework as being the most suitable. This is because:

- The NRC is the most evidence-based and robust of its type.

- The framework includes cognitive, intrapersonal and interpersonal skills.

- During the qualification development process, we have ensured that there are opportunities for the transferable skills contained in the NRC framework to be developed and assessed, where a transferable skill naturally occurs within a subject (not all skills will be relevant for every subject).

- The breadth of transferable skills, listed in the NRC framework diagram below are covered by the full range of subjects in the Edexcel International GCSE (9–1) curriculum.

NRC transferable skills framework

Cognitive Skills

"Core skills your brain uses to think, learn and reason – used to carry out any task"

Cognitive Processes and Strategies

Critical Thinking

Problem Solving

Analysis

Reasoning / Argumentation

Creativity

Creativity

Innovation

Intrapersonal skills

"This is emotional intelligence, the ability to know, understand and manage your own emotions and learning"

Intellectual Openness

Adaptability

Personal and Social Responsibility

Continuous Learning

Intellectual Interest and Curiosity

Interpretation

Decision Making

Adaptive Learning

Executive Function

Work Ethic / Conscientiousness

Initiative

Self-Direction

Responsibility

Perseverance

Productivity

Self-regulation (metacognition, forethought, reflection)

Ethics

Integrity

Positive Core Self Evaluation

Self-monitoring

Self-evaluation

Self-reinforcement

Interpersonal Skills

"The life skills we use everyday to communicate and interact with other people, both individually and in groups"

Teamwork and Collaboration

Communication

Collaboration

Teamwork

Co-operation

Interpersonal Skills

Empathy / Perspective Taking

Negotiation

Leadership

Responsibility

Assertive Communication

Self-Presentation

How are these transferable skills embedded in Edexcel International GCSEs (9–1)?

Transferable skills contained in the NRC framework are signposted in the qualifications, textbooks and online learning materials.

Textbooks and online learning materials example

In the Edexcel International GCSE (9–1) English Literature textbook, the transferable skill 'critical thinking' is specifically developed through a suggested activity.

Textbooks example

LITERARY HERITAGE TEXTS

ACTIVITY 5 | **AO1** | **SKILLS** ANALYSIS, REASONING, EXECUTIVE FUNCTION

▼ **UNDERSTANDING THE TEXT**

Find three examples in the play where the language form changes from verse to prose or from prose to verse. This could happen during a scene or from one scene to the next. For each example, write a short paragraph describing:

1 what happens on stage when this change of form takes place
2 the effect that the change of form has on the audience.

EXAM-STYLE QUESTIONS

AO1 | **AO2** | **AO4**

SKILLS CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION, ADAPTIVE LEARNING

HINT

In the exam, you will have 45 minutes in which to write your essay. There will be a choice of two questions on the paper. Use these exam-style questions to practise exam technique and timing. Remember to consider language, form and structure and refer to the context of the play in your response.

[1] AO1: This opening sentence shows consideration of the text as a whole.

[2] AO4: This comment shows good contextual understanding.

[3] AO4: These sentences show how you can expand a contextual point. These ideas are relevant to the question, as they explain why this form of discrimination was particularly unjust.

[4] AO1: This comment on the quotation makes clear how seriously Shylock takes the idea of justice. Consider what happens next – what could you say about the judge's decision to pardon Antonio and punish Shylock?

1 Show how attitudes towards people of other races and faiths are presented in *The Merchant of Venice*. You must consider language, form and structure and refer to the context of the play in your answer.
(30 marks)

2 In what ways is setting important in *The Merchant of Venice*? You must consider language, form and structure and refer to the context of the play in your answer.
(30 marks)

3 Explore the relationship between Portia and Nerissa. You must consider language, form and structure and refer to the context of the play in your answer.
(30 marks)

4 Explore the significance of money and trade within *The Merchant of Venice*. You must consider language, form and structure and refer to the context of the play in your answer.
(30 marks)

5 What is the significance of justice and mercy in *The Merchant of Venice*? You must consider language, form and structure and refer to the context of the play in your answer.
(30 marks)

5 The theme of justice and mercy is integral to the plot of The Merchant of Venice. [1] Shylock holds a great sense of injustice in the way he has always been discriminated against as a Jew [2]. Lending money was seen as immoral at this time, and although Christians disapproved, it was the only possible way that Jews were allowed to make money. Christians like Antonio and Bassanio benefit from money-lending, so it shows the hypocrisy in Venetian society [3]. Shylock's bitterness is evident in all his dealings with Antonio. He refuses to give up on receiving his pound of flesh from Antonio, even when Portia reasons with him to be merciful. Shylock's declares in court that if the judge denies his rights, he will 'let the danger light / Upon your charter and your city's freedom'. 'Charter' means law, so he is threatening the law and order of the whole of Venice. [4]

Qualifications example - Specifications and Schemes of Work

In the Edexcel International GCSE (9–1) specifications and Schemes of Work (SoW) for each subject, transferable skills gained through teaching, delivery and assessment are signposted. This is shown in the English Literature specification and English Language A SoW examples below.

Paper 1:
Non-fiction and transactional Writing

Lesson	Paper and section	Learning outcomes	Content	Content	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	Paper 1: Non-fiction (Section A)	Students will be able to: Understand the main ideas a writer is	Students should be given an extract from Part 1 of the Anthology. Introduce different	Selected extracts from Part 1 of the Anthology. Alternatively, use materials that are	Problem solving Creativity	Problem solving Executive function Creativity

Cognitive skills	Cognitive Processes and Strategies:	• Critical thinking • Problem solving • Analysis • Reasoning • Interpretation • Decision Making • Adaptive learning • Executive function
	Creativity:	• Creativity • Innovation
Intrapersonal Skills	Intellectual openness:	• Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity
	Work ethic/ conscientiousness:	• Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity • Positive Core Self Evaluation • Self-monitoring/

Problem solving for English Language writing about text to solve a problem, for example in response to a specific context.

Initiative for English Language responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution.

Full subject specific skills interpretations are available for each subject.

Transferable skills glossary

Definitions below should be understood within the context of the subject.

	Transferable skill	Definition
A	**Adaptability**	To change (or be changed) to fit changed circumstances.
	Adaptive Learning	A type of learning that focuses on past successes and how to use these as a basis in developing future strategies and successes.
	Analysis	The detailed break-down of a theme, topic or situation in order to interpret or study the interrelationships between parts.
	Assertive Communication	Express one's self effectively and ability to stand up for a point of view, while also respecting the rights and beliefs of others.
C	**Co-operation**	The action or process of working together to the same end.
	Collaboration	The action of working with someone or a group as an equal partner to produce an outcome.
	Communication	The imparting or exchanging of information by speaking, writing, or using some other medium.
	Continuous Learning	To continually develop and improve one's skills and knowledge in order to perform effectively and adapt to changes in life.
	Creativity	The use of imagination or original ideas to create something; inventiveness.
	Critical Thinking	The strategies used to objectively analyse and evaluate a topic, problem or situation in order to form a judgement.
D	**Decision Making**	The action or process of making important decisions.
E	**Empathy / Perspective Taking**	The ability to understand and share the feelings and viewpoint of another.
	Ethics	One's own moral principles that govern behaviour or the conducting of an activity.
	Executive Function	The ability to successfully use a set of mental skills and strategies that help individuals to approach problem solving, get things done and make progress in their lives.
I	**Initiative**	The ability to assess and initiate things independently.
	Innovation	To make new changes in something established, especially by introducing new methods or ideas.

Transferable skill	Definition	
Integrity	The quality of being honest and having strong moral principles.	
Intellectual Interest and Curiosity	A desire to invest time and energy into learning more about a person, place, thing or concept.	
Interpersonal Skills	Life-skills we use every day to communicate and interact with other people, both individually and in groups.	
Interpretation	The action of explaining the meaning of a theme, topic or situation from one's own individual perspective.	
Leadership	The action of leading a group of people or an organization, or the ability to do this.	**L**
Negotiation	Discussion, including compromise where appropriate, aimed at reaching an agreement.	**N**
Perseverance	A persistence in doing something, despite difficulty or delay in achieving success.	**P**
Personal and Social Responsibility	To act for the benefit of your community and society at large.	
Problem Solving	The process of applying principles and concepts to find solutions to difficult or complex issues.	
Productivity	The effectiveness of productive effort, as measured in terms of the rate of output.	
Reasoning / Argumentation	The process of reaching conclusions through use of a logical process.	**R**
Responsibility	To take ownership for a situation or issue and accept the consequences of own actions.	
Self-Direction	Directed or guided by oneself, especially as an independent agent.	**S**
Self-monitoring / self-evaluation / self-reinforcement	Looking at own progress to determine what has improved and what areas still need improvement.	
Self-Presentation	How people attempt to present themselves, shape how others view them and create a certain impression.	
Self-regulation (metacognition, forethought, reflection)	Self-regulation is when a person or group uses cognitive skills and strategies to govern itself without outside assistance or influence.	
Teamwork	The combined action of a group, especially when effective and efficient.	**T**

Read our blog

Read our latest blogs to find out more about how the new Edexcel International GCSEs (9-1) develop skills needed for university and the workplace, written by **Lucy Hill** (qualifications expert) and **Ben Greshon** (resources expert).

To find out more

about our new Edexcel International GCSEs (9-1), visit our website:

qualifications.pearson.com/edexcel-internationalgcse

where you can request your local consultant to contact you:

http://qualifications.pearson.com/en/forms/edexcel-international-gcse-9-1.html