

CAS HANDBOOK

SHGS



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CAS Guide

For Grade 11 and 12 students



What is CAS?

CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

Aims

The CAS program aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Portfolio

CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.

Students reflect on CAS experiences at significant moments throughout CAS.

Completion of CAS is based on student achievement of the seven CAS learning outcomes.

Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator.

Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes.

Learning outcomes articulate what a student is able to do at some point during the CAS program.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Not all CAS experiences lead to a CAS learning outcome.

Students provide evidence in their CAS portfolio of having achieved each learning outcome at least once.

The evidence of achieving the seven CAS learning outcomes is found in students' reflections.

Learning Outcomes:

LO 1- Identify own strengths and develop areas for growth

LO 2- Demonstrate that challenges have been undertaken, developing new skills in the process

LO 3- Demonstrate how to initiate and plan a CAS experience

LO 4- Show commitment to and perseverance in CAS experiences

LO 5- Demonstrate the skills and recognize the benefits of working collaboratively

LO 6- Demonstrate engagement with issues of global significance

LO 7- Recognize and consider the ethics of choices and actions.

CAS Project

Students undertake a CAS project of at least one month's duration

The project must challenge students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

The CAS project can address any single strand of CAS, or combine two or all three strands.

Meetings with CAS Coordinator

There are three formal documented interviews students must have with their CAS coordinator.

The first interview is at the beginning of the CAS program (September)

The second interview is at the end of the first year (May)

The third interview is at the end of the CAS program (April-senior year)

Student Responsibilities

Personal engagement is key, as well as choice and enjoyment of CAS experiences.

The ideal is for students to undertake a variety of CAS experiences on a weekly basis, for a minimum of 18 months.

Students must also undertake at least one CAS project with a minimum duration of one month.

Student Expectations

- proactive attitude
- clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes (learner profile and the IB mission statement)
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator
- understand and apply the CAS stages
- variety of experiences, some of which are self-initiated, and at least one CAS project
- reflect on how personal interests, skills and talents evolve throughout
- maintain a CAS portfolio and keep records of CAS experiences including seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect
- demonstrate accomplishments
- communicate with the CAS coordinator
- ensure a suitable balance between creativity, activity and service
- behave appropriately and ethically.

CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

To further decide on a CAS experience, the following questions may be useful:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

CAS stages

The five CAS stages are as follows.

- **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups
- **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Creativity

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression.

Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless.

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Students are encouraged to move beyond the familiar, broadening their scope from conventional to unconventional thinking.

Activity

Activity promotes lifelong healthy habits related to physical well-being.

May include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

As with all CAS experiences, students reflect purposefully on their engagement and look for moments of personal significance or inspiration as a call for reflection.

Service

The aim is for students to understand their capacity to make a meaningful contribution to their community and society.

Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness.

Service Learning

Service learning is the development and application of knowledge and skills towards meeting an identified community need.

All forms of service should involve investigation, preparation and action that meets an identified need.

Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place.

Four Types of Service Action

Direct service: Student interaction involves people, the environment or animals. EX: one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Students do not see the recipients of indirect service, but they have verified their actions will benefit the community or environment. EX: re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. EX: initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. EX: conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

CAS students must be involved in at least one CAS project during their CAS program.

The primary purpose of the CAS project is to ensure participation in sustained collaboration.

A CAS project can address any single strand of CAS, or combine two or all three strands.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project.

A minimum of one month is recommended for a CAS project, from planning to completion.

CAS Project Examples

Creativity: A student group plans, designs and creates a mural.

Activity: Students organize and participate in a sports team including training sessions and matches against other teams.

Service: Students set up and conduct tutoring for people in need.

Creativity and activity: Students choreograph a routine for their marching band.

Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.

Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

Reflection

Reflection is central to building a deep and rich experience in CAS.

Reflection allows students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.

Reflection is most meaningful when recognized as a personal choice

Students decide which reflections will be placed in their CAS portfolio.

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Reflection is:

honest
personal
done in many different ways
sometimes difficult
sometimes easy
sometimes creative
building self-awareness
necessary for learning
what I did, combined with how I felt
surprising
helpful for planning
done alone or with others
about thoughts, feelings, and ideas
adding perspective

Reflection is not:

forced
right or wrong
good or bad
marked or graded
to be judged by others
difficult
copying what someone else said
predictable
only a summary of what happened
done to please someone else
a waste of time
only written
only discussion
only led by teachers

Portfolio

The portfolio is evidence of engagement, and shows achievement of the seven CAS learning outcomes.

During the three CAS interviews the CAS portfolio is discussed and encouragement and advice is given.

Notes and recommendations from these consultations are documented and included in the student's CAS portfolio.

Individual student learning styles will dictate the type of portfolio used:

- digital
- online
- diary
- journal
- scrapbook
- blended approach

There is no preferred method for the portfolio. Students may create a scrapbook, vlog, blog, files, or website, including pictures, writing, documents, recordings, etc.

The portfolio can be organized into three parts: Profile, Experiences, and Evidence

Profile: include interests, skills and talents, plans and goals. At the start of CAS, map interests against the three strands of CAS to identify possible CAS experiences. Identify both short-term and long-term goals.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside CAS.

CAS Meeting Log-bring to all meetings with CAS Coordinator

Meetings	Discussion/evidence	Goals-moving forward
<p>Meeting #1: fall junior year- Discussion of student interests and ideas for CAS experiences, discussion of format for portfolio, review of CAS stages, general planning</p>		
<p>Meeting #2: spring junior year- assessment of student progress. Check on range of CAS experiences and achievement of learning outcomes. Discussion on planning and/or implementation of CAS project, <u>portfolio check</u> on evidence of 7 learning outcomes</p>		
<p>Meeting #3: Final meeting, spring senior year- summative interview for CAS. Show achievement of seven learning outcomes. Portfolio is used as a reference</p>		

Learning outcome descriptors

Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
 - demonstrates knowledge and awareness by building on a previous CAS experience
 - shows initiative by launching a new idea or process
 - suggests creative ideas, proposals or solutions
 - integrates reflective thoughts in planning or taking initiative
 - is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision

- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.



Name:

Class of:.....

CAS Interview #1

Process:

The student is expected to arrive to the interview with a presentation of her plans, design and questions. His or her own laptop or other visuals can be used for this. The student's presentation can take up to 5 minutes maximum. The rest of the time is spent discussing questions which have not been touched upon by the student, in a question-answer fashion. The advisor is recommended to record short hand-written notes on how s/he sees the student's performance, right after the interview.

Purpose:

- Check understanding of CAS
- Check that the student's interests are pursued in the program
- Discuss plans for CAS experiences
- Review the Learning Outcomes
- Check understanding of the portfolio contains.

Questions

Part 1 – General Understanding

- Which aspect of the program are you most excited about?
- Which aspect of the program challenges you the most?.....
- What do you want to achieve from CAS?.....
- What have you learnt about the CAS stages?.....
- How will you ensure ongoing experiences? What are your strategies?
.....

Part 2 – Self-Profile and Design

- What are your interests and how can you incorporate them into the program?
.....
- What do you enjoy doing? How could this be related to CAS?
.....
- How can you advance your interests and skills in the program?
.....

- How could something you do currently (for example, a sport) be made into a CAS experience with new opportunities, challenges or the extension of your skills?
.....
- What issues of global significance concern you the most? How could you address these in your program?
.....
-

Part 3 – Learning Outcomes

- How will your goals in CAS address the different learning outcomes?
.....
-
- How can you summarize the learning outcomes in your own words?
.....
-
- Which ones seem like a challenge for you?
.....
-

Part 4 – Reflection as a Habit

- What are your plans for ongoing reflection? When will you update your portfolio?
.....
-
- What evidence could you collect to make your portfolio more enjoyable for you and others?
.....
-
- How do you like to reflect?
.....
-



Name:

Class of:.....

CAS Progress Interview

Purpose:

- Discuss your engagement with **your own personal development program** (CAS)
- Check that you are **meeting requirements**
- Discuss how you **collect evidence**
- Check **whether you understood** what's the **role of reflection** in all this
- Verbally **reflect** on your actions & plans

Process:

- You are expected to arrive to the interview with a **summary narrative essay** of your CAS program so far.
- The summary narrative must follow the interview questions below.
- Be sincere and personal, you can write in a neutral register.
- You should write approximately 1.5 pages (minimum).

Questions

The Big Idea

- What is your understanding of the role and purpose of CAS in your IB Diploma Programme?
.....
- What has been most enjoyable and beneficial so far in CAS?
.....
- What personal goals have you achieved already?
.....
- What else do you want to achieve? Choose the most important personal goal for you!
.....

CAS Program and Portfolio

- What have been the biggest challenges for you for CAS? Be sincere.
.....

-
 ■ Have you ensured a balance across the three strands? If not, how will you correct?

-
 ■ What have you learnt from reflection?

-
 ■ Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?

-
 ■ In what ways have your experiences and CAS project assisted (or are assisting) you in achieving one or more learning outcomes?

CAS Learning Outcomes & Experiences

- How will you address the learning outcomes you haven't achieved yet?

- Do you have a highlight experience? Describe what happened.

Being Balanced & Caring

- How will you take care of your CAS over the summer break? Share your plan.



Name:

Class of:.....

CAS Exit Interview

Purpose:

- Encourage the self-evaluation of the student with view to the IB Learner Profile
- Self-reflect in speaking on his or her actions, choices and their consequences
- Put the CAS program in the perspective of the world beyond school

Process:

The student is expected to arrive to the interview with a summary narrative of his or her CAS program, focusing on the following points:

- ★ Recount when, where and how you achieved the CAS learning outcomes
- ★ What have you enjoyed the most?
.....
.....
- ★ How has your self-awareness increased during these 18 months? What did you learn about yourself?
.....
.....
- ★ What were the biggest challenges? How did you overcome them?
.....
.....
- ★ How do you evaluate yourself and the choices you made in CAS?

Questions

CAS Program

- Did you manage to reach your goals?
.....
.....
- What have you learned about balancing your time with your choices and commitments?
.....
.....
- How do you apply what you learned from CAS in future learning or in life in general?
.....
.....
- Have any new personal goals emerged from your CAS program? How come?
.....
.....

- How did you integrate the three CAS strands in your overall program?

.....

.....

Evidence from CAS

- What has the role of reflection been in your whole CAS experience? Describe any experience you had with reflection that has been helpful or memorable!

.....

.....

- How could you use something similar to a CAS portfolio in the future?

.....

.....

- In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB Learner Profile? What would you do differently?

.....

.....

CAS Learning Outcomes

- How did you improve and develop your planning skills?

.....

.....

- What did you learn about yourself?

.....

.....

- What have you learned through working in collaboration with others?

.....

.....

- What abilities and skills did you develop most significantly in CAS?

.....

.....

- Did CAS help you to consider issues of global importance? How?

.....

.....

- Which were your easiest and most challenging learning outcomes? How come?

.....

.....

- What qualities did you discover and develop? What areas of growth were evident?

.....

.....

- What challenges did you face and how did you overcome them?

.....

.....

Closing Questions

- What advice would you give to upcoming CAS students for making CAS enjoyable, sustained over time and meaningful?

.....
.....

- Five years from now what do you think you'll remember most about your CAS program?

.....
.....

- If you were to improve the program, what would you do differently?

.....
.....



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CAS Reflection Form—for use by juniors and seniors

The following questions should be addressed at the end of each experience/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions. Write legibly using black ink.

Note: Forms are due the 15th of each month. All CAS work should be completed by April 1 for seniors. (prior to mock exams).

Name _____ ID _____ Grade _____

Date of this reflection _____ Date(s) of CAS experience/project _____

Title of experience/project _____

Number of hours spent on this experience/project: _____

1. Briefly describe the CAS experience. What did you hope to accomplish?

.....
.....

2. What was the outcome of the experience? Did you accomplish your goals?

.....

.....

3. What would you do differently if you did this experience again?

.....

.....

4. Describe how this experience represents Creativity, Action, and/or Service.

.....

.....

5. Which of the following learning outcomes have you addressed with this activity? (Choose all that apply)

- ☐ Identify your own strengths and develop areas for personal growth.
- ☐ Demonstrate that challenges have been undertaken, developing new skills in the process.
- ☐ Demonstrate how to initiate and plan a CAS experience.
- ☐ Show commitment to and perseverance in CAS experiences.
- ☐ Demonstrate the skills and recognize the benefits of working collaboratively.
- ☐ Demonstrate engagement with issues of global significance.
- ☐ Recognize and consider the ethics of choices and actions.

How does the experience address these learning outcomes?

.....

.....

SUPERVISOR EVALUATION

- To be completed by the experience/project Supervisor (an adult who is not related to the student). Please evaluate the quality of the student's endeavor and verify the hours involved with its completion:

Comments on student's performance:

.....
.....

Punctuality and Attendance: **Poor** **Good** **Excellent**

Effort and Commitment: **Poor** **Good** **Excellent**

Activity/Project Supervisor's Name _____

Activity/Project Supervisor's Signature _____

Contact phone number: _____ **Email:** _____

Date Signed _____



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CAS ACTIVITY PRE-APPROVAL FORM

All CAS projects must be approved in advance by the CAS Coordinator. This form will help indicate whether your proposed project is acceptable as a CAS activity. Please complete the following form, and submit to the CAS Coordinator in advance of beginning any new CAS project.

Student name: _____ Class of _____

Project title:

Project description:

Address / location where activity will take place:

Duration and weekly hours:

Activity area: Tick the appropriate component

☐ Creativity ☐ Activity ☐ Service

CAS learning outcomes to be achieved.

- ☐ Identify your own strengths and develop areas for personal growth.
- ☐ Demonstrate that challenges have been undertaken, developing new skills in the process.
- ☐ Demonstrate how to initiate and plan a CAS experience.
- ☐ Show commitment to and perseverance in CAS experiences.
- ☐ Demonstrate the skills and recognize the benefits of working collaboratively.
- ☐ Demonstrate engagement with issues of global significance.
- ☐ Recognize and consider the ethics of choices and actions.

Adult supervisor (not a relative)—project cannot begin without this item completed.

Name: _____ **Position:**

Telephone:

_____ **Email:** _____

CAS Coordinator: _____ **Approved: Yes** ☐ **No** ☐

CAS Coordinator Signature: _____ **Date:** _____

