

CAS 2015/2016

AIM

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others.

CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months.

- 1) Identify own strengths and develop areas of growth
- 2) Demonstrate that challenges have been undertaken, developing new skills in the process
- 3) Demonstrate how to initiate and plan a CAS experience
- 4) Show commitment to and perseverance in CAS experiences
- 5) Demonstrate the skills and recognize the benefits of working collaboratively
- 6) Demonstrate engagement with issues of global significance
- 7) Recognize and consider the ethics of choices and actions

STRANDS

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

DURATION

At least 18 months (with a reasonable balance between creativity, activity, and service)

CAS EXPERIENCES

Students engage in CAS experiences involving one or more of the three CAS strands.

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

School-based/Community-based Creativity: MUNiM; BaLMUN; International days at Rudjer; choir; journalism; student's parliament

Individual/ongoing Creativity: learning an instrument, photography, singing, art etc.

School-based/Community-based Activity: participation in a school's team, sport's days.

Individual/ongoing Activity: training and/or recreation: football, basketball, volleyball, table tennis etc.

School-based Service: assisting in teaching at primary school (direct service); student's parliament.

School-based/community-based/immediate need Service: humanitarian actions (indirect service)

Advocacy/fundraising: making short movies, posters etc.

CAS PROJECT

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

School-based/Community-based Creativity: ACES project "See the face behind the label"; School's newspaper "Citizen of the World", making a short documentary.

School-based/Community-based Activity: sport tournaments

Individual/ongoing Activity: competitions, training

School-based Service: assisting in teaching at primary school (direct service); activity for an international day of recognition.

School-based/community-based/immediate need Service: humanitarian actions (indirect service)

Advocacy/fundraising: making short movies, posters etc.

Individual Service: teach skills to those in need (language, ICT skills etc.).

MONITORING PROGRESS

CAS INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator where student progress is discussed and appropriate encouragement and advice is given.

The initial interview (First CAS interview) is conducted at the beginning of the Diploma Programme. The CAS coordinator ensures the student understands the requirements for CAS, CAS learning outcomes, CAS experiences, CAS portfolio, CAS project, and CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understandings and assist with any plans and ideas.

The second interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS.

The third interview is the summative interview for CAS and it may well be just before the Diploma Programme finishes.

CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections.

9/16/2015
CAS Coordinator
Srđan Barišić