Scotch College

The CAS Requirement of the IB Diploma Programme
Co-Curricular activities undertaken by IB Diploma students are managed as part of the CAS programme.

CAS has a central place in the IB Diploma model. It provides a ‘hands on’ opportunity for Diploma students to demonstrate commitment to the broad ideals of the IB as they venture out beyond the classroom.

CAS consist of three components....

C = Creativity - the ARTS and other experiences involving creative thinking.

A = Action - physical exertion contributing to a healthy lifestyle.

S = Service - voluntary exchange which has benefit to the learner and recipient.
CAS is complementary to the Academic programme and reflects the core values of the IB programme.

‘....to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world’.

CAS aims to develop a particular way of thinking about one’s place in the world. It challenges students to reflect on their actions and how they relate to others – both locally and globally.

IB Learner Profile Booklet 2006.
CAS should be thought of as a programme which encourages students to:

- Set goals – with a focus on new tasks.
- Engage in experiential learning – where they are challenged.
- Reflect on their actions and make links to other aspects of their course.

The CAS programme promotes a balance between each of the component parts. While the IB has recommended approximately 50 hours in each, there is no formal counting of hours.
CAS is assessed using eight Learning Criterion. Has the student...

- Increased awareness of own strengths and areas for growth.
- Undertaken new challenges.
- Planned and Initiated activities.
- Worked collaboratively with others.
- Showed perseverance and commitment in their activities.
- Engaged with issues of global importance.
- Considered the ethical implications of their actions.
- Developed new skills.
The IB Diploma student is assisted to set goals for each of the three components in the knowledge that school-based activities, as well as activities and facilities available outside the College can be used.

The scope is broad to allow for maximum flexibility and choice.

**CREATIVITY** goals can be achieved by participating in such activities drama productions, music ensembles or even learning an instrument, taking art lessons or documenting a trip in a creative manner.

**ACTION** goals can be achieved by playing a PSA sport, taking part in an Outdoor Education Programme or any other physical activity. Participation in a team sport or other group activity is encouraged.

**SERVICE** goals can be achieved by volunteering to work with any community service group or taking part in a school-organised service task.

The assessment for each of these is based on the eight learning criteria – with the evidence for their achievement coming from a Reflection Journal and interviews with the CAS Coordinator.
The CAS Coordinator interviews individual students and formally reviews their progress at least three times during the 18 months of the programme – recommending adjustments if needed.

The College will ensure that boys undertaking the IB Diploma course will be afforded the flexibility needed to achieve their CAS goals. Boys will be assisted in designing a personal CAS programme which is both stimulating and rewarding.
Year 11 and 12 boys currently achieve many of the learning criteria stated in the IB Diploma Programme. Most boys spend well in excess of the time expected of an IB Diploma student undertaking the CAS programme.

Some examples of activities currently undertaken which fit comfortably into the IB ideal of... ‘internationally minded people... recognising their common humanity and shared guardianship of the planet’ ..include:

• Stuart House - Carbon Neutral – tree planting by Year 11 boys.
• Service at ‘Adventure Club’ charity – after-school activities undertaken as part of the Year 11 Leadership Programme.
• Membership of the Scotch Amnesty Club
• Participation in UNYA – United nations Youth Association.
• Year 11 New Zealand Adventure Trip
• Service with the ‘Disabled Surfers Association’
The well established Tanzania and India Service trips provide opportunities for boys to achieve many of the CAS requirements of the IB Diploma. While the CAS requirements can be achieved comfortably without leaving Peth, these trips offer another avenue for meeting many of the assessment criterion.
The CAS programme will extend into the final years of school many of the initiatives to come out of the MYP and other recent internal and external developments in the education of Scotch boys.

The introduction of the Service programme in Year 10 provides students with a starting point for the setting goals and pathway in this area.

The Western Australian Government - Curriculum Council - directive that all students must complete 20 hours of Service in the final years of secondary schooling has helped to underscore the importance of Service.

The Leadership Programme at Scotch provides students with the skills and incentive to undertake new – Leadership - tasks.

The Scotch College Colours and Honours Awards structure – extending to Include Service, Leadership and Outdoor Education – recognises achievement in areas central to the CAS programme.