

International Baccalaureate Diploma Programme Subject Brief

Diploma Programme Core:

Creativity, action, service

2010–2016



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.



Elements of CAS

Creativity, action, service (CAS) is at the heart of the DP, involving students in a range of activities that take place alongside their academic studies. The component's three strands, often interwoven with particular activities, are characterized as follows:

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance. This may include visual and performing arts, digital design, writing, film, culinary arts and crafts.
- **Action**—physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need. 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 experiences can be approached using the Service Learning model. Service Learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied in the curriculum, utilising skills, understanding and values developed in these studies. Service Learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their Service experiences.

CAS encourages students to be involved in local, national and international activities as individuals and as part of a team, enabling them to enhance their personal, interpersonal, social and civic development. It can be both challenging and a personal journey of self-discovery. CAS activities are usually real and purposeful with significant outcomes, extending the student while involving planning, reviewing progress, reporting and reflection on outcomes and personal learning.

International dimensions

CAS activities are seen in a broader context, bearing in mind the maxim "Think globally, act locally". Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving.

Aims

Within the DP, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile. The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences involving intellectual, physical, creative, emotional and fun elements
- meaningfully reflect upon their experiences
- identify goals, develop strategies and initiate 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 that they are members of local and global communities with responsibilities towards each other and the environment.

- worked collaboratively with others - Collaboration can be shown in many different activities. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- shown perseverance and commitment in their activities - At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- engaged with issues of global importance - Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally.
- considered the ethical implications of their actions - Ethical decisions arise in almost any CAS activity, and evidence of thinking about ethical issues can be shown in various ways.
- developed new skills - As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Learning outcomes

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved all eight key learning outcomes.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?" This focus on learning outcomes emphasizes that it is the activity's contribution to the student's development that is most important. The guideline for the minimum amount of CAS activity is 150 hours, with a reasonable balance between creativity, action and service.

As a result of their CAS experience as a whole, including reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth - They are able to see themselves as individuals with various skills and abilities, and understand that they can make choices about how to move forward.
- undertaken new challenges - A new challenge may be an unfamiliar activity, or an extension to an existing one.
- planned and initiated activities - Planning and initiation is often in collaboration with others. It can be shown in activities that are part of larger projects, as well as in small student-led activities.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

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