



Goetheschule Essen
Städtisches Gymnasium
International IB World School

CAS handbook

Session: from May 2017 onward

student

session

Table of Contents

1. Introduction	03
2. CAS and the Diploma Programme	04
3. The Essentials of CAS	05
4. The Aims of CAS	06
5. Learning Outcomes	07
6. The Responsibilities of the CAS student	08
7. CAS Projects	09
8. CAS Portfolio	13
Annex: CAS Forms	15

1. Introduction

■ Dear Students,

this handbook is for all of you, who are taking part in the IB Diploma Programme of Goetheschule Essen. CAS will be important during the entire time of your IB Diploma Programme. In the following we try to explain all the details of CAS for you. If you have any question about CAS don't hesitate to speak with your CAS Coordinator at Goetheschule.

■ Dear Parents,

This handbook is also for those parents who wish to have a deeper look at what CAS is about. Some of the CAS activities may take place outside school and you may be involved. We thank you for supporting your daughter or son with CAS.

■ Dear Applicants,

This handbook is for all of you who wish to get informed about CAS. Many of the activities you are just doing at Goetheschule or outside can be CAS activities. Especially for you there is the "First Year Plan" (see annex).

■ Dear teachers,

This handbook is also for all my colleagues who want to understand what it means, that CAS is at the core of the whole IB programme. Many of the activities will be offered at Goetheschule and you may be involved. If you have any further questions don't hesitate to ask.

■ Contact:

Besides regular CAS meetings, which are listed in the IB school calendar, we arrange individual meetings. Please speak to me, call me or send me an email.

CAS Coordinator

Michael Franke, StD

Phone: +49 201 841170

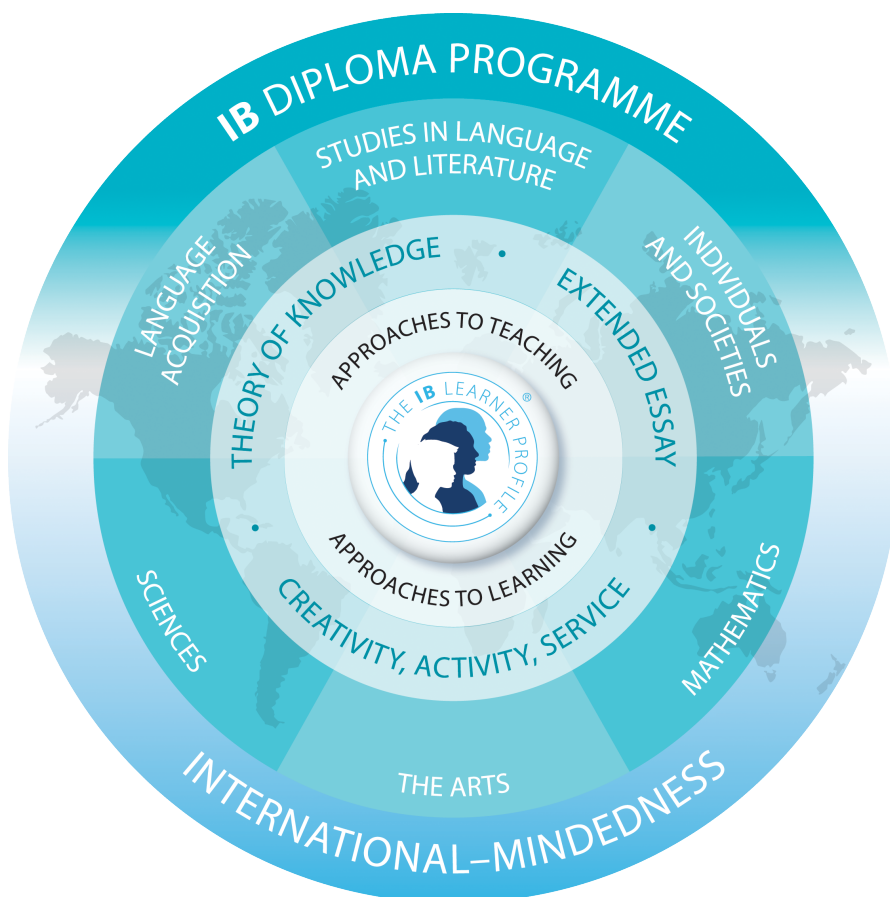
Email: Michael.franke@schule.essen.de

2. CAS and the Diploma Programme

■ CAS (Creativity, activity, service) is in the **heart of the Diploma Programme**. It is one of three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

■ The **three elements** of the **Diploma Programme core** (TOK, CAS and the Extended Essay) were introduced by the original curriculum designers of the Diploma Programme as a way to educate the whole person. The core consists of three separate elements, but links and relationships are evident between them even if these links have not previously been clearly articulated.

■ **Each subject group** of the Diploma Programme can contribute towards CAS.



3. The Essentials of 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

- CAS enables students to enhance their **personal and interpersonal development**. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

Goetheschule gives CAS **as much importance as any other element** of the Diploma Programme and ensures **sufficient time** is allocated for engagement in the CAS programme.

- The CAS programme formally **begins at the start of the Diploma Programme** and continues regularly, ideally on a weekly basis, for at least **18 months**. This time period begins at Goetheschule on the 1st of August during the Junior Year and ends on the 31st of January of the Senior Year. It may be extended to 28th of February.

- **Successful completion** of CAS is a requirement for the award of the IB Diploma.

- **A reasonable balance** between creativity, activity and service is necessary.

- A CAS project can be a **single event** or may be an extended **series of events**.

- Students engage in CAS projects which involve **one or more** of the **three CAS strands**.

- All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections. There are detailed explanations about the CAS portfolio in chapter 8 of this handbook.

- Completion of CAS is based on student achievement of the seven **CAS learning outcomes** (see chapter 5). Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

- 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.
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project (see chapter 7).
- There are three formally documented **interviews** students are supposed to have with their CAS Coordinator. The first interview is conducted at the beginning of the CAS programme, the second at the end of the first year, and the third at the end of the CAS programme.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

4. The Aims of CAS

- The CAS programme **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.
- Therefore, CAS helps to develop many of the attributes described in the **IB learner profile**:

⊙ Inquirers	⊙ Open-minded
⊙ Knowledgeable	⊙ Caring
⊙ Thinkers	⊙ Risk-takers
⊙ Communicators	⊙ Balanced
⊙ Principled	⊙ Reflective

5. Learning Outcomes

■ The 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. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understanding 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.

■ In their CAS portfolio Students provide the school with evidence of having achieved **each learning outcome at least once through their CAS programme**. The CAS coordinator must reach an agreement with the student as to what evidence is necessary to demonstrate the achievement of each CAS learning outcome. Commonly, the evidence of having achieved the seven CAS learning outcomes is found in the students' reflections.

Learning outcomes		Descriptor
1	Identify own strengths and develop areas for growth	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2	Demonstrate that challenges have been undertaken, developing new skills in the process	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3	Demonstrate how to initiate and plan a CAS experience	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4	Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS.
5	Demonstrate the skills and recognize the benefits of working collaboratively	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6	Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7	Recognize and consider the ethics of choices and actions	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

6. The Responsibilities of the CAS Student

CAS students are expected to:

- ⊙ approach CAS with a proactive attitude
- ⊙ develop a clear understanding of CAS expectations and the purpose of CAS
- ⊙ explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- ⊙ determine personal goals
- ⊙ discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- ⊙ understand and apply the CAS stages where appropriate
- ⊙ take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- ⊙ become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- ⊙ maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- ⊙ understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- ⊙ demonstrate accomplishments within their CAS programme
- ⊙ communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ⊙ ensure a suitable balance between creativity, activity and service in their CAS programme
- ⊙ behave appropriately and ethically

7. CAS Projects

- There are four guidelines that should be applied to any proposed CAS project.

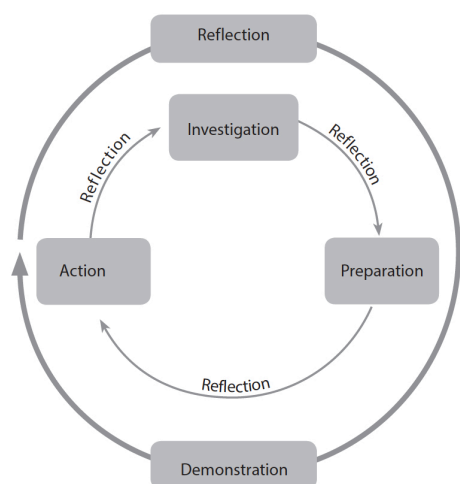
A CAS project must:

- ⊙ 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

- The following questions may be useful for students to consider.

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

■ The five CAS stages represent a **process** and **sequence** that may help students in many aspects of their lives. They follow a process whereby they investigate an interest that often raises questions and curiosity and prepares them to learn more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding of the process. By applying these stages to CAS students have a reliable, yet flexible **structure** they can then apply to future situations with confidence.



The centre represents the process with four key parts: **investigation**, **preparation**, **action**, and **reflection** (occurring intermittently in response to significant experiences).

The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

- 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.

■ For **singular CAS projects**, students may begin with investigation, preparation, or action.

■ For **ongoing CAS projects**, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

■ The following list shows **examples of possibilities of CAS projects at our school**.

Nō	CAS project	CAS strand	hours
1	Participate in the orchestra “Bredeneyer Schulorchester”	Creativity	150 hours
2	Participate in the choir “Großer Chor”	Creativity	150 hours
3	Participate in the drama group “No Fear!”	Creativity	150 hours
4	Participate in the art group “Kunst AG”	Creativity	40 hours
5	Organize a concert with your classmates	Creativity/ Service	30 hours
6	Participate in the sports lessons (German Abitur).	Activity	210 hours
7	Be part of the students representation. There are a lot of possibilities of different activities.	Creativity/ Activity / Service	30 hours
8	Organize charity event for our Brazil project.	Creativity/ Service	30 hours
9	Be a mentor of a grade 5 or 6.	Creativity/ Activity / Service	30 hours

- The following list shows **examples of possibilities of CAS projects outside Goetheschule**.

Nō	CAS project	CAS strand	hours
1	Produce an image film for a local welfare institution; in a team plan and initiate activities work collaboratively with others; developed new skills	Creativity	40 hours
2	Offer a computer course for elderly people once a week; shown perseverance and commitment in your activities; plan and initiate activities undertake new challenges	Service	40 hours
3	Found a sport team for migrant children; show perseverance and commitment in your activities; consider the ethical implications of your actions; increase your awareness of your own strengths and areas for growth	Action/ Service	60 hours
4	Organize a concert with new compositions; collect entrance fee for Amnesty International; plan and initiate activities; engage with issues of global importance; show perseverance and commitment in your activities; develop new skills	Creativity/ Service	40 hours
5	Work voluntarily as a lifeguard, train novices in a team; work collaboratively with others; increase your awareness of your own strengths and areas for growth; show perseverance and commitment in your activities; undertake new challenges	Action/ Service	90 hours

- The following list shows some **institutions** with which we **cooperate**.

Nō	institution	comment
1	Ehrenamt Agentur Essen e.V. Bredeneyer Str. 6b, 45133 Essen Phone: 0201 8391490 0201 8391490	This institution assists students who are searching for activities in the strand of service.
2	Evangelische integrative Kindertagesstätte „Am Brandenbusch“ Am Brandenbusch 4, 45133 Essen Phone: 0201 423046	This institution offers activities if you are searching for activities in the strand of service.
3	TV Bredeney 1895 e.V. Meisenburgstr. 30, 45133 Essen Phone: 0201 1775140	This institution offers activities for students who are searching for activities in the strand of service.
4	TUSEM Essen 1926 e.V. Steile Str. 50, 45149 Essen Phone: 0201 749383-0	This institution offers activities for students who are searching for activities in the strand of sport and service.

■ CAS is **not a points-scoring exercise**. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

■ Examples of activities which are **inappropriate**, are listed below.

- ⊙ any class, activity or project that is already part of the Diploma Program
- ⊙ any activity undertaken for personal reward, financial benefit or benefit in kind
- ⊙ simple, tedious and repetitive work
- ⊙ a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- ⊙ part of family or religious duties
- ⊙ work experience that only benefits the student
- ⊙ fundraising with no clearly defined purpose
- ⊙ an activity without responsible adult on site to evaluate your performance
- ⊙ activities that cause division amongst different groups in the community
- ⊙ getting a driving license

8. CAS Portfolio

■ Students are expected to maintain and complete a CAS portfolio as **evidence of their engagement** with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how you have developed the attributes of the IB learner profile.

■ The CAS portfolio is used by students to **plan** their CAS programme, **reflect** on their CAS experiences and **gather evidence** of involvement in CAS.

■ During the **three scheduled CAS interviews** the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If **any concerns** arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity.

■ The CAS Coordinator **checks** the CAS portfolio **regularly**. This means that there are more **scheduled CAS interviews** during which the CAS portfolio is discussed and appropriate encouragement and advice is given. Some of those interviews are arranged individually with students.

■ The IB does not require any particular format of the CAS portfolio. At Goetheschule the portfolio consist of the following sections:

⊙ The **cover sheet** of the CAS portfolio contains the following points:

- ◆ Goetheschule Essen / School number: 003511
- ◆ CAS coordinator: Michael Franke
- ◆ Session: May _____ (year of final exams)
- ◆ full name
- ◆ IB candidate number (available after formal registration)
- ◆ "CAS Portfolio"

⊙ The **second page** is a form with the seven learning outcomes (see annex).

⊙ **Profile**

The **first section** of the CAS portfolio is the "**Profile**". In this section, the student explains about his interests, skills and talents, plans and goals for the CAS programme. At the start of CAS, the interests are mapped against the three strands of CAS to identify possible CAS experiences. A consideration of how the personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing the profile. In addition, developing an awareness about the relation between the person of the student and the CAS learning outcomes is a significant part of the profile.

For this purpose the CAS Coordinator has developed the form „CAS First Academic Year Plan (see annex).

⊙ **Experiences**

The **second section** of the CAS portfolio is called “**Experiences**“. At the start of this section the student begins with a **list of all planned CAS projects**. Each CAS project gets a number which can be identified in the forms. This list matches perfectly with the form „**CAS First Academic Year Plan**“, but in contrast to this list it may change during the CAS programme.

This section chronicles the CAS journey, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section demonstrates that the student has actively engaged in their individual CAS programme.

For each CAS project the students have to use our „**Self Evaluation Form**“ (see in the annex) and an **extended reflection**.

⊙ **Evidence**

In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on.

For each CAS project the students uses our „**Supervisor's Comments**“ (see annex).

⊙ **Final summary:**

At the end of the CAS journey, after the third official interview, the student has to write a final summary of at least 400 words. All individual reflections should be joined in this final summary.

Annex:

- CAS Cover Sample
- Second Page of the CAS Portfolio (with Learning Outcomes)
- Section 1: Profile
- CAS First Academic Year Plan
- Section 2: Experiences
- CAS Self Evaluation Form
- CAS Individual Project Evaluation - Example
- Section 3: Evidence
- CAS Supervisor's Comments (original form)
- CAS Kommentar des Projektleiters (translation of the original form)
- Interview 1
- Interview 2
- Interview 3

Goetheschule Essen

School number: 003511

CAS Coordinator: Michael Franke

CAS-Folder

John Doe

Candidate Number: 003511-_____

Session: May 2020

Goetheschule Essen

School number: 003511

CAS Coordinator: Michael Franke

CAS-Folder

John Doe

Candidate Number: 003511-_____

Session: May 2020



.....
(Student Name)

Creativity, Activity, Service

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes.

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

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

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

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

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

Learning outcome 6:
Demonstrate engagement with issues of global significance

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



.....
(Student Name)

Creativity, Activity, Service

Section 1:

Profile

In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests and identify possible CAS experiences. Developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile.

CAS Session _____ first academic year plan

surname:

name:

Overview of the planed projects

	project	Nō hours	contact
creativity			
activity			
social			

Example

	project	Nō hours	contact
	Coaching a group of beginners in basketball	Probably 30 hrs 1 hour per week	Jon Doe, Basketball-Club Essen-Haarzopf 0201-007008

CAS Self Evaluation Form

Student name	
Nō. project	
Name of project	
Time frame:	
Nō. hours / CAS strand	
Project leader (Nō. tel.) *	

* The telephone number is necessary for activities outside school.

Criterion	LO*	A lot	Yes	Little	No
I have increased my awareness of my own strengths and areas of growth .	1				
I have undertaken new challenges .	2				
I have planned and initiated new activities .	3				
I have shown perseverance and commitment in this project.	4				
I have worked collaboratively with others .	5				
I have been engaged with issues of global importance .	6				
I have considered the ethical implications of this actions.	7				

* LO: Learning Outcomes.

Students must **reflect on each** of their **individual CAS activities**. For each activity, students should **consider the criterions above**.

The criterions above are linked with the **seven learning outcomes** (see CAS handbook).

The criterion "I have developed new skills", the former eighth learning outcome is added, because it is considered as an important criterion by the CAS coordinator

The reflection can be written (journals, blogs, etc.) or presented digitally or creatively (scrap books, computer presentations, interview etc.). The reflections have to be recorded in the CAS portfolio.

CAS Reflection

Alumni-gathering (date)

At the Alumni-gathering I was working as a waitress. We had a prearrangement-meeting before, where we discussed who will take which part on that special night. So it was decided that I will be one of the waitresses who will take the orders and take care of the guests. It was confusing at the beginning to keep up with all the orders. But after a while I got used to it and it was actually fun to talk to the guests, who also seem to have a great deal of fun. It was another possibility to meet new people and to test my ability of getting along with different kind of people. As a waitress, you have to rely on your staff. For example giving the food order to someone else and rely on their ability to finish the food in a certain amount of time, so that you will not get scolded. So if you do not work together everything will fall apart. I think because of this activity we made the reunion possible. We gave the alumni the option to meet their old classmates again. So in conclusion I would say that this activity gave me a motivation to do more of those activities where I can make people happy.





(Student Name)

Creativity, Activity, Service

Section 2:

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.



.....
(Student Name)

Creativity, Activity, Service

Section 3:

Evidence

In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, 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 the CAS programme.

CAS Supervisor's Comments

Student name	
Nō. CAS project	
Name of CAS project	
Time frame:	
Nō. hours / CAS strand	
Project leader (Nō. tel.) *	

* The telephone number is necessary for activities outside school.

Criterion	Excellent	Good	Satisf	Inadeq
Personal Achievement: To what degree does the student demonstrate: ability to meet new challenges, progress in a new role, has an awareness of personal limitations, learn from experience, help to solve community problems				
Personal skills: To what degree does the student demonstrate: Thinking creatively, researching community, needs, planning and organisation, resource management, identify success and failure?				
Personal Qualities: To what degree does the student demonstrate: perseverance, self-confidence, responsibility, punctuality, commitment, reliability and humility?				
Interpersonal Qualities: To what degree does the student demonstrate: adaptability, collaboration, and a sense of fair play?				
Awareness of global issues: To what degree does the student demonstrate an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.				

Comments

I can confirm that this student has accomplished approx _____ hours.

Signature: _____

Date: _____ **

** Ich kann bestätigen, dass der/die Schüler/in ____ Stunden erbracht hat. – Unterschrift – Datum

CAS – Kommentar des Projektleiters

Diese Seite dient lediglich als Hilfe zum besseren Verständnis des CAS Supervisor's Comments.

Name des Schülers	
Projekt-Nummer	
Name der Aktivität	
Zeitraum:	
Anzahl der Stunden / CAS-Bereich	
Projektleiter (Tel.-Nr.*)	

* Nur für Aktivitäten außerhalb der Goetheschule ist die Angabe der Telefonnummer erforderlich.

Kriterien	sehr gut	gut	zufriedenstellend	ungenügend
Persönliche Leistung: Bis zu welchem Grad zeigt der/die Schüler/in die Fähigkeiten neue Herausforderungen zu meistern, sich in einer neuen Umgebung zurechtzufinden, seine persönlichen Grenzen zu finden, aus Erfahrung zu lernen und Probleme in der Gemeinschaft zu lösen?				
Persönliche Fähigkeiten: Bis zu welchem Grad zeigt der/die Schüler/in die Fähigkeiten kreativ zu denken, sich in der Gemeinschaft zu bilden, seine Bedürfnisse zu demonstrieren, zu planen, zu organisieren, mit Einflüssen umzugehen und Erfolg und Misserfolg zu analysieren?				
Menschliche Qualitäten: Bis zu welchem Grad zeigt der/die Schüler/in Verantwortung, Pünktlichkeit, Pflichtbewusstsein, Verlässlichkeit, Bescheidenheit?				
Zwischenmenschliche Qualitäten: Bis zu welchem Grad zeigt der/die Schüler/in die Fähigkeiten: Anpassungsfähigkeit, Zusammenarbeit und faires Verhalten?				
Globales Problembewusstsein: Bis zu welchem Grad zeigt der/die Schüler/in ein ethisches Verständnis, humanitäre und/oder Umwelt-Probleme von einem lokalen, nationalen und internationalen Standpunkt aus zu lösen?				

Kommentare



.....
(Student Name)

Creativity, Activity, Service

Interview 1

This interview was conducted at the beginning of the CAS programme. The CAS coordinator/adviser ensured that the student understands the requirements for CAS and the expected learning outcomes. They discussed the student's interests and ideas for CAS experiences and determined what form the student's CAS portfolio should take.

Further remarks:

Date:

CAS coordinator/adviser:

(Name)

CAS coordinator/adviser:

(Signature)

(School Stamp)



.....
(Student Name)

Creativity, Activity, Service

Interview 2

This interview was held at the end of the first year of the CAS programme. The main purpose of the interview was to assess the progress of the student. The student's CAS portfolio was used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes

Further remarks:

Date:

CAS coordinator/adviser:

(Name)

CAS coordinator/adviser:

(Signature)

(School Stamp)



.....
(Student Name)

Creativity, Activity, Service

Interview 3

During the summative interview for CAS the student outlined how they have achieved the learning outcomes for CAS. In addition, they discussed and evaluated their overall CAS experiences and reflected on personal growth. The student's CAS portfolio was used as reference in this interview.

Further remarks:

Date:

CAS coordinator/adviser:

(Name)

CAS coordinator/adviser:

(Signature)

(School Stamp)