Revision practice

International Baccalaureate · IB Diploma · Creativity, Activity, Service

Original open practice with worked answers. These cases support the current introductory lessons; they are not reserved assessments or official IB tasks.

1 Listen before planning

Question 1

A group offers to paint a community room, but its users ask for help organizing books instead. What should the group do next?

Worked answer

Discuss the requested need and what support is practical with the users and responsible supervisor. Revise the purpose and tasks rather than assuming the first idea is the best service. Confirm permissions and resources before acting.

2 Reflect on a decision

Question 1

During a sports session, a student notices that one teammate has no assigned role. Write a reflection question and a specific next action.

Worked answer

Ask how the role decision affected the teammate's participation and what feedback supports that interpretation. Before the next session, agree roles with all teammates and check participation during the activity. Review whether the change helped.

3 Choose evidence

Question 1

A student wants to share a photograph of younger pupils as evidence of a reading visit. Suggest evidence that can support reflection without exposing them.

Worked answer

Use an approved anonymized supervisor comment, the student's own plan and a reflection about a specific decision. Follow school consent rules before any photograph is used. Evidence should show the student's contribution and learning without unnecessary personal data.

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4 Labels and actual action

Question 1

A student labels a short poster-design task as activity because it happened outdoors. Explain what should be reviewed.

Worked answer

Review what the student actually did and how it fits the strand under the school's CAS process. Being outdoors alone does not establish physical effort supporting a healthy lifestyle. Poster design may involve creativity, and an agreed response to a genuine partner need may involve service. The coordinator reviews the actual experience; a label does not approve it.

5 Review the next action

Question 1

A student writes that they will listen better after a teammate says instructions were rushed. Suggest a next action and evidence for reviewing it.

Worked answer

At the next approved session, explain one task at a time, ask teammates to describe their roles and leave time for questions. Seek specific feedback about clarity and record an example of how participation changed. Compare the effect with the intended improvement rather than declaring success from the promise alone.

6 A session is cancelled

Question 1

A partner cancels a planned visit. Students propose visiting anyway because they have prepared the materials. Explain the appropriate response.

Worked answer

Respect the partner's decision and the school's supervision and access process. Inform the responsible adult, agree whether a later or different activity is useful and revise the plan before action. Preparation does not authorize an unapproved visit. Record the genuine change and what it teaches about coordination.

7 Continuity after launch

Question 1

A team launches a recycling station but has no agreed collection or maintenance roles. What should the project review address?

Worked answer

Discuss the real need and practical arrangement with the partner and responsible

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school adult. Agree who monitors use, collects material safely, maintains access and responds when a member is absent. Set review points and record the effect of changes. A launch photograph cannot by itself establish sustained collaboration or individual learning.

8 Explain your own contribution

■ Question 1

A group portfolio includes one shared report. A student claims every listed achievement as their own. Explain a more accurate record.

Worked answer

Identify the student's actual decisions and tasks, credit teammates and explain a personal challenge or learning with relevant records. A shared outcome does not show that every participant performed every task. Use genuine evidence and the school's review process rather than inventing individual achievements.

9 Connect contribution, evidence and learning

■ Question 1

A pupil revises a community-centre timetable after feedback about small print. The new draft is larger, but nobody has checked it with the intended readers. Explain what the drafts support and a relevant next step.

Worked answer

The drafts can show the pupil's actual revision, with appropriate records of authorship and the reason for it. They do not establish that intended readers now understand the timetable. Agree an accessible, school-approved reader check with the partner, record mixed feedback honestly and credit other pupils' contributions. Do not claim an outcome before relevant evidence exists.

10 Respond to a changed recording boundary

■ Question 1

A fictional team plans a story workshop. Its partner asks for no participant voices in a planned audio record. A pupil wants the recording for a portfolio. Propose a response that preserves the purpose and explain what the revised plan can establish.

Worked answer

Pause participant recording, tell the responsible adult and agree an appropriate revision with the partner and school. The purpose is the story activity, not producing a portfolio recording. Participants should have an approved way to join without appearing in it. Consider evidence from the team's own materials and an approved account of its decisions. Check whether remaining details could identify someone. Explain the affected interests and why the alternative fits the purpose; until approval and actual

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action occur, it establishes a proposal, not completed service or benefit.

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