

# 1.1 Creativity, activity, service

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 23 marks**

**KEY WORDS** learning outcomes • reflection

## Creativity, activity, service

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### Objective

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Supported preparation: Plan a CAS programme across the three strands with outcomes evidenced; Reflect on decisions and consequences. This is original rehearsal, not completion of the assessed programme.

## 1 Key knowledge and worked examples

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**CAS toolkit.** Three strands (creativity, activity, service) over the programme. Seven learning outcomes, each evidenced at least once in the portfolio. One student-conceived collaborative project of at least a month, engaging others. Reflection: during, after and later, naming real decisions. Portfolio: evidence over assertion. Worked: the play-lighting, swim club, reading scheme and repair-cafe programme.

## 2 Practice

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**2.1** Name the three CAS strands. [3]

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**2.2** How many learning outcomes must be evidenced, and how often each? [2]

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**2.3** State the three requirements of the CAS project (team, ownership, duration). [3]

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**2.4** Name the three reflection moments. [3]

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**2.5** What does the portfolio show instead of assertion? [1]

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### 3 Exam-style questions

**3.1** (*Strand style.*) A student logs termly events: play, swim, reading scheme. Explain what makes this a CAS programme rather than a list. [4]

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**3.2** (*Project style.*) A teacher assigns the class a charity run and calls it the CAS project. Diagnose the failure, and replan it as a CAS project. [4]

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**3.3** (*Reflection style.*) The repair cafe planned for twenty visitors and got six. Draft the reflection that counts, in three moves. [3]

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## Solutions

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**2.1** Creativity (1); activity (1); service (1).

**2.2** Seven (1); each at least once over the programme (1).

**2.3** Collaborative team engaging others (1); conceived by the students, not assigned (1); at least one month (1).

**2.4** During (1); after (1); later (1).

**2.5** Evidence (plans, records, photographs) (1).

**3.1** A programme links the events to outcomes: the play's lighting design develops a new skill (challenge outcome) (2); the weekly swim shows perseverance and the reading scheme shows planning with a real community need, each evidenced in the portfolio (2).

**3.2** Failure: an assigned task is not student-conceived, so it cannot evidence the initiation outcome (2). Replan: the team chooses the cause, plans stages and duration of at least a month, engages others beyond the class, and evidences the stages in the portfolio (2).

**3.3** During: the low turnout asks why (1); after: the overestimate traced to school-only advertising (a real decision made) (1); later: the posters moved to the community centre and the next session's numbers compared (a consequence changed) (1).

Local review guidance: (R1) 3.1 argues outcomes, not activity; 3.2 evidences ownership; 3.3 names decision and consequence. Authored guidance.