

1.1 Creativity, activity, service

Name: _____ Class: _____ Date: _____ **Total: 23 marks**

KEY WORDS learning outcomes • reflection

Creativity, activity, service

Objective

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

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

2.1 Name the three CAS strands. [3]

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

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

2.4 Name the three reflection moments. [3]

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

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]

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]

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

Solutions

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.