1.2 The CAS project and reflection

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS CAS project CAS • CAS stages CAS • SMART goal SMART • collaboration • portfolio

Objective

Plan the **CAS project** : a collaborative series of experiences lasting at least one month, using the **five CAS stages** , and write **reflections** that show real learning.

You must be able to:

- explain the five CAS stages
- plan a collaborative project that meets a real need
- write SMART goals for a project
- write reflections that show learning, not just events
- gather evidence for the CAS portfolio

1 Key knowledge and worked examples

The CAS project

A **collaborative**, well-planned series of experiences, lasting **at least one month**, involving one or more strands, with other students or community members.

The five CAS stages

1. **Investigation**: find a real need or interest; ask the people affected.
2. **Preparation**: plan roles, time, resources, risks.
3. **Action**: carry out the plan.
4. **Reflection**: think about what happened and what you learned (throughout, not only at the end).
5. **Demonstration**: show what was done and learned, e.g. a presentation, a portfolio entry.

SMART goals

Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound. Weak: "help the library". SMART: "With the librarian, sort and label 300 donated children's books by 30 May."

Good reflection

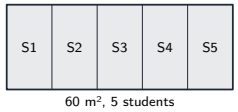
Describe → feel → **analyse** (why?) → learn (which outcome?) → plan (what next?). Specific, honest and short is better than long and general.

Worked SMART calculation. 4 students sort 300 books at 25 books per student per hour: $300/(4 \times 25) = 3$ hours of work, so two 90-minute sessions.

2 Practice

2.1 Name the **five CAS stages** in order. [2]

2.2 A team of 5 students plans to paint a 60 m^2 wall mural. Each student can paint 1.5 m^2 per hour. Calculate the hours needed, and explain why the plan should include extra time. [3]



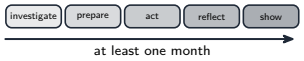
2.3 Rewrite this goal as a **SMART** goal: "Our project will help old people." [4]

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2.4 Rewrite this weak reflection so that it shows learning: "We went to the beach and picked up rubbish. It was hot. It was fun." [6]

3 Exam-style questions

3.1 *(CAS project plan.)* Plan a CAS project for your school using the five stages. Include the need (and how you found it), SMART goals, roles, a timeline of at least one month, risks and how you will reflect and demonstrate. [10]



3.2 Explain why reflection should happen **throughout** a project, not only at the end. [5]

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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

investigation, preparation, action; reflection, demonstration

2.2

$60/(5 \times 1.5) = \mathbf{8}$ hours; preparation (cleaning, priming, design transfer) and drying time are not included; weather, absences and mistakes may slow work, so a realistic plan has spare time

2.3

specific: what will be done, e.g. teach phone video calls; measurable: e.g. 12 residents, 4 sessions; achievable and relevant: agreed with the care home staff; time-bound: by a date

2.4

specific detail, e.g. amount collected, what kind of rubbish; feelings explained; analysis: why the rubbish was there, e.g. plastic bottles near a stall; link to a learning outcome, e.g. 6 global significance; what the student learned about themselves or others; next step, e.g. talk to the stall owner about a bin

3.1

Mark the reflection as a whole: [top] specific, honest, links experience to a learning outcome, shows what the student will do differently; [middle] some detail and some link to learning; [bottom] a list of what happened, no learning. Points that may be included: investigation: a real need found by asking the people affected; SMART goals; roles shared in a team: collaborative; timeline of at least one month; risks and safety; reflection and demonstration planned

3.2

problems can be noticed and fixed during the project; memories are more accurate soon after an experience; learning is shown as a process; it supports the learning outcomes, e.g. perseverance; gives evidence for the portfolio over time

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