

# Ridgeview Academy of Advanced Studies

The *extended essay (EE)* and *creativity, activity, service (CAS)* requirements of the International Baccalaureate Diploma Programme

Class of 2019

## Presenters

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- **IB Diploma Programme coordinator**
- Extended essay coordinator
- Theory of knowledge instructor

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- CAS coordinator
- IB language B French instructor
- Theory of knowledge instructor

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- IB Diploma Programme guidance counselor



# The Extended Essay in the Diploma Program



- IB Core: The IB core consists of Theory of Knowledge, CAS, and the Extended Essay (the EE)
- The IB Core supports central IB student learning outcomes and the IB learner profile!
- The Extended Essay is a self-directed IB core curriculum requirement

- The Diploma Programme model



# The EE and the IB learner profile



- The elements of the core have four aims: to support the academic disciplines, to foster international awareness, to develop self-awareness and to foster personal identity.
- The Extended Essay allows each student to grow as an independent scholar and to address knowledge questions raised in the classroom.
- It will involve college-level problem-solving and research in a subject area of choice for each student.

- Characteristics of the IB learner profile



# The Extended Essay Process



- The Extended Essay process begins with an introduction in the first month of the junior year.
- The EE is completed outside of the classroom and represents a forty-hour commitment .
- The formal writing process will start in early spring of the Junior year.
- The final Essay will be externally assessed by an IB Grader
- Students must complete and pass the Extended Essay to receive the IB Diploma.



# *The Role of the Supervisor*



The EE supervisor is an RHS teacher who:

- Uses expertise in the subject area to provide advice and guidance for approximately five hours.
- Helps define the research question.
- Aids in the research process.
- Reads and comments on one draft.
- Submits a predicted grade to the IBO.



# *The Extended Essay Timeline*



In Sum:

- ❖ The EE process begins junior year.
- ❖ Topics are chosen and supervisors are selected early in 2018.
- ❖ Research Development work continues throughout the Spring of the Junior year.
- ❖ For many students, the junior summer focuses on the EE, CAS and the college application.
- ❖ The rough draft is due on the first day of senior year.
- ❖ The final draft is due no later than October 2018.

# CAS in the Diploma Programme



- *Creativity, activity, and service* (CAS) is a self-directed IB core curriculum requirement
- IB core: This consists of theory of knowledge, CAS, and the extended essay
- The IB core supports central IB student learning outcomes

- The Diploma Programme model



# CAS and the IB learner profile



- The elements of the core have three aims: to support the academic disciplines, to foster international awareness, to develop self-awareness and to foster personal identity
- CAS has seven learning outcomes that tie to the IB learner's profile. Each outcome must be supported by at least one activity and be supported by the evidence produced by this activity.
- All three strands of CAS must be present during CAS, dividing CAS experiences into about fifty hours of each strand.

- Characteristics of the IB learner profile



# CAS, TOK, and ethical education



- A component of the IB mission statement includes developing learners that have ethical principles, attitudes, and behaviors.
  - Both CAS and TOK are designed with an emphasis on personal reflection and the development of self-awareness.
- Personal growth and the development of personal identity are encouraged during the course of CAS activities.
- Attitudes towards others are encouraged to be examined. Ideas and preconceptions may be challenged.

Image source: <http://bisbcas.blogspot.com/2010/09/understanding-learning-outcomes.html>

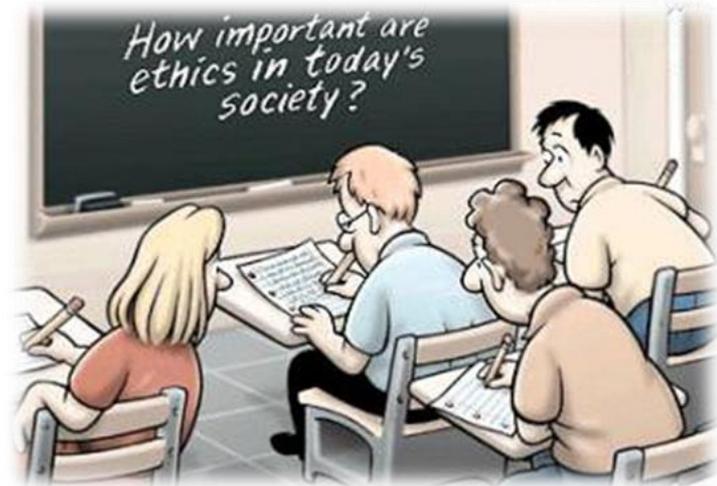


Image source: [socialmediaworld.com](http://socialmediaworld.com)

# Understanding *creativity, activity, and service*



- From the IBO's official CAS guide, March 2015 version:
  - *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
- An activity may encompass one, two, or three of the CAS categories.
- The RHS CAS project, however, must have service *and one other strand*.
  - Must be 40 to 75 hours
  - Completed during junior or senior year
  - Must involve initiating some type of service
  - May be a collaborative effort with other students
- A “reasonable balance” must be maintained between hours in each of the three categories.
  - At RHS, students need roughly 50 hours in each.
- Proper wording of learning goals may provide the diploma candidate with some flexibility in terms of the category or categories in which he or she would like to have hours added.

# The seven CAS learning outcomes



Over the course of two years, all students must show how they have met the following CAS learning outcomes. At RHS, there must be a minimum of three proposed learning outcomes per experience.

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience

4. Show commitment to and perseverance in CAS experiences

5. Demonstrate the skills and recognize the benefits of working collaboratively

6. Demonstrate engagement with issues of global significance

7. Recognize and consider the ethics of choices and actions



# Key criteria for eligible activities



- CAS experiences must be purposeful activities with significant outcomes.
- CAS experiences must consist of personal challenges.
- CAS experiences must use the CAS stages.
  - They must be investigated and planned, approved in advance, executed, and then followed-up with feedback from the supervisor and student reflections.
- Experiences must occur across throughout the 18 months of the Diploma Programme. There must be one project of 40-70 hours.
- Experiences must not replicate requirements of other subject areas in the program.
- No experience may be less than ten hours.



# Required international activity: Mobility Worldwide® (Penney Farms)



## RHS International Project

Mobility Worldwide was developed in response to a need to help people throughout the world who cannot walk and who are in rural areas without hard surfaces where a standard wheelchair could not function.

Mobility Worldwide is located in Penney Farms.

All students must complete at least ten service hours with this experience.



# Who can be an experience supervisor?



All experiences must be supervised. Students cannot supervise their own hours. The supervisor :

- Should have expertise and the ability to provide support for an activity
- Cannot be a parent or relative
- Cannot be another student (for example, the president of a club cannot supervise hours)

Service cannot be self-enriching or be provided to a friend, neighbor, or relative.

# Required reflections before, during and after CAS



- CAS paper proposal forms and matching on-line ManageBac forms must be **pre-approved** in order for CAS to occur.
- Reflections for activities should be commensurate with the length and goals of an activity.
- Reflections should explicitly state how each learning outcome has been met.
- Reflections may consist of logs, photographs, and scanned documents.
- A paper completion form must be completed and signed by each supervisor and must be turned in within two weeks of the end of an activity.



# Responsibilities of the student



- Students should choose experiences or initiate new experiences on their own, though the school does possess the right to make a particular activity mandatory.
  - Most students are be able to do this entirely on their own. Others may need guidance from their advisors.
- According the official guide published by the IBO, students are required to:
  - Self-review at the beginning of their CAS experiences
  - Plan experiences, execute experiences, and reflect upon experiences
  - Complete a minimum of three interviews with the CAS coordinator or a CAS advisor
  - Maintain a balance of experience types
  - Complete (at least) one CAS project
  - Keep records of their participation in experiences
  - Show evidence of achievement of the seven CAS learning outcomes
    - Demonstrated through the CAS portfolio that is maintained in the ManageBac online system

# Political and religious activities



- Political activity

- The IBO leaves the decision of whether or not to accept political activity towards CAS up to the individual school, though it encourages schools to consider whether or not the activity may cause or worsen social divisions.
- It has long been the policy of Ridgeview to *not* accept political activity towards CAS.

- Religious activity

- Religious devotion, or any activity that can be interpreted as proselytizing, is *not* eligible for CAS.
- Work done by a religious group in the wider community *may* qualify for CAS, provided that the objectives are purely secular.
  - A mission trip, for example, *may* qualify.
- Service (even of a secular nature) that takes place entirely within a religious community can not meet the aims and learning outcomes of the CAS program.
  - Vacation Bible School, for example, is *not* eligible for CAS.

## What else, specifically, is ineligible to be a CAS activity?



- Ideally, the nature of *CAS* would be concentrated upon rather than the activity becoming a points-counting exercise. The following explanations are nonetheless provided.
- An experience is ineligible to be counted towards the *CAS* requirement if it has any of the following attributes:
  - The experience is already part of the student’s work in the diploma program.
    - Example: He or she already has to sing in a concert for chorus class, or learn Italian for Italian class.
  - The experience comes with a financial or other tangible reward.
    - Example: He or she is being paid to play background music at a restaurant.
  - The experience is overwhelmingly simple and repetitive in nature.
    - Example: He or she will spend the entire time returning library books to their shelves
  - The experience is determined to be dangerous.
    - Example: He or she will learn to free-dive to depths of 80 feet.
  - The experience is entirely or mostly a passive pursuit.
    - Example: He or she would like or attend sporting events as a spectator.

# What else, specifically, is ineligible to be a CAS activity? (continued)



- The experience is any form of duty within a family.
  - Example: He or she will train the family's new puppy.
- The experience represents religious devotion that could be interpreted to be proselytizing.
- The experience does not have a leader or responsible adult on-site to verify the nature of the student's participation.
- The experience causes or worsens social divisions.
- Volunteering at a senior care facility or at a children's care facility is *ineligible* if:
  - The student has no idea how the home operates.
  - The student's main responsibility will be making sandwiches, or executing a similar simplistic, overwhelmingly repetitive task.
  - The student will have no contact with the seniors or the children at the home.

# Guidance Update



## Junior Year & Post Secondary Planning

- Class Rank & GPA
- Bright Futures Update
- ACT/SAT
- PSAT for NMSQT is October 11<sup>th</sup>. Cost is \$20.
- Build a Resume
- Meaningful community service/Internships
- Junior Year Timeline
- Financial Aid/Scholarship Planning
- Resources

**Schedule a meeting with the school counselor for assistance and guidance.**

# Thank you for your attention



## Presenters

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