

CAS and Subject Areas

CAS experiences should be associated with each of the subject groups of the Diploma Programme providing students with the sense of a more holistic education. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with the opportunity to work on their transfer skills, while they see how what they have learnt in the subject groups can be applied in real life. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects.

CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements; however, DP subject groups can inform CAS experiences. Below are examples by subject groups, but, teachers and students can create their own authentic connections where possible.

Group 1: Studies in Language & Literature

As the aims of the Group 1 subjects provide students with different skills that will enable them to engage, understand, analyse and produce a variety of texts while developing an appreciation for the language. These skills and the ones reinforced in the reflection process of the Internal assessment, can be transferred to CAS.

Some examples are:

- School Newspaper. A group of students who are interested in studying journalism, could organize the School newspapers in order to raise awareness of global issues through a variety of texts and sections, while keeping the school community informed about local, national, international and global events.
- Story Telling. A student who enjoys reading would like to share his experiences on how a blog is trying to convince others to read
- Tell me your Story. Listening to old people's stories and producing a collection that could be shared with the local and school community as a way of preserving the heritage of the community.

Questions that could be asked students to guide them:

- What is what you like from reading and writing and what would you like to do with it?
- How do you think you could make the others feel the taste for aesthetic appreciation?
- How language & literature is important for transmitting culture and knowledge?

Group 2: Language Acquisition

Studying languages, cultures and ideas of global significance while enabling students to communicate what they have studied, while encouraging them to engage in creative-writing and critical-reading. The five themes of Group 2 subjects includes: identities, experiences, human ingenuity, social organization, and sharing the planet.

Some examples are:

- Sign Language. A student is curious about sign language, he/she has a family member who is a sign language translator and would like to learn this craft
- Sharing the planet. Through these lenses students could approach an NGO that works with migrants in their community. They could recollect the stories from the people in order to understand their culture and try to come with an artifact: a documentary, a mural, a newspaper that will reflect cultural understanding and appreciation.

Questions that could be asked students to guide them:

- How learning a new language has increased your appreciation and respect for a new culture?
- To what extent the themes studied in the subject provide you with a wide range of varieties of ways of interaction and of agency?
- How creative writing and critical reading provide you with tools to apply actions in your local community?

Group 3: Individual & Societies

Individuals & Societies corresponds to a group of subjects, with each subject having subject-specific aims. Group 3 subject aims are based on a systematic development of skills that will provide student with the capability of studying human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions, with the intention of recognising that there is a wide variety of attitudes and beliefs that actually depend on how diverse our world is.

Some examples are:

- Business management: Students who are interested in having their own business could create a little shop that will provide funding for CAS activities, they are the ones in charge of the marketing, selling and any reengineering that needs to be done.
- Global Politics: A group of students who have been part of the MUN club could organize the MUN simulation in their school, choosing committees that relate to the concepts seen in class sovereignty, human rights, interdependence, sustainability, development, and so on.
- Information Technology in a Global Society: Students prepare a workshop on Digital Citizenship for their classmates based on an analysis that students do not know actually the dangers of the information shared in social media.
- Psychology: A student has been appreciating how the situation of the coronavirus is creating an impact in her classmates, he/she would like to study this situation and then, after the research and surveys, decide how he/she could help

Questions that could be asked students to guide them:

- What is what you like the most from your subject that you think you could transmit to others and that could help to their development and also to yours?
- To what extent a community is shaped by its values and culture?
- How could you have a positive impact in a community while considering and respecting traditions and environments?
- How helping a local business could create positive economic impact in a community?

Group 4: Science

Through some branches of sciences students will develop the capability to appreciate sciences, acquire a body of knowledge and methods and techniques and apply them, while also developing the ability to analyse, evaluate and synthesize scientific information. In addition, students become aware of the ethical implications of using science and technology.

Some examples are:

- Chemistry & Physics: While attending to do some activities in a school in an underdeveloped community, students realise the lack of drinkable water. With the supervision of teachers, students develop a system to clean water. This will provide students the possibility of having clear water while in the school.
- Physics: A student who practices martial arts wants to help himself and his classmates in the execution of the techniques, he analyzes the movements, applies Newton's Laws and makes an instructional video to be shown in class.
- Environmental systems and societies: Students who like trekking found out that they could help to categorize the flora and fauna in a protected area, they could prepare an instructive video to be used in classes by their classmates following the diploma or national curriculum, and this material can also be donated to the school library.
- Biology: Students can organize a Blood donation campaign, they will get in contact with the National Health System to make the coordinations.

Questions that could be asked students to guide them:

- What can you apply from sciences in your life and what would be its impact?
- How has human activity affected the environment? What can we do?
- What processes could you use to improve your own quality of life and also the other's?

Group 5: Mathematics

Students will develop curiosity and enjoyment of mathematics, while developing an understanding of the concepts, principles and nature of the subject. In addition, they will appreciate the contribution of mathematics in other areas as the ethical perspectives and implications of it.

Some examples are:

- Mathematics tutoring: Students could coordinate with teachers from a local school or community to provide assistance to students that are struggling in Math. They will have to prepare the materials, and coordinate the time to tutoring them.
- Developing Mathematics appreciation: Students could organize a math competition adapted for different levels, and students could be awarded with House points or any other awarding system in the school.

Questions that could be asked students to guide them:

- What is what you like about Mathematics that you would like to transmit to others?
- How could you apply Mathematics to a real-life situation?
- Why do you think some children see Mathematics as a difficult subject?
- Which are your strengths in Mathematics? What could you do with these strengths?

Group 6: Arts

Students would learn how to be lifelong learners, informed, reflective and critical about the Arts. They will be able to understand a diversity of the arts through time and space, while learning about the different cultures too. They should develop perceptual and analytical skills.

Some examples are:

- Music: a student is afraid of performing in public, she could set as a goal to practice her piano skills and then perform in the funding activity organized by her classmates.
- Visual Arts: while attending a children hospital, students could realize that the waiting room needs some color, together with the children they could decorate this space, and at the same time, share time with the patients.
- Theater: students could think, write, organize a play that demonstrates a need of the community, and then do some follow up activities with the help form the psychologist of the school.

Questions that could be asked students to guide them:

- What is from arts that you would like to share with your community?
- How do you think that the arts appreciation can help people feel better?
- Do you think that the arts should be provided more importance in schools?
- How the arts are used as a vehicle of transmission of culture, values and others?