

Page 1 of this sheet should be completed by the candidate.

Candidate's Name

Jean McDonald

Experience

Community Event

A summary of our group experience:

Before –

Worked with James Brown and May Smith. Agreed to have a coffee morning.

During –

Made posters, booked a hall, baked, organised tables/chairs, served

After –

Wrote a report, added up money, discussed with teacher

What I did as my part of this experience:

Baking – scones, millionaires shortbread, Krispy cakes, pancakes, sponges.

Served and took money

Washed dishes, brushed floor

My evidence (Tick the boxes to show the evidence you have included. Write any other items in the space provided.)

Audio recording	<input type="checkbox"/>	Logbook/Diary	<input checked="" type="checkbox"/>	Other evidence (if any) _____ _____ _____ _____
Checklist	<input type="checkbox"/>	Memo	<input type="checkbox"/>	
Fax/email	<input type="checkbox"/>	Photographs	<input checked="" type="checkbox"/>	
Form	<input type="checkbox"/>	Poster/leaflet	<input type="checkbox"/>	
Information sheet	<input type="checkbox"/>	Recipe	<input checked="" type="checkbox"/>	
Letter	<input type="checkbox"/>	Video recording	<input type="checkbox"/>	

Candidate's signature

Date

Page 2 of this sheet should be completed by the teacher.
 When completing page 1, candidates should be encouraged to respond in a personal manner (“I did...”).

Candidate’s Name	<i>Jean McDonald</i>	Experience	<i>Community Event</i>
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Please tick the boxes to indicate the candidate’s achievement in each area (F=Foundation, G=General, C=Credit) **and** write comments in each box to justify the level awarded.

Task	F	G	C
Key words might include ‘simple’ (F); ‘several stages’ (G); ‘complex’(C)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>The baking task was complete but Jean required a lot of help. She worked well on the day and cleared up satisfactorily.</i>			

Organisation	F	G	C
Key words might include ‘some organisation’(F); ‘organised’(G); ‘well organised’ (C)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Quite well organised but required reminding of timing of items in the oven. Organised money very well.</i>			

Level of Skills	F	G	C
Key words might include ‘basic’ (F); ‘competent’(G); ‘highly competent’ (C)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Jean was competent because all items were edible but the teacher was required to ensure everything was ready. She carried out tasks on the day competently and enthusiastically.</i>			

The Level (F, G or C) awarded is determined initially by the complexity of the Task performance in EGRC terms. Credit Level cannot, for example, be awarded if the Task performance is at General or Foundation Levels even if the candidate has been well organised and highly competent – i.e. the Level Achieved cannot be higher than the level of Task performance or higher than the Level Possible.

Level Possible	F	G	C	Level Achieved	F	G	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GENERAL COMMENTS
This might include initiative shown by the candidate or support provided.
<i>Jean was keen and enthusiastic about the coffee morning. She could have used easier recipes and been more aware of timing.</i>

Teacher’s signature **Date**