



WorkSkills from Edexcel

WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 3	Managing your own Money
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different sources of income and common types of expenditure	1.1 Describe different sources of income 1.2 Describe common weekly expenditure
2. Know how to compare income with expenditure	2.1 Use basic calculations to compare income with expenditure
3. Know different types of savings accounts	3.1 Describe different types of savings accounts 3.2 Identify a savings account to match own needs
4. Know ways to invest money for future needs	4.1 Identify ways to invest money for future needs
5. Know the advantages and disadvantages of different ways to invest money for the future	5.1 Describe the advantages and disadvantages of different ways to invest money for the future

Task 1

Assessment criteria 1.1 and 1.2

Read these three scenarios

Ahmed is 70 years old. He lives alone and owns his own home. He has some savings. He worked as a physiotherapist in the health service for 40 years. He is now retired.

Grace is 19 years old. She is a student on a fulltime course. Grace has a part time job in the evenings at a restaurant. Grace shares a flat with three other students.

Dave and Jane have just had their second child. Dave injured his back and is waiting for an operation. He is unable to continue his work as a gardener. They rent their house from a housing association.

a) For each scenario write a sentence to describe one possible source of income each person or family has. (1.1)

b) Choose one of the scenarios and give a brief description of what may be included in the weekly expenditure for that person or family. (1.2)



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Task 2

Assessment criterion 2.1

Here is the income and expenditure for a household for one week.

- Wages - £350
- Child benefit (for two children) - £31.35
- Housing (rent) - £150
- Fuel, light and power - £40
- Food, drink and toiletries - £65
- Clothing and footwear - £20
- Fares and other travel costs - £25
- Leisure - £30
- Savings - £30

a) Put these items in the chart below which compares the income and expenditure for this household.

b) Calculate the total income and expenditure.

INCOME		EXPENDITURE	
Item	Cost	Item	Cost
Total		Total	

c) Calculate if there is any money available to add to a savings account.

Task 3

Assessment criteria 3.1, 3.2, 4.1 and 5.1

Your tutor has invited a guest speaker from a bank to talk to the group about savings accounts and investing money.



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- a) Prepare some questions to ask the speaker about different types of savings accounts and investments you might consider.
- b) Make notes about two different savings accounts from the information the speaker gives to help you choose an account which might be suitable for you. (3.1)
- c) Choose a savings account which would be suitable for you. (3.2)
- d) From the information given to you by the guest speaker, prepare a leaflet about three ways to invest money. (4.1)
- e) Include one advantage and one disadvantage for each of the three ways to invest money. (5.1)



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Unit 5	Searching for a Job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know potential job sources	1.1 Describe different types of sources of employment available to job seekers 1.2 Describe the roles/functions of these sources
2. Know potential job roles related to their skills and interests	2.1 Match their skills and interests to potential job roles
3. Be able to search for job vacancies	3.1 Understand the layout and format of job adverts in relation to their personal circumstances 3.2 Identify sources of information available for carrying out job searches 3.3 Select appropriate methods to search for particular job vacancies

Task 1

Assessment criteria 1.1 and 1.2

Looking for a job can be challenging and time consuming. To help you get ready for this, prepare PowerPoint slides to describe:

- Four different places where there may be information about job vacancies. (1.1)
- How each of the four places helps job seekers and employers. (1.2)

Task 2

Assessment criteria 2.1, 3.1

Before starting to look for a job, it is important to be able to match your own skills and interests to jobs which might be suitable for you.

You will need to think about:

- the skills you have from education, training or work
- your personal qualities and talents
- your interests





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a) Use the table below to list your skills and interests.

My skills, personal qualities and interests		
Skills from education training or work	Personal qualities and talents	Interests

b) Use the chart below to show three job roles which suit your skills and interests. The roles given are examples and should be deleted if unsuitable.

Jobs which may be suitable for my skills and interests				
Employment Sectors	Suitable Job Role			
Working in an office				
Working in Sales				
Working in Catering				
Working in Construction				
Working in ... (etc.)				

This has helped you to narrow down your job search.



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Job adverts include a lot of information. You will need to understand the information in job adverts to be able to match your skills and interests to a job. This will help to make sure you apply for jobs which suit you best.

Your tutor will give you a selection of advertisements.

- c) Select one that matches your skills and interests. (2.1)
- d) Study the advertisement and answer the following questions:
 - i) How much salary will you receive a year?
 - ii) Does the job expect the person applying to have any experience?
 - iii) What qualifications are required for this job?
 - iv) What are the opportunities for training?
 - v) What is a CV?
 - vi) What personal qualities does this job require?
 - vii) Complete this sentence. This job is suitable for me because(3.1)

Task 3

Assessment criteria 3.2 and 3.3

You have already described four different sources of information about job vacancies.

Now take this a stage further to:

- a) Identify the three most appropriate sources available to find a job that matches your skills and interests.
- b) Make notes on the information you find. (3.2)
- c) Outline two of the methods that you used to search for a job that you are interested in. (3.3)



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Unit 6	Applying for a Job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different methods of applying for jobs	1.1 Describe different methods of applying for a job 1.2 Describe how and when different methods of applying for a job are used
2. Be able to complete a job application form	2.1 Identify the information needed to prepare the job application form 2.2 Assemble relevant information for the job application form
3. Be able to apply for a job using the appropriate method	3.1 Describe the conventions, formats and styles of presenting information in job applications (for either a real or simulated application) 3.2 Present the job application information accurately and in a suitable format

Task 1

Assessment criteria 1.1 and 1.2

There are different ways that you may be asked to apply for a job and it is important to understand that different methods are used for jobs which require different skills.

You have decided to look for a part-time weekend or evening job. There are one or two advertised in your local paper. Your tutor will give you copies and you will notice that each one requires a different method to apply for the jobs.

- a) Describe the two different methods of application that are outlined in the job advertisements. (1.1)
- b) Give one reason why each employer has asked for the particular method of application to be used.(1.2)

Task 2

Assessment criteria 2.1 and 2.2

Your tutor will give you an application form.

- a) Prepare a folder to collect together the information you will need to complete the job application form.
- b) Include a checklist of the information you will need. (2.1)
- c) Complete the application form with the information you have listed in the checklist. (2.2)



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Task 3
Assessment criterion 3.1

It is important to follow instructions and complete job applications accurately.

a) Read the following application form:

JOB APPLICATION FORM			
Handwrite the form using block capitals. Complete ALL sections.			
Job application for:	Cachier		
Personal Details			
Surname: Alex	First name(s) greene		
Address: 175 King James Road Redditch Postcode: BH 6 Telephone number (including area code) : 7375			
Education			
School	Dates attended From - To	Examinations taken	Result
Redditch Community School	1995 -	English Maths IT	
Employment (most recent first)			
Date	Position held	Name and address of previous employers	Reason for leaving
Voluntary work, unpaid activities, work experience			
References			
Please give the names of two referees (not friends or relatives) including telephone numbers. This should be your current or most recent line manager (if you are not currently in employment a tutor/teacher may provide a reference).			
Referees			
Name:		Name:	
Referee's job title:		Referee's job title:	
Address:		Address:	
Postcode:		Postcode:	
Telephone:		Telephone:	
Do you have any criminal convictions? Criminal convictions Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes please give details on a separate sheet, this should exclude any spent convictions under Section 4 (2) of the Rehabilitation Offenders act 1974			
Declaration			
I confirm that the information I have provided is correct.			
Signature		Date	



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- b) Circle five items that have not been completed correctly.
- c) For each item you have circled write a short sentence to explain why it is incorrect.
(3.1)

Task 4

Assessment Criterion 3.2

Your tutor will give you details about a job you are interested in applying for and an application form.

- a) Complete the application form accurately.
- b) Write a covering letter to include:
 - i) Why you are applying for the job
 - ii) How you meet the criteria for the job



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Unit 7	Preparing for Interview
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to respond to questions they might be asked at the interview	1.1 Prepare answers to questions they might be asked at the interview
2. Be able to prepare appropriate questions to ask the interviewer	2.1 Identify questions to ask which show their interest in the job, placement or course
3. Plan to arrive at the interview on time	3.2 Confirm the time and place where the interview will be held 3.2 Plan a route and means of transport which will allow them to arrive on time

A friend has applied for work in a new DIY and Gardening superstore which is opening soon. This is the letter she received inviting her for an interview (details in letter to be completed by tutor).



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Fresh Ideas Superstores
Greenfield Way
Highfield
Beds
LU7 6FG
01536 554897

15th September 2008

Mrs J Jenkins

Dear Mrs Jenkins,

Thank you for your application and I am pleased to invite you to an interview for the position of general assistant in our new store.

Your interview will be on at

You will need to come to the main reception at:

I look forward meeting you.

Yours sincerely,

Rose Fisher
Human Resources Manager





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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Your friend has asked for your help to prepare for the interview.

Task Assessment criteria 1.1, 2.1, 3.1 and 3.2

Write a letter to your friend to include:

- a) Four questions she may be asked at the interview with suggestions for appropriate answers. (1.1)
- b) Four questions to ask the interviewer about the job. (2.1)
- c) The place and time of her interview. (3.1)
- d) How she should travel to the interview and what time she should leave home to arrive on time. (3.2)





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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 8	Interview Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Present themselves appropriately at an interview	1.1 Arrive in good time for the interview 1.2 Use appropriate means of non verbal communication such as body language, facial expressions and tone of voice
2. Answer the interviewer's questions appropriately	2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation
3. Understand their performance in an interview	3.1 Describe what went well and what did not

Your tutor will give you details about an interview. This may be a real interview for work experience, for a course for which you have applied or a mock interview.

The interview will last approximately 10 minutes.

Task 1

Assessment Criterion 1.1, 1.2 and 2.1

Your tutor or work experience supervisor will observe you and record your interview skills using the chart below:

Interview Record			
Name:	Date:		
	Yes	No	Interviewer Comments
• Arrived at least 5 minutes before the time of the interview (1.1)			
• Made appropriate eye-contact with interviewer (1.2)			
• Displayed appropriate posture (1.2)			
• Showed interest throughout the interview (1.2)			
• Listened to questions asked by interviewer before answering (2.1)			
• Spoke clearly (2.1)			
• Spoke politely (2.1)			



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<ul style="list-style-type: none"> Spoke positively (2.1) 			
<ul style="list-style-type: none"> Used appropriate language to answer questions (2.1) 			

Task 2

Assessment criterion 3.1

a) After the interview discuss with the interviewer the comments made about the skills you used during the interview.

b) Complete the chart below to record your own views about your performance during the interview:

i) Tick either “went well” or “did not go well”

ii) Describe why you ticked each box

Learner review of interview performance			
Name:	Date:		
	Went well	Did not go well	Why?
<ul style="list-style-type: none"> Arrived at least 5 minutes before the time of the interview 			
<ul style="list-style-type: none"> Made appropriate eye-contact with interviewer 			
<ul style="list-style-type: none"> Displayed appropriate posture 			
<ul style="list-style-type: none"> Showed interest throughout interview 			
<ul style="list-style-type: none"> Listened to questions asked by interviewer before answering 			
<ul style="list-style-type: none"> Spoke clearly 			
<ul style="list-style-type: none"> Spoke politely 			
<ul style="list-style-type: none"> Spoke positively 			
<ul style="list-style-type: none"> Used appropriate language to answer questions 			



WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 9	Self Management Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to manage themselves in the workplace	1.1 Identify areas in which they need to manage their time appropriately 1.2 Describe the benefits of taking proper breaks during the day
2. Demonstrate self-management skills during the working day	2.1 Prioritise tasks and activities in order to achieve their daily objectives 2.2 Take appropriate breaks during the working day
3. Evaluate self-management skills	3.1 Carry out a review of their performance 3.2 Identify what went well and what did not

Task 1

Assessment criteria 1.1 and 1.2

In the workplace you will need to know about organising yourself to make sure you do all the tasks that your employer expects.

These are duties of the Post Room Assistant in the council offices:

- | |
|---|
| <ul style="list-style-type: none"> • Dress smartly • Demonstrate good communication skills • Sort the mail after morning postal delivery • Take the mail to each of the 5 offices before 12 midday • Collect letters from each of the 5 offices • Put the correct stamps on the letters for collection at 4pm • Collect larger items which need to be sent by parcel post from each office • Prepare parcels for collection at 4 pm • Assist with other duties as required • Keep the post room tidy • Follow health and safety procedures |
|---|

a) Identify two of these duties which will require the post room assistant to manage his/her time carefully. (1.1)

b) The post room assistant will need to take tea breaks and a lunch break each day. Give two different reasons why taking proper breaks will help the post room assistant. (1.2)





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Task 2 Assessment 2.1 and 2.2

You have been given a study day in college to complete an assessment.

You will need to:

- prepare what you will need before the study day
- hand the completed task in
- research for some information on the internet
- have a 10 minute tutorial with your tutor to assess your progress in the assessment task
- use books for reference
- write your assessment task
- plan your breaks

You will be observed during the study day and the tutor will record your performance.

a) Decide the order in which you will do the tasks and how much time to allow.

b) Use the chart below to record your plans. This will help you to make sure you are able to do all that is needed and give yourself enough time. (2.1)

Plans for study day		
Time	Tasks	How much time to allow
9 am		
10 am		
11 am		
12 midday		
1 pm		
2 pm		
3 pm		
4 pm		



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c) During the study day your tutor will observe you and record your self-management skills on the chart below. (2.2)

SELF- MANAGEMENT SKILLS			
Name:		Date:	
	yes	no	Comments
• Did tasks in order according to their importance			
• Allowed enough time to complete tasks			
• Planned breaks during session			
Signature of tutor:			

Task 3

Assessment criteria 3.1 and 3.2

a) After the session, discuss with your tutor the comments made about the self-management skills you used. (3.1)

b) Complete the chart below to record your own views about your self-management skills:

- i) Tick either “went well” or “did not go well”
- ii) Give a reason why you ticked each box. (3.2)

LEARNER REVIEW OFSELF- MANAGEMENT SKILLS			
Name:		Date	
	What went well	What did not go well	Why?
• Did tasks in order according to their importance			
• Allowed enough time to complete tasks			
• Planned break during session			



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 16	Positive Behaviours and Attitudes at Work
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how positive attitudes and behaviours at work benefit themselves and their organisation	1.1 Explain why it is important to follow an organisation's rules and procedures 1.2 Describe the benefits of positive attitudes and behaviours for themselves and their organisation
2. Demonstrate a range of positive attitudes and behaviours in the workplace	2.1 Interact appropriately with colleagues and customers 2.2 Follow organisational procedures governing attitudes and behaviours at work
3. Evaluate their own conduct	3.1 Describe what went well and what did not

In any workplace it is important to have a positive attitude and behave in an appropriate manner. It is normal practice for organisations to have staff rules and procedures in place to promote positive attitudes and behaviours at work.

Task 1

Assessment Criteria 1.1 and 1.2

a) Read the list of staff rules and procedures, attitudes and behaviours expected from staff at Acorns Care home.

Acorns Care Home

Staff rules and procedures

- Follow the health and safety policies and procedures
- Alcohol or prohibited drugs must not be consumed at work
- Treat information about service users confidentially
- Wear the uniform provided
- Only urgent phone calls to be made or received at work
- Refer all complaints to the manager



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Attitudes and behaviours

- Treat colleagues politely, fairly and without discrimination
- Treat service users and their families with dignity and respect
- Communicate in an open, straightforward way
- Maintain a cheerful attitude

b) Discuss these rules and procedures, attitudes and behaviours in a small group. Your tutor will record your discussion.

On your own:

c) Choose two of the rules and procedures for Acorns Care home and for each rule give two reasons why it is important to follow each one. (1.1)

d) Describe how one of the “attitudes and behaviours” will help the worker. (1.2)

e) Describe how one of the “attitudes and behaviours” will help the organisation. (1.2)

Task 2

Assessment criteria 2.1 and 2.2

You need to show that you have the positive attitudes and behaviours which are required by employers.

You will be able to do this by acting out the part of the carer in one of these short scenarios. You will need to take the correct course of action according to the organisational procedures.

Scenario 1

Setting the scene

Lunchtime at Acorns Care Home

The manager is on her lunch break, leaving you as the only member of staff on duty. Olive Green is a resident in the care home. Sarah Johnson, who is Mrs Green’s daughter, insists on speaking to the manager urgently. Sarah is very upset as her mother, who is a vegetarian has been given a meat pie for her lunch.

The person acting as the carer will need to:

- a) Interact appropriately with Sarah Johnson. (2.1)
- b) Show the attitudes and behaviours expected of staff at Acorns Care home. (2.2)
- c) Communicate information appropriately. (2.1)
- d) Take the correct action to meet the organisation’s procedures related to the complaint. (2.1)



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Scenario 2

Setting the scene

Lunchtime at Acorns Care Home

The manager is on her lunch break, leaving you as the only member of staff on duty. Michael Jones is a resident in the care home. Gerry O'Malley, who is Mr Jones's nephew, insists on speaking to the manager urgently. Gerry is very upset as his father's room does not appear to have been cleaned.

The person acting as the carer will need to:

- a) Interact appropriately with Gerry O'Malley. (2.1)
- b) Show the attitudes and behaviours expected of staff at Acorns Care home. (2.1)
- c) Communicate information appropriately. (2.2)
- d) Take the correct action to meet the organisation's procedures related to the complaint. (2.1)

Your tutor will observe you and record the attitudes and behaviours you demonstrate in the following chart.

Positive attitudes and behaviours			
Name:	Date		
	yes	no	Comments
• Listened politely (2.1)			
• Communicated in an open, straightforward way (2.1)			
• Showed respect in communication (2.2)			
• Information communicated to manager appropriately (2.1)			
• Behaved in a way that meets the requirements of the organisational rules and procedures (2.2)			



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Task 3

Assessment Criterion 3.1

a) After the session, discuss with your tutor the comments made about the positive attitudes and behaviours you used.

b) Complete the chart below to record your own views about positive attitudes and behaviours you used.

i) Tick either “went well” or “did not go well”

ii) Explain why you ticked each box.

Learner review of positive attitudes and behaviours			
Name:	Date		
	yes	no	Comments
• Listened politely (2.1)			
• Communicated in an open, straightforward way (2.1)			
• Showed respect in communication (2.2)			
• Information communicated to manager appropriately (2.1)			
• Behaved and communicated in a way that meets the requirements of the organisational rules and procedures (2.2)			



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 17	Working in a Team
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand that effective teamwork requires team members to behave in certain ways	1.1 Describe positive behaviours necessary for effective teamwork
2. Understand how own strengths, skills and experiences may contribute to a team task	2.1 Outline their own strengths, skills and experiences that might be relevant to a particular task 2.2 State some aspects of a particular task that they think they could do well, based on their identified strengths, skills and experiences
3. Understand the roles and responsibilities of team members (including their own) in relation to a given task	3.1 Describe what the task is about and what the team is working to achieve 3.2 Describe own role and responsibilities and those of others in the team 3.3 Explain how their own role contributes to the work of the team as a whole
4 Be able to work positively as a member of a team	4.1 Give examples of when they listened to the ideas and suggestions of others 4.2 Give ideas and suggestions as to how the team might complete their task 4.3 Outline examples of when they offered to help or support other team members 4.4 Outline examples of when they accepted the help or advice of others 4.5 Complete the aspects of the task they were allocated, in line with the brief
5. Be able to consider their performance as a member of a team	5.1 Describe which positive team working behaviours they demonstrated in undertaking the task 5.2 Identify some team working skills that they could improve

An effective team depends on the co-operation and skills of all team members. This assignment will help you to understand how you can contribute to the success of a team.

Task 1

Assessment criterion I.1

a) Prepare PowerPoint slides to give a presentation to the group entitled:
"There is no "I" in Team"

b) In the slides give a brief description of three ways team members need to behave.



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Task 2

Assessment criterion 3.1

Agree with your group and tutor a team working task that the group will be able to undertake. During your discussions:

- a) Use a flip chart to record ideas
- b) Record the final task agreed by the group
- c) Set deadlines for the completion of the task

Task 3

Assessment Criteria 2.1, 2.2

To support a successful team it is important to use the strengths, skills and experiences of each team member.

- a) Identify your own strengths, skills and experiences. (2.1)
- b) Show particular jobs in the team task which match your skills. (2.2)

Use the chart below to record your skills and jobs in the task which match your skills

My skills, strengths and experiences (2.1)	yes	no	Jobs in team task that match my skills (2.2)
Numeracy skills			
Design skills			
Good communication skills			
IT skills			
Organising skills			
Good time management			
Patient			
Reliable			
Good at encouraging/persuading people			
Specialist skills:			



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Task 4

Assessment criteria 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1 and 5.2

You will need to keep a record of what the team has agreed and how you worked as a team member. This will help you to complete your parts of the task and see how well you work as a team member.

Part of successful team work includes deciding on everyone's roles and responsibilities in the task.

- a) You will need to agree these with everyone in the team during a discussion.
- b) Use the chart below to record everyone's roles and describe the responsibilities each one will carry out.

Teamwork Record (3.2)		
Name...		
Name of group member	Task/s agreed	Responsibilities e.g. deadline, goal
1)		
2)		
3)		
4)		
5)		
6)		
7)		





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c) Write briefly about two ways your own roles and responsibilities will help the team to complete the task successfully (3.3)

i).....
.....
.....
.....

ii).....
.....
.....
.....

d) Record ways you worked as a member of the team in planning and doing the team work task. This needs to include planning discussions as well as how you worked during the task. Use the chart below to record your contributions:

My Work as a Team Member	
	Brief examples of what I did
<ul style="list-style-type: none"> I listened to the ideas and suggestions of others (4.1) 	1)
	2)
<ul style="list-style-type: none"> I gave suggestions as to how the team might complete the task (4.2) 	1)
	2)
<ul style="list-style-type: none"> I offered to help and support other team members (4.3) 	1)
	2)
<ul style="list-style-type: none"> I accepted help or advice from other team members (4.4) 	1)
	2)
<ul style="list-style-type: none"> I completed my agreed tasks (4.5) 	





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Discuss your work as a team member with your tutor.

Following the discussion, describe briefly:

e) Two positive team working behaviours that you showed well during the team task (5.1)

i).....
.....
.....

ii).....
.....
.....

b) Two team working behaviours that you could improve (5.2)

i).....
.....
.....

ii).....
.....
.....





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Unit 31	Planning an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2. Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3. Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service
4. Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service

How do companies get started? One way to help you answer this question is for you to set up your own enterprise.

Task 1

Assessment criteria 1.1 and 2.1

You need to decide on an idea for your enterprise activity. This means you will need to think about the strengths and weaknesses of your ideas to help you to decide which activity would be best.

Your enterprise activity may be an individual or a group activity.

a) To start planning, make a mind map. On the mind map include:

- i) two different ideas for an enterprise activity which you would be able to take up. (1.1)
- ii) one reason why each activity may be a good idea
and
one reason why each enterprise activity may not work well. (1.1)
- iii) choose the best enterprise activity. (1.1)

b) Identify the important roles required to run the enterprise activity you have chosen. (2.1)

c) Identify two different practical or personal skills that would be needed in the enterprise activity you have chosen. (2.1)



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Task 2

Assessment criteria 3.1 and 3.2

You will need to know about the costs involved in running your enterprise activity.

a) You will need to know:

- i) The cost of everything you will need
- ii) how much you will charge for each item
- iii) How many items you intend to sell

The chosen enterprise activity is making 48 buns to sell at coffee time in the college.

To make 48 buns you will need:

700g self-raising flour
440g soft margarine
440g caster sugar
8 eggs
48 paper cases

The costs to buy these items are:

1kg self-raising flour - £1.13
500g margarine - £0.75
500g caster sugar - £0.59
10 eggs - £1.99
100 baking cases - £0.25

b) Complete a chart to record your calculations. You may do this electronically. This is an example of a completed chart:

Item	Production Costs	Product	Price
self-raising flour	£1.13	Buns	
margarine	£0.75		
caster sugar	£0.59		
eggs	£1.99		
baking cases	£0.25		
TOTAL			
	£4.71 (3.1)		

c) 48 buns can be made from the ingredients listed. Calculate a selling price for each bun in order to make a profit of 15p on each bun. (3.2)

d) If you sell four of the buns what profit will you make? (3.1)



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Task 4

Assessment criterion 4.1

a) Make a flyer to promote your chosen product or service. This should include:

- i) A logo or branding
- ii) A clear description of the product or service
- iii) The price of the product or service
- iv) Where and when the product or service will be available





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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Unit 32	Running an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2. Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
3. Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity

Task 1

Assessment criterion 1.1

- Choose an enterprise activity. This may be an individual or group enterprise and if you completed the unit “Planning an Enterprise Activity”, you could use that product or service idea.
- You are going to take part in a “Dragon’s Den” exercise to explain to your tutor and members of the group why your chosen activity will be successful.
- Propose three reasons, to help present your idea in the Dragon’s Den, that describe why you think your enterprise activity will be successful.

Task 2

Assessment criterion 2.1

- You need to sell your chosen product or service.
Your tutor will observe you. Photographs and or video evidence may be used.

Your tutor will record your performance in the chart below:



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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 1

Enterprise activity record			
Name: Date:	YES	NO	COMMENTS
• Product or service prepared			
• Promotional materials produced and displayed			
• Enterprise activity set up			
• Price/s displayed			
• Sales and communication skills demonstrated			
• Organisational skills demonstrated			
Signature of tutor:			

Task 3

Assessment Criterion 3.1

Complete a simple spreadsheet or chart after your enterprise activity to record your:

- Costs
- Number of items sold
- Profits/losses

Total costs of producing and promoting items	Cost per item/service	Number of items sold	Revenue Cost per item X No of items sold	Profit/Loss Revenue- Total costs
£	£	£	£	£