



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 3	Managing your own Money
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know different sources of income	1.1 With support, identify sources of income
2. know how to buy goods ad services using cash and receive the correct change	2.1 From a given example, give sufficient money to pay for goods and services and receive the correct change
3. Know the benefits of saving money	3.1 Identify the benefits of saving money
4. Know how to save money	4.1 Identify different ways of saving money
5. Know where to keep saved money	5.1 Identify where saved money can be kept

Your friend Joe has asked you for help to understand how to manage his money.

Task 1 Assessment criterion 1.1

Joe works part-time in a shop. He needs to buy a car as he is disabled. Joe has many DVDs that he no longer wants. He has applied for help to pay his rent.

a) List two sources of income that Joe may have.

Task 2 Assessment criterion 2.1

Joe has £ 13.50 .On his way home from work Joe goes into the supermarket and buys a pizza which costs £2.50 and toothpaste which costs £1.99.

a) How much change will Joe receive?

b) Joe wishes to go to the cinema. The ticket costs £5.20. How much change will Joe have after paying for his cinema ticket?

c) Will Joe have enough money left to buy a drink and a sandwich for his lunch tomorrow, which costs £4.70?

Show calculations for all your answers.

Task 3 Assessment Criterion 3.1

Joe usually spends all his income and doesn't understand why saving is a good idea.

a) Discuss with your tutor two ways that saving may benefit Joe.



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WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 4 Assessment criteria 4.1 and 5.1

Prepare a leaflet to give Joe to help him with saving money.

Your leaflet will need to include:

- a) Four different ideas to help Joe save money. (4.1)
- b) Three different places Joe may keep his savings. (5.1)





WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 5	Searching for a Job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about sources of information for potential employment	1.1 Identify sources of information about potential employment
2. Be able to search for job vacancies from given sources	2.1 Name the key features of a job advert 2.2 With support, use given sources of information appropriately to identify job vacancies

You have moved to a new area and need to look for a job.

Task 1 Assessment criterion 1.1

Tell your tutor three different sources of information you may use to find a job.

Task 2 Assessment criterion 2.1

a) Read this job advertisement.

Assistant Cook

Agency: JCR Recruitment Ltd

Job Term: Full Time

Job Type: Permanent

Job Location: Abingdon: Berkshire

Job Salary: £12,500

Starts: ASAP

This is a great opportunity for an individual who is looking for opportunities to extend their experience and integrate their skills and knowledge.

The successful applicant will assist the Nursery Cook for the cooking of a well established Nursery.

Duties to include:

- Cooking from the menu
- Food preparation
- Preparing food for special diets (training will be provided if needed)
- Cleaning the kitchen
- Checking of food, fridge temperatures and other duties as required

This role would suit someone with some cooking experience who loves to cook. A Food Hygiene



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WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

certificate is required for this role.

Mon - Fri 8.30am - 5.30pm (times are negotiable)

Phone 01778 737856 for an application form

b) Write brief notes about the most important information you would need to know about this job before applying.

Task 3 Assessment criterion 2.2

a) Use two different sources of information to search for two different jobs that would suit your skills, interests and abilities. Your tutor will give you the sources to use.

b) Show your tutor the jobs you have identified.

c) Write down the jobs you have selected to suit your skills, interests and abilities.



Unit 6	Applying for a job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know different methods of applying for a job	1.1 Identify different methods of applying for a job
2. Know the purpose of a job application form	2.1 Give reasons why a job application form might be used as a way of applying for a job
3. Be able to present personal information for a job application form	3.1 Identify what information will be needed for a job application form 3.2 Present the information for a job application form in an appropriate format

Task 1 Assessment criterion 1

Your tutor has arranged for a guest speaker from a recruitment agency to come to your lesson to talk about ways to apply for a job.

- a) After the talk tell your tutor about at least two different ways to apply for a job.

Task 2 Assessment criteria 2.1 and 3.1

A friend who is applying for a job has asked for your help.

Write a letter to your friend to include the following information;

- a) two reasons why employers use job application forms. (2.1)
- b) list the information which your friend will need to complete a job application form. (3.1)

Task 3 Assessment criterion 3.2

Your tutor will give you details about a job which you are interested in applying for.

- a) Complete the application form below.

You may write in ink or complete the form electronically.





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WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

JOB APPLICATION FORM				
Job application for:				
Personal Details				
Surname:		First name(s):		
Address:				
Post code:		Telephone Number:		
Education				
School	Dates attended	Examinations taken	Result	
Employment (most recent first)				
Date From	To	Position held	Name and address of previous employer	Reason for leaving





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Voluntary work, unpaid activities, work experience		
Amount of experience e.g. number of days/hours	Organisation	Brief details of duties
Additional Information (Give two reasons why you are applying for the job)		
1.		
2.		
References		
Please give the names of two referees (not friends or relatives) including telephone numbers		
Referees		
This should be your current or most recent line manager (if you are not currently in employment a tutor/teacher may provide a reference)		This should be a previous employer (if you have not been in previous employment a tutor/teacher may provide a reference)
Name:	Name:	
Referee's job title:	Referee's job title:	
Address:	Address:	
Postcode:	Postcode:	
Telephone:	Telephone:	





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Criminal convictions

Do you have any criminal convictions? Yes No

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





Unit 7	Preparing for an Interview
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know what is required in the job, placement or course for which they are applying	1.1 Identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course
2. Be able to prepare responses for likely interview questions	2.1 With support, prepare brief answers to a given set of questions that are likely to be asked at the interview
3. Know it is important to plan their travel for the interview	3.1 Identify from information provided to them, the time and place where the interview will be held 3.2 With support, identify the route and means of transport which they plan to take

It is important to prepare for an interview to make sure you are able to give a good impression and demonstrate your strengths.

You are on a course which requires you to do work experience. Your tutor has arranged your interview with the supervisor at the placement. Your tutor will give you details about the interview.

Task 1 Assessment criteria 1.1, 3.1 and 3.2

Make some notes to prepare yourself for interview.

- a) You will need to know what will be required during your work experience:
 - List three different tasks or activities you will need to find out about. (1.1)
- b) Write down the time and place for the interview. (3.1)
- c) You will need to plan your journey to the interview. Write down information about :
 - Your route to the interview
 - How you will travel
 - Length of time your journey will take (3.2)

Task 2 Assessment criterion 2.1

You will need to prepare your answers to interview questions. The same questions are often asked at interview, practising your answers will make you feel more confident.





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With a partner practise your answers to the questions below. Your tutor will make notes and record your conversation:

- a) What do you hope to gain from this work experience?
- b) What do you do well?
- c) What are your interests?





WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 8	Interview Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to present themselves appropriately at an interview	1.1 Dress appropriately and display an appropriate level of personal hygiene for the interview 1.2 Use appropriate means of non-verbal communication such as body language and facial expressions
2. Be able to give appropriate answers to the interviewer's questions	2.1 Give clear, straightforward answers to the questions asked
3. Know how they performed in the interview	3.1 Identify one aspect of the interview that went well and one that did not

You will be attending a 10 minute practice interview for a new course. Your tutor will be interviewing you. Your tutor will take notes during the interview, recording your performance on the template below. Your tutor may also want to video the interview.

After the interview, you will be able to discuss with your tutor what was successful in the interview and what did not go so well. This will help you to develop your interview skills.

Task 1 Assessment criteria 1.1, 1.2 and 2.1

In the interview you will need to:

- a) Dress appropriately for the interview. (1.1)
- b) Demonstrate personal hygiene. (1.1)
- c) Show you are listening and ensure that your body language and facial expressions create the right impression that you are interested. (1.2)
- d) Answer questions clearly. (2.1)

Task 2 Assessment criterion 3.1

After the interview you will need to talk to your tutor about your performance in the practice interview. (You may be able to watch a video recording)

Briefly write about:

- a) Something in the interview you did well.
- b) One aspect which did not go well.



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Interview Record			
Name:		Date:	
	Yes	No	Interviewer Comments
<ul style="list-style-type: none">Arrived at least 5 minutes before the time of the interview (1.1)			
<ul style="list-style-type: none">Made appropriate eye-contact with interviewer (1.2)			
<ul style="list-style-type: none">Appropriate posture (1.2)			
<ul style="list-style-type: none">Showed interest throughout the interview (1.2)			
<ul style="list-style-type: none">Listened to questions asked by interviewer before answering (2.1)			
<ul style="list-style-type: none">Spoke clearly (2.1)			
<ul style="list-style-type: none">Spoke politely (2.1)			
<ul style="list-style-type: none">Spoke positively (2.1)			
<ul style="list-style-type: none">Used appropriate language to answer questions (2.1)			



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 9	Self-management Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand self-management skills	1.1 Recognise that employees need to be able to manage themselves in the workplace 1.2 Identify some potential areas in which they need to manage themselves
2. Demonstrate self-management skills	2.1 Demonstrate how to be punctual 2.2 Demonstrate how to take a break from working 2.3 Identify who to contact if they need help or support in self management
3. Review self-management skills	3.1 review one aspect that went well and one that did not

Task 1 Assessment criteria 1.1 and 1.2

You and a friend are starting work as volunteers. The volunteer co-ordinator has given you the Conduct for Volunteers below:

Conduct for volunteers
<ul style="list-style-type: none"> • follow procedures and guidelines • be punctual • be reliable and regular in their attendance • inform the organisation in all cases of absence • report any accidents promptly to relevant person • report sickness to the appropriate person • have read and understood volunteer policy and procedures • be prepared to undertake appropriate training • carry out their tasks to the best of their ability • discuss concerns with the appropriate person/coordinator • consult the appropriate coordinator, if in need of help and guidance.

Your tutor will make notes or record your conversation while you are talking to your friend about the code of conduct.

a) Explain to your friend why two of the items in the code of conduct above are important. (1.1)

b) Explain to your friend which two of the items in the code of conduct you will be able to manage without help. (1.2)



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WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 2 Assessment criteria 2.1, 2.2 and 2.3

You will need to show you can manage your time during a lesson on the computers. You will also need to know who to approach if you have any problems during the lesson. Your tutor will observe you and record or video your tasks.

The tasks are as follows:

- a) Arrive 10 minutes before the lesson starts. (2.1)
- b) Plan when to take a break from working at the computer. (2.2)
- c) Identify who you need to approach with any problems you may have when working on the computers. (2.3)

Task 3 Assessment criterion 3.1

After the task you will need to talk to your tutor about how you managed yourself in the task. (You may be able to watch a video recording)

Briefly write about:

- a) Something in the task you did well.
- b) One aspect which did not go well.



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 12	Conduct at Work
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace
2. Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues 2.2 Dress appropriately for work 2.3 Demonstrate appropriate timekeeping during the working day
3. Be able to carry out a review of their own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so well

It is important to know how to behave in order to be successful in work.

Your tutor has arranged for you to have a one day work experience in the administration office at the college to help you to understand about behaviour and conduct expected in the workplace.

Task 1 Assessment criterion 1.1

Before your work experience in the college administrative office, discuss with a partner:

- a) What you should wear and write down one point to remember about dress in the workplace.
- b) How to demonstrate good time-keeping and write down one detail about timekeeping.
- c) Ways to communicate with the staff you will be working with and write down one way to communicate well with the other staff.

Task 2 Assessment criteria 2.1, 2.2 and 2.3

The office manager will observe and assess your conduct on the work experience and record your performance using the form below:

Work experience record		
Name		
	Yes/no	Comments
Communication (2.1)		
<ul style="list-style-type: none"> • Polite to colleagues 		



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WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

<ul style="list-style-type: none">• Listened carefully to instructions		
Dress (2.2)		
<ul style="list-style-type: none">• Smart clothes		
<ul style="list-style-type: none">• Clean appearance		
Timekeeping (2.3)		
<ul style="list-style-type: none">• Arrived on time at beginning of day		
<ul style="list-style-type: none">• Returned from lunch on time		
<ul style="list-style-type: none">• Finished set tasks by the end of the day		
Supervisors' signature		

Task 3 Assessment criterion 3.1

After your work experience, discuss with your tutor the comments the office manager made about your conduct.

Tell your tutor:

- a) One aspect of your conduct which you demonstrated well
- b) One aspect of conduct which you did not demonstrate well

Your tutor will record your answers.





WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 13	Working in a team
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about team working	1.1 Identify key rules for effective teamwork 1.2 Identify skills individuals need for effective teamwork
2. Know how to match their strengths and interests to a team task	2.1 With guidance, identify some aspects of a given team task that they think they could do well, based on their strengths and interests
3. Know their own role and responsibilities in relation to a team task	3.1 Identify what the team is working to achieve in the team task 3.2 Identify their own role and responsibilities in the task
4. Know how to work positively as a member of a team	4.1 Listen to ideas and suggestions of other team members without interrupting them 4.2 Give their own ideas and suggestions when asked to do so 4.3 Offer help to other team members when asked to do so 4.4 Follow instructions to complete the aspects of the task they were allocated
5. Understand their performance as a member of a team	5.1 Identify areas where they worked well as a team member 5.2 Identify areas where they could improve their ability to work as part of a team

Your group has been asked to produce a small display about how to keep healthy for the college or school entrance hall for open day. The group will need to work as a team. This task will help you to understand about teamwork skills which you will need to use in the workplace.

A wall display will be needed with pictures and information and some leaflets for people to take away. You tutor will record the discussions you have with your team and will observe the contributions you make.

Task 1 Assessment criteria 1.1 and 1.2

Discuss with your group:

- a) The rules which the group will need to follow to work well as a team while producing the display. (1.1)
- b) What individuals need to make them good team members. (1.2)



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 2 Assessment criteria 1.1 and 1.2 (cont)

Make a poster to display in your classroom to remind you about team working skills.

Add to your poster:

- a) Two rules for team working. (1.1)
- b) Two skills needed for effective team work. (1.2)

Task 3 Assessment criterion 2.1

a) Discuss with your tutor one of your skills or talents which will help the team to produce the display.

Your tutor will record the discussion.

Task 4 Assessment criteria 3.1, 3.2

Your group needs to discuss how they will plan and complete the display about “How to keep healthy”. Your tutor will observe how well you work as a team member during the group discussions and during your work to complete the display

Discuss with your group:

- a) The separate tasks that will be needed to complete the display. (3.1)
- b) Who will be responsible for each task. (3.2)
- c) When the tasks will need to be completed. (3.2)

Task 5 Assessment criteria 3.1, 3.2 (cont)

Use the chart below to record your planning which you will need to help complete the task. On the chart include:

- a) A list of the tasks required to complete the team task. (3.1)
- b) Show the specific tasks which you have agreed to complete. (3.2)
- c) Show when your tasks will need to be completed. (3.2)

Teamwork tasks			
Tasks	Name of team member responsible	Date task to be completed	Date task completed
1)			
2)			
3)			
4)			

d) Then complete your agreed tasks.



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 6 Assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1 and 5.2

- a) Discuss with your tutor the team working skills that you showed during the planning and the task completion. Your tutor will complete the form below.
- b) Tell your tutor where you worked well. (5.1)
- c) Tell your tutor where you could improve the way you worked in the team. (5.2)

Team working skills			
Name:	Shown in task	Where you worked well	Where you could improve your teamwork
1) Listen to other team members without interrupting (4.1)			
2) Give ideas and suggestions when asked (4.2)			
3) Offer to help other team members when asked (4.3)			
4) Follow instructions to complete tasks (4.4)			





WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 23	Planning an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the key requirements of an enterprise activity	1.1 List suggestions of products or services to sell 1.2 List customers who might buy the product or service
2. Know promotional methods for an enterprise activity	2.1 List ways of promoting a product or service
3. Know the costs in producing the chosen product or service	3.1 List the costs involved in producing the product or service, including any start-up costs
4. Know how to promote and sell the chosen product or service	4.1 Use basic promotional methods to advertise the product or service 4.2 Identify the skills needed to sell the product or service

Your group has decided to raise some money for disaster relief.

Task 1 Assessment criterion 1.1, 1.2 and 2.1

Your tutor has invited the fund raising organiser of a local charity to talk to you about raising money and ways to promote products and services.

a) Prepare some questions to ask the guest speaker:

- i) About different products or services you could sell (1.1)
- ii) Who might buy the products or services (1.2)
- iii) Different ways to promote products and services (2.1)

b) Ask the guest speaker the questions you have prepared.

c) After the talk have a discussion with your group which your tutor will record.

In the discussion you will need to suggest to the group:

- i) Three possible products or services you could sell to raise money (1.1)
- ii) Customers who may buy each of the products or services (1.2)
- iii) Three different ways of making people know about products and services (2.1)



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 2 Assessment criterion 3.1

- a) Choose one product or service to raise money.
- b) Complete the chart below to record the costs involved in getting your product or service ready to sell. Add any extra items that are needed to make your product or offer your service.

Items needed to make your product or offer your service	Cost
<ul style="list-style-type: none">materials	
<ul style="list-style-type: none">ingredients	
<ul style="list-style-type: none">advertising	
<ul style="list-style-type: none">equipment or room hire	
<ul style="list-style-type: none">help or training	

Discuss the costs involved with your tutor.

Task 3 Assessment criterion 4.1

Make a leaflet to advertise the product or service you have chosen.

The leaflet needs to include a brief description of what the product or service is. You should include the following information:

- The name of the product or service
- The price of the product or service
- How to buy the product or service

Task 4 Assessment criterion 4.2

You will need to be able to sell the product or service you have chosen to raise money.

Your tutor will observe you working with a partner to try to sell your product or service to them.

You will need to:

- Show that you know about your product or service
- Demonstrate your communication skills to sell your product or service



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Unit 24	Running an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the reasons that would make an enterprise activity successful	1.1 List ideas or methods that will lead to the success of an enterprise activity
2. Be able to carry out an enterprise activity	2.1 Demonstrate selling a product or service
3. Know how to keep accurate records to identify profit and loss	3.1 List the number of sales, costs and profit or loss made

An enterprise week is planned in your college. There will be a prize for the best enterprise activity. If you completed the unit “Planning an Enterprise Activity”, your group may want to carry out the enterprise activity they planned then.

In this instance the group has decided to offer a car washing service in the school/college car park.

Task 1 Assessment criterion 1.1

- a) Make a poster to remind all members of the group about the methods the group needs to use to help them to run the best enterprise activity.
- b) The poster needs to include at least two different ideas or methods to make your car-washing service a success.

Task 2 Assessment criterion 2.1

- a) Take part in the car-washing service.
- b) Your tutor needs to see how you were involved in selling the car-washing service. You may provide photographs or video evidence. Your tutor will use the chart below to record your selling skills.

SELLING SKILLS	
Name:	
Activities	Comments
All materials prepared for car-washing service	
Signs advertising service displayed	
Price of service displayed	
Selling skills used	



WORKSKILLS SAMPLE ASSIGNMENTS ENTRY 3

Task 3 Assessment criterion 3.1

The success of an enterprise activity is measured by how much profit is made. You will need to keep records to show the profit or loss of your car-washing activity. Use the chart below to show your calculations.

Car-washing costs	
• buckets	£
• sponges	£
• car wash shampoo	£
• hose	£
• advertising	£
TOTAL COSTS	£

Car washing income.	
Cost of 1 car wash multiplied by (X) number of car washes sold	
TOTAL INCOME	£

Profit or loss calculation	
TOTAL INCOME minus (-) TOTAL COSTS	PROFIT/LOSS
	£