



WorkSkills from Edexcel

WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 2

Unit 3	Managing your own Money
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to produce a budget	1.1 Carry out suitable calculations to plan outgoings and income
2. Know ways to buy and invest on credit	2.1 Identify different sources of credit
3. Understand the responsibilities of using credit for outgoings and investing	3.1 Describe the responsibilities of using credit for outgoings and investing
4. Understand the potential problems of using credit	4.1 Describe the potential problems of using credit

When you start work or you are in work you will receive an income (wages) from your employer and you will need to be able to decide how to make best use of this. In order to manage your money well, you will need to budget how much you need to pay for your commitments e.g. mobile phone calls and balance this with how much you receive. You should also think very carefully about using credit or applying for a loan to buy something you cannot afford at the moment.

Task 1

Assessment criterion 1.1

To help you start thinking about how much you need to cover your expenses each month:

- Complete a spreadsheet for a monthly budget.
- Calculate the monthly income and outgoings
- Calculate how much money will be left at the end of each month
- Decide how much to save each month for a holiday

To help you complete these calculations you may want to use the information provided below:

Wages	£ 300 a week
Rent	£ 125 a week
Food and toiletries	£ 60 a month
Mobile phone	£ 15 a month
Insurance	£ 25 a month
Entertainment	£ 20 a week
Clothing	£ 30 a month
Transport	£20 a week



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Task 2

Assessment criteria 2.1, 3.1 and 3.2

Your friend has asked for your advice about getting credit to buy a car.

- a) Write a letter to your friend and include the following information in the letter:
- i) Two different examples of ways to get credit (2.1)
 - ii) Describe three different considerations that your friend will need to take into account before making a credit agreement (3.1)
 - iii) Describe two possible difficulties that could arise when using credit (3.2)





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Unit 4	Searching for a Job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to use potential job sources	1.1 Evaluate a range of sources of employment available for job-seekers 1.2 Select appropriate sources of job vacancies for their own purposes 1.3 Identify potential job roles from the appropriate sources of employment
2. Understand how their skills, interests and achievements might relate to potential job roles	2.1 Explain how their skills, interests and achievements might relate to potential job roles identified from appropriate sources of employment
3. Be able to investigate job vacancies	3.1 Search for potential job vacancies 3.2 Communicate with employers or the employer's representative to obtain further information about job vacancies

Scenario: You are working in temporary employment as a Human Resources Assistant and have been asked to prepare notes on the sources of information available to help job seekers find employment. Your manager will use this to plan the sources to use when recruiting new staff.

Task 1

Assessment criterion 1.1

Complete the table below to identify:

- Three different sources for information about jobs.
- The advantages and disadvantages of each to someone who is looking for a job.

Sources of employment	Advantages	Disadvantages
1)		



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2)		
3)		

c) Explain with reasons when you would advise your manager to use each of the sources listed.

Task 2

Assessment criteria 1.2 and 1.3

The information you prepared in Task 1 will help you to find a permanent job role.

- a) Choose two of these sources of employment to suit your own job search and say why you have chosen each one. (1.2)
- b) Search for two job roles from each of these two sources of employment. (1.3)
- c) Collect information about these job roles, such as copies of advertisements, print outs from internet sources, notes made of discussions, records of telephone conversations etc.
- d) Choose two job roles which interest you.
- e) Record your research in the table below.

Source of employment	Job role 1	Job role 2
1)		
2)		





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Task 3

Assessment criterion 2.1

Before continuing a job search you need to have a clear idea of how your own skills, interests and achievements are relevant for job roles you are interested in.

a) Complete the table below:

- i) Include information about your own skills, interests and achievements.
- ii) Choose two job roles you are interested in. Include information about what skills, interests and achievements are required by both of these jobs. You will need to use the information you have already collected.
- iii) Draw lines linking your skills, interests and achievements to each of the two jobs

Job role 1	My skills, interests and achievements	Job role 2
Personal qualities required	My personal qualities	Personal qualities required
Qualifications required	My Qualifications/ training	Qualifications required
Experience required	My Experience	Experience required
Specific skills/interests required	My specific skills/ interests	Specific skills/ interests required



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3) Give two reasons why one of these job roles may be suitable for you.

Reason(i).....
.....
.....
.....
.....

Reason(ii).....
.....
.....
.....
.....

Task 4
Assessment criteria 3.1 and 3.2

You now have enough information to start to look for job vacancies.

Collect information about your search for job vacancies in your folder.
You need to include:

- a) Relevant evidence which may include for example: copies of job advertisements, printouts from websites, evidence of interviews with employment agencies, Connexions, a careers adviser, Job Centre etc. (3.1)
- b) Evidence of contact you have made with employers to request further information about job vacancies for example: letters, records of telephone conversations, e-mails. (3.2)



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Unit 5	Applying for a Job
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience

A carefully produced job application is essential to success.

Task 1

Assessment Criterion 1.1

Prepare a PowerPoint presentation to give to your group about different methods of applying for a job.

Your presentation needs to include:

- a) Information about four different methods of applying for a job
- b) Detail about why each method may be suitable

Task 2

Assessment Criteria 2.1, 2.2 and 3.1

Before you start completing a job application:

- a) Collect together in a folder all the information you will need to complete the application form and a CV for the job you are applying for. (2.1)
- b)
 - i) Complete the application form
 - ii) Produce a CV
 - iii) Write a covering letter.
- c) Make sure:
 - i) All the information requested is included
 - ii) You only include information that is relevant to the job you are applying for
 - iii) Information is presented neatly and accurately
 - iv) Check your spelling
 - v) You use appropriate language (3.1)



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JOB APPLICATION FORM			
Complete all sections using dark ink or type			
Job Title:			
Personal Details			
Surname:		First name(s):	
Address:			
Post code:		Telephone Number:	
Education			
School	Dates attended From - To	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
Health, Disability and Medical		
<p>Is there anything we need to know your general state of health?</p> <p>.....</p> <p>Is there anything that may affect your ability to carry out the duties of the post?</p> <p>.....</p> <p>Please state how many days you have been absent from work due to sickness in the last 12 months.</p>		
Additional Information		
Give brief information about why you are applying for the job		





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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:
Criminal convictions	
Do you have any 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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CV Template

Name
Address (home and term)
Telephone (home)
Telephone (mobile)
E-mail

Personal Profile

Summary about what you have done (degree, relevant experience), the skills you have to offer (target towards the advert/job description) and what you are looking to do. 3 lines max.

Education and Qualifications

Date Course, Qualification (grade or predicted grade)
Subject
Modules studied, dissertation

Date School / FE College
(grades) / Other qualifications

Date School
GCSE - number of subjects, including Maths and English

Work Experience (most recent first)

Complete if you are already in employment

Date Company Name, Job Title
Main responsibilities
Skills gained (communication, team work, interpersonal, problem solving, etc)

Skills Languages
IT skills
Other relevant skills

Interests and Activities

References

Available on request



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Task 3

Assessment Criterion 4.1

- a) Read through your covering letter, application form and CV.
- b) Make suggestions for three changes you could make to your application to improve your chances of getting an interview.





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Unit 6	Preparing for Interview
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that the interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by the interviewer
3. Know how to use information about the job/placement/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview

You have been invited for an interview for a course or job, following a successful application.

Careful preparation is the key to success in an interview.

You will need details about the course or job. This information will be found in the job advertisement, job description and application pack.

You will also need the details you included in your job application to help you to prepare fully for the interview.

Task 1

Assessment Criteria 1.1, 2.1

a) Complete the table below to include four questions that the interviewer may ask you at the interview and how you could reply.

Questions the interviewer may ask me at the interview (1.1)	My Answers (1.2)
1)	1)



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2)	2)
3)	3)
4)	4)

Task 2

Assessment Criteria 3.1 and 3.2

You will need to know details about the job or course to be prepared to ask questions at the interview.

a) List three pieces of information about the job or course that will be useful to you in the interview, for example what the company does or the length of the course. (3.1)

b) You need to explain why each piece of information may be helpful to you in the interview. Use the table below to record this information. An example has been given to help you. (3.2)



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Information about job/course	Information	Why it may be useful in the interview
1) The length of the course	2 years	So I know how long it will take me to complete the course
2)		
3)		
4)		

c) Prepare four questions to ask the interviewer. The questions need to be information that you do not already have about the job or course. For example “What is the dress code?” (3.2)

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

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

iii).....
.....

iv).....
.....



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Unit 7	Interview Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present themselves appropriately at an interview	1.1 Arrive in good time for the interview and have prepared information about the name or job role/title of the interviewer 1.2 Introduce themselves at the interview location 1.3 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course
2. Be able to answer the interviewer's questions appropriately	2.1 Explain the importance of clarifying an interviewer's questions if they are unclear 2.2 Give full responses which provide answers to the questions asked by the interviewer
3. Reflect on their performance in an interview	3.1 Analyse what went well and what did not 3.2 Suggest ways of improving their performance in a future interview

Taking part in an interview will give you the opportunity to develop your interview skills and confidence.

Task 1 Assessment criteria 1.1, 1.2, 1.3, 2.2

Take part in an interview lasting 15 minutes.

This may be a real interview for a job, a course, work experience or a mock interview.

You will need details about the job or course, a job description, details of what was included in your application for the job or course to be prepared for the interview.

A tutor or supervisor will observe you and record your performance. You will be provided with feedback using the form below:



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Interview Assessment	
Name:	Date:
	Comments
Arrived in good time for interview (1.1)	
Knew name and job title of interviewer (1.1)	
Introduced themselves at the interview (1.2)	
Displayed appropriate dress and presentation (1.3)	
Used positive facial expressions (1.3)	
Active listening demonstrated (1.3)	
Appropriate tone of voice used (1.3)	
Answered questions clearly (1.3)	
Asked for clarification of questions (1.3)	
Provided relevant information in responses (2.2)	
Gave full answers to questions (2.2)	
Signature of interviewer:	

Task 2

Assessment criteria 2.1, 3.1 and 3.2

Consider the comments made by the interviewer on the interview assessment form. These will be helpful to you in future interview situations.



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- a) Give two reasons why it is important to ask the interviewer to repeat or re-phrase questions you are asked during the interview. (2.1)

- b) Describe two aspects of the interview where you performed well and the reason(s) for each one. (3.1)

- c) Describe two aspects of the interview where you think you did not perform well and the reason(s) for each one. (3.1)

- d) Explain how you will make two improvements to your interview performance. (3.2)



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Unit 8	Self Management Skills
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of managing themselves effectively in the workplace	1.1 Explain how and why they need to manage themselves in the workplace 1.2 Explain how appropriate self management benefits themselves, their colleagues and their employer
2. Demonstrate effective self management skills	2.1 Produce a plan for a working day 2.2 Structure appropriate breaks during their working day 2.3 Agree and prioritise work appropriately to achieve their daily objectives
3. Carry out an analysis of their self-management skills	3.1 Analyse their self management skills 3.2 Suggest areas for improvement

Task 1

Assessment criteria 1.1 and 1.2

Make a poster to include:

- 1) three different ways individuals can manage themselves in the workplace
- 2) three different reasons why it is important for individuals to manage themselves in the workplace
- 3) One advantage of effective self management to:
 - i) the individual themselves
 - ii) colleagues
 - ii) the employer

Task 2

Assessment criteria 2.1, 2.2, 2.3

You need to demonstrate how you manage yourself during a working day.

Your tutor has arranged for you to assist the tutor in another class during a teaching day.

You will be given a list of tasks which you will be expected to complete.

These tasks may include:

- Arrive before each class starts



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- Photocopy resources to use in lessons
- Prepare the classroom for the lessons
- Organise the resources for the lessons
- Collect the register
- Tidy the classroom at the end of the lessons
- Take breaks
- Follow health and safety procedures.

a) Produce a plan for your working day. (2.1)

b) You will need to show how you prioritised tasks, allowed enough time to complete everything you had been set and made time for proper breaks. (2.2)

c) You will need to agree your plan with the tutor you are assisting and will need to refer to it during the working day to ensure your objectives are being achieved. (2.3)

You will be provided with feedback from the tutor on the form below:

Self management skills record	
Name:	Date:
Comments	
Followed health and safety guidelines	
Breaks taken at appropriate times	
Managed time effectively	
Asked for advice/help when appropriate	
Signature of tutor:	



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Task 3

Assessment Criteria 3.1 and 3.2

Consider the comments made by the tutor about your self-management skills.

Make some brief notes to record your own analysis.

- a) Explain two aspects of self management where you performed well and the reasons for each one. (3.1)

- b) Explain two aspects of self management where you think you did not perform so well and the reasons for each. (3.1)

- c) Explain how you will make two improvements to your self-management skills. (3.2)





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Unit 15	Effectiveness at Work
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand effective workplace behaviour	1.1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace
2. Demonstrate effective working practice	2.1 Interact appropriately with a wide range of colleagues in the workplace 2.2 Represent the workplace positively when dealing with customers or others outside of the workplace 2.3 Apply organisational procedures appropriately
3. Evaluate their own practice	3.1 Describe what went well and what did not 3.2 Suggest areas for improvement of their performance

Your group has been asked to take part in the college open day when prospective students and their teachers visit the college to find out about suitable courses.

Your group will have a display stand and you will need to be prepared to answer questions and enquiries about the course you are currently studying. You aim to encourage students applying to the college by following the correct application process.

Task 1

Assessment criterion 1.1

Before the day you will need to think about ways group members need to behave to make sure you achieve your aims.

a) Make a leaflet for the group to explain four different ways group members should behave during the open day.



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Task 2

Assessment criterion 2.1, 2.2, 2.3

Your tutor will arrange for a simulation of the open day. Before the “open day” you will need to collect all the information you will need by meeting and talking to three college staff about your preparations.

- a) Meet with an administrator to collect publicity material about the course.
- b) Speak with the admissions officer to collect application forms.
- c) Ask the course leader for details about part-time options.
- d) Record these interactions in a note book or diary.
- e) During the “open day” simulation you will need to take the part of one of the students representing your course and a prospective student and/or a visiting teacher.
- f) Your tutor will observe you and record your abilities to demonstrate effective working practice using the form below.

Working Practice Record			
Name:		Date:	
		Comments	
Appropriate interaction with a range of colleagues			
Represented the college/course positively when dealing with prospective students			
Referred queries to appropriate person			
Understood correct procedure for applications			
Signature of tutor:			





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Task 3

Assessment criteria 3.1 and 3.2

Consider the comments made by the tutor about your working practice. Make some brief notes to record your own analysis.

- a) Describe two aspects of your working practice that went well. (3.1)
- b) Describe two aspects of your working practice that did not go well. (3.1)
- c) Explain how you will make two improvements to your working practice. (3.2)





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Unit 16	Working in a Team
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2. Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective teamwork 2.2 Explain the likely consequences of team members not following a code of conduct
3. Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Explain their own strengths, skills and experiences as relevant to a task being undertaken by a team 3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team
4. Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team 4.2 Explain how each role contributes to the team's objectives and the completion of the team task
5. Work positively as a member of a team	5.1 Describe ways in which respect was shown for the ideas and suggestions of others 5.2 Identify relevant ideas and suggestions which were given and which helped the team to complete their task 5.3 Describe ways in which help, support or advice was given to team members where appropriate 5.4 Explain why it is important to respond positively to advice or constructive criticism 5.5 Complete tasks allocated to the required standard and on time
6. Reflect on the performance of a team	6.1 Discuss how their individual performance contributed to the overall performance of the team 6.2 Outline ways in which the team as a whole performed effectively 6.3 Outline areas in which the team could improve its team work skills



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Your group is going to undertake a team task. You will need to work together to achieve your aims.

Task 1

Assessment Criterion 1.1

You need to keep in mind the advantages of working as a team throughout the completion of your team task.

Make some notes to explain:

- a) Three advantages of teamwork, including examples.
- b) Two disadvantages of teamwork, including examples.
- c) With your group and tutor agree a team task which is realistic and achievable for your team.

Task 2

Assessment criteria 2.1 and 2.2

Before you start planning your task you will need to establish a code of conduct.

- a) Discuss a code of conduct with your group which team members will need to follow to make sure your team task is successful. (2.1)
- b) Prepare a leaflet to outline a code of conduct for all team members to follow. (2.1)
- c) Include in the leaflet three examples of what may happen if team members do not follow the code of conduct. (2.2)

Task 3

Assessment criteria 3.1, and 3.2

To plan the team task you will need to consider your own strengths, skills and experiences and those of other team members. This will help the team to give aspects of the team task to individuals who will help the team to complete the task most effectively.

- a) Complete all columns in the tables below to analyse your skills and those of other team



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members.

You will need to:

- i) Explain how the strengths, skills or experiences you identified will help the team to complete aspects of the team task you have agreed. (3.1)
- ii) Identify at least one of one of your strengths, skills or experiences by ticking the 'yes' box in the second column. (3.1)

My Skills Analysis			
My skills, strengths, experiences	Yes	No	How this will help the team to complete the task effectively
Oral communication			
Written communication			
Negotiation			
Leadership			
Time management			
Problem solving			
Using IT			
Practical skills e.g.			

- b) Identify one strength, skill or experience that two of your team members can contribute to your team task by adding two names in the second column against different skills, strengths or experiences. (3.2)





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Team Skills Analysis	
Skills, strengths, experiences	Name of team member
Oral communication	
Written communication	
Negotiation	
Leadership	
Time management	
Problem solving	
Using IT	
Practical skills e.g.	

Task 4

Assessment criteria 4.1 and 4.2

Your team will need to allocate all the aspects of the team task. Have a team meeting to discuss. A suggested template is given to record the results of your meeting.

- a) Record the agreed roles and responsibilities of each member of the team.

- b) Explain how each role will play a part in completing the team task.





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Individual roles and responsibilities		
Name of team member	Roles and responsibilities Brief detail of task and deadline	How role contributes to team objective

Task 5

Assessment Criteria 5.1, 5.2, 5.3, 5.4 and 5.5

a) Record, on the form below, how you worked positively as a member of the team in planning and doing the team work task.

Describe:

- i) The discussions you had to agree the task, the code of conduct and individual roles and responsibilities.
- ii) How you worked during the task.
- iii) Give brief examples of when you demonstrated each skill.
- iv) Ask your tutor to sign the team work record form to verify your team working skills





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Teamwork record	
Name:	
Team work skills	Examples
Respected ideas and suggestions of others (5.1)	
Offered ideas or suggestions for team task (5.2)	
Completed own tasks successfully and on time (5.5)	
Responded positively to give help, support and advice to others (5.3)	
Signature of tutor:	

b) Explain, giving two reasons, why it is important to respond positively to advice or criticism when working in a team. (5.4)

- i).....





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

Task 6

Assessment Criteria 6.1, 6.2 and 6.3

Have a discussion with your team about the performance of the team, which your tutor will observe and record.

You will need to:

- a) Discuss what you did during the team task which helped the team. (6.1)
- b) Outline ways the team worked together well (6.2)
- c) Outline ways in which the team could improve its teamwork skills (6.3)





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Unit 28	Planning an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service 1.2 describe why people might want to buy their product or service
2. Draw up a plan for an enterprise activity	2.1 Prepare a plan for implementing an enterprise activity
3. Understand the risks involved in running the enterprise activity	3.1 Assess the main risks that may occur in implementing the enterprise activity

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of independence, innovation, imagination, risk-taking, creativity and leadership. To plan a successful enterprise activity you must be able to choose a viable product or service, draw up a realistic implementation plan and know how to assess potential risks.

Task 1

Assessment criteria 1.1 and 1.2

You need to identify an enterprise activity that you will be able to carry out by yourself or with a small group. To help you to plan the enterprise activity you will need to be clear about your product or service and who your customers will be.

a) Prepare a PowerPoint presentation to give to your group to include:

- i) A clear description of your product or service. (1.1)
- ii) What your product or service will provide for the customer. (1.1)
- iii) How you will provide the product or service. (1.1)
- iv) One type of customer who will buy your product or service. (1.1)
- v) Why the customer is likely to buy the product or service. (1.2)



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Task 2

Assessment criterion 2.1

You now need to make plans for your enterprise activity

- a) Produce a detailed timeline which includes all the important activities e.g.:
 - i) Administration time
 - ii) Preparation of your product
 - iii) Promotion of your service or product
 - iv) When your product or service will be sold

- b) Present a spreadsheet to include your projected costs for producing, promoting and selling the product or service.

- c) Calculate how much you will charge for your product or service.

- d) Indicate how many products you will make or services you intend to sell.

Task 3

Assessment criterion 3.1

It is important to think about what might go wrong in your enterprise activity and to consider ways of reducing that risk.

Make a mind map to include:

- a) At least two possible risks that may happen to your enterprise activity.
- b) Suggest at least one way each risk could be reduced.





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WORKSKILLS SAMPLE ASSIGNMENTS LEVEL 2

Unit 29	Running an Enterprise Activity
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Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to provide a strategy to ensure the success of an enterprise activity	1.1 Explain the features of an effective strategy to ensure success for their enterprise activity
2. Be able to complete an enterprise activity using appropriate skills and procedures	2.1 Demonstrate selling the product or service taking into account the practical and personal skills needed, including customer care procedures 2.2 Explain the importance of handling money correctly in an enterprise activity
3. Be able to evaluate the success of the enterprise activity	3.1 Use financial records to explain the reasons for the success or failure of the enterprise activity
4. Know how to review their personal involvement in an enterprise activity	4.1 Describe their role in the enterprise activity and any skills they have gained

You will be completing an enterprise activity. You will need to choose an enterprise activity that you will be able to carry out by yourself or with a small group. In order to carry out the activity successfully you will need to understand the importance of having a strategy, understand the importance of customer service and sales techniques and know how to deal with money.

Task 1

Assessment criterion 1.1

- a) Produce a plan to explain the strategies you will be using to make sure your enterprise activity will be successful. Include:
- i) Conducting market research
 - ii) Reviewing competitors/ competition
 - iii) Evaluation of own skills and expertise
 - iv) Financial planning



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Task 2

Assessment Criterion 2.1

- a) Complete the enterprise activity.
- b) Provide evidence of the skills you used for your tutor to verify e.g. video evidence, photographs, a witness statement or your tutor may observe you.

Your tutor will complete the chart below:

Enterprise Activity Record	
Name:	
	Comments
Product or service prepared	
Promotion materials displayed	
Location prepared/ enterprise activity set up	
Prices displayed	
Sales skills demonstrated	
Listened to customers	
Answered customers queries	
Friendly, helpful manner	
Tutor signature:	

Task 3

Assessment criterion 2.2

Explain, giving two reasons, why it is important to handle money correctly in an enterprise activity.

1).....



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2).....
.....
.....

Task 4

Assessment criterion 3.1

1) Complete a spreadsheet to present your financial records for the enterprise activity

Show:

- i) Your costs in producing the product or service.
- ii) How many items were sold.
- iii) Your revenue.
- iv) The profit or loss made.

b) Briefly explain two reasons why your enterprise was a success or a failure.

Task 5

Assessment Criterion 4.1

Consider the feedback provided by your tutor about your involvement in the enterprise activity to help you describe:

- a) The role(s) you took in the enterprise activity.
- b) The skills you have gained during the activity.

