



## COURSE OUTLINE

### CAREER & ENTERPRISE – ATAR YEAR 11: 2020

### UNIT 1 AND UNIT 2



Unit 1	
Unit 2	

This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	WALT & WILF	Assessment
1	1-2	<ul style="list-style-type: none"> <li>▪ Industry in Australia research</li> <li>▪ Industry in WA – facts and figures</li> <li>▪ Australian Jobs 2018 resource/snapshot</li> <li>▪ Identify jobs in an industry that are NOT related e.g. Admin in Automotive Industry</li> <li>▪ How to find jobs</li> <li>▪ Locating Job Opportunities</li> <li>▪ Terminology homework</li> <li>▪ Networking in the classroom</li> <li>▪ Networking You tube clips – ‘funnies’ and activity</li> <li>▪ ‘Job seeking Networking’ notes and questions to form notes</li> <li>▪ Job search and networking activity</li> <li>▪ E-networking</li> <li>▪ Networking Brochure (extension)</li> <li>▪ Click view ‘E-networking’(extension)</li> <li>▪ Networking FAQs (extension)</li> </ul> <p>Apprenticeships &amp; Traineeships PowerPoint</p>	<p><b><u>Gaining and keeping work</u></b></p> <p>location of job opportunities, including:</p> <ul style="list-style-type: none"> <li>● newspapers</li> <li>● websites</li> <li>● social and professional networking</li> <li>● professional associations</li> </ul> <p><b><u>Work skills</u></b></p> <ul style="list-style-type: none"> <li>● ways to build networks that will enhance career opportunities, including:               <ul style="list-style-type: none"> <li>identifying people, you feel comfortable talking to and whose advice you listen to</li> </ul> </li> <li>● increasing the range of, you know in a work role</li> <li>● using of technology to help expand networks</li> <li>● strategies to deal with unexpected events in a workplace</li> </ul> <p><b><u>Career development and management</u></b></p> <p>the concept of e-networks</p>	<p>WALT (An understating of):</p> <p>An understanding current labour market research linked to possible career pathways and n understanding of how to locate possible job opportunities.</p> <p>WILF (Completed by):</p> <ul style="list-style-type: none"> <li>- SMART goal</li> <li>- Definitions</li> <li>- Individual research on industries and the employment growth</li> <li>- Types of Income Table notes</li> <li>- Locating jobs worksheet</li> <li>- Practice exam questions</li> <li>- Task 1</li> <li>- Task 2</li> </ul>	



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1	3	<ul style="list-style-type: none"> <li>Remaining Employable activity with introduction of cartoon questions</li> <li>Career Risk Taking – notes</li> <li>Career Risk Taking discussion activity</li> <li>How to explain</li> <li>How to write examples</li> </ul> <p>How to describe</p>	<p><u>Career development and management</u></p> <p>strategies that give an individual an advantage in the workplace, including:</p> <ul style="list-style-type: none"> <li>taking advantage of work opportunities</li> <li>undertaking training</li> <li>seeking learning opportunities</li> </ul> <p><u>Entrepreneurial behaviours</u></p> <p>taking personal risks when making career decisions, including:</p> <ul style="list-style-type: none"> <li>relocating</li> <li>accepting less pay</li> <li>taking a gap year</li> <li>undergoing re-training</li> </ul> <p>remaining employable in constantly changing workplaces, including:</p> <ul style="list-style-type: none"> <li>undertaking training and up-skilling</li> <li>networking and e-networking</li> </ul>	<p>WALT (An understating of):</p> <p>An understanding of traditional and contemporary networking methods to find job opportunities.</p> <p>WILF (Completed by):</p> <ul style="list-style-type: none"> <li>Networking notes</li> <li>Career risk taking notes</li> <li>SWOT analysis</li> <li>Globalisation PowerPoint.</li> </ul>	<p><b>Assessment Task 1 – Personal Network &amp; Extended Question</b></p>
1	4-7	<ul style="list-style-type: none"> <li>Terminology Homework</li> <li>Prod/Eff/Sus PowerPoint definitions as notes</li> <li>Work Patterns – research task</li> <li>Work patterns homework – scenario question</li> <li>FIFO Click view (60 mins)</li> <li>Homework reading on work life balance and connection with work patterns</li> <li>Flexibility in the workplace (extension)</li> <li>Definition of Cultural Diversity and groups within</li> <li>Generations and their labels</li> <li>What employers do to help physical ability diversity groups – board questions</li> <li>Ageing Workforce 2018 version</li> <li>BMW you tube clip</li> <li>Mobile Population reading and questions</li> <li>Mobile population notes page</li> <li>Increased commuting time you tube clips</li> </ul>	<p><u>Career development and management</u></p> <p>the impact of social, cultural and technological change on current work patterns and work settings</p> <p>the impact of economic, social and technological change on individual career development</p> <p>how social media can be used as a career development tool</p> <p>the influence of global trends on changing workplace requirements, including:</p> <ul style="list-style-type: none"> <li>possible increased travel requirements</li> <li>increased need for technology for video or teleconferencing</li> <li>more cultural diversity in work environments</li> </ul> <p>the impact of global trends on individual career development, including:</p> <ul style="list-style-type: none"> <li>ageing workforce</li> <li>a more mobile population</li> <li>changing work roles of family members</li> </ul> <p><u>The nature of work</u></p>	<p>WALT (An understating of):</p> <p>Change to work patterns and work settings</p> <p>WILF (Completed by):</p> <p>Class tasks and Note taking</p>	<p><b>Assessment Task 2- Global Trends Test (week 7)</b></p> <p><b>Assessment Task 3- Aging Workforce Report (week 8)</b></p>



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		<ul style="list-style-type: none"> <li>▪ Increased travel time group activity and Qu 2 for homework</li> <li>▪ Changing Role of family members – read 4 media reports</li> <li>▪ Changing Work Role of family members’ questions</li> <li>▪ Notes page on Changing Work Role of family members</li> <li>▪ Extended Response on Changing Role of women (Extension)</li> <li>▪ Technological Influences</li> <li>▪ Technological Change – discuss and explain practice questions</li>   <li>▪ How to discuss</li> </ul>	<p>the relationship between individual efficiency and work satisfaction</p> <ul style="list-style-type: none"> <li>• the impact of global trends on the workforce, including:             <ul style="list-style-type: none"> <li>● the ageing workforce</li> <li>● a more mobile population</li> <li>● changing work roles of family members</li> <li>● e-commerce (for example, online shopping)</li> <li>● overseas outsourcing</li> </ul> </li> </ul> <p><b>Work skills</b></p> <p>the need to recognise diversity within a workplace, including:</p> <ul style="list-style-type: none"> <li>● ages</li> <li>● ethnicity</li> <li>● physical ability</li> </ul> <p>the need to adjust to diversity within a workplace</p>		
1	8-10	<ul style="list-style-type: none"> <li>▪ Career Planning – step by step activity</li> <li>▪ Work Values activity</li> <li>▪ Employability Skills framework</li> <li>▪ Skills or Attribute quiz (PowerPoint)</li> <li>▪ Terminology homework</li> <li>▪ SMART goal setting PowerPoint notes</li> <li>▪ Where to get Career Advice PowerPoint notes</li> <li>▪ Worklife balance notes</li> <li>▪ Work life balance of Australians media report</li> </ul>	<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>• identify personal and professional skills and attributes, and understand their link to career development</li> <li>• self-management strategies to enhance personal change and growth, including:             <ul style="list-style-type: none"> <li>● self-reflection</li> <li>● construction (reflection ) of SMART (specific, measurable, achievable, realistic, time based) goals</li> <li>● interacting with others through teamwork and networking</li> </ul> </li> <li>• strategies to build and maintain a positive self-concept for career development, including:             <ul style="list-style-type: none"> <li>● promoting yourself to others</li> <li>● targeting job searching to match own personal profile</li> </ul> </li> <li>• identify personal and professional learning opportunities and understand their link to career development</li> </ul>	<p>WALT (An understating of): Self awareness of SAVI and how to set SMART goal with Work life balance maintained.</p> <p>WILF (Completed by): Task 4 Class activities and notes</p>	<p>Assessment Task 4- Individual Pathway Plan (week 10)</p>



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			<ul style="list-style-type: none"> <li>● the value of participating in lifelong learning designed to support career goals</li> </ul> <p><b><u>Career development and management</u></b></p> <ul style="list-style-type: none"> <li>● strategies to assist in making decisions in a work context, including:             <ul style="list-style-type: none"> <li>● choosing from a set of pre-determined options</li> <li>● using a formal decision-making process</li> </ul> </li> <li>● examine personal progress in each of the following career competencies:             <ul style="list-style-type: none"> <li>● make career-enhancing decisions                 <ul style="list-style-type: none"> <li>○ seeks advice, feedback and support as required</li> </ul> </li> <li>● maintain balanced life and work roles                 <ul style="list-style-type: none"> <li>○ develops a personal, school and work timetable to manage all commitments</li> </ul> </li> <li>● understand the changing nature of life and work roles</li> </ul> </li> </ul> <p>identifies changes in personal roles and commitments that will occur in the school to post-school transition</p> <ul style="list-style-type: none"> <li>○             <ul style="list-style-type: none"> <li>● understand, engage in and manage the career-building process                 <ul style="list-style-type: none"> <li>○ sets personal learning challenges using formal and informal learning opportunities</li> </ul> </li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● develop/refine own electronic individual pathway plan (IPP)</li> </ul> <p><b><u>Gaining and keeping work</u></b></p> <ul style="list-style-type: none"> <li>● skills used to connect with and work with others, such as, recognising strengths and weaknesses of your interpersonal skills</li> </ul> <p><b><u>Work skills</u></b></p> <ul style="list-style-type: none"> <li>● the steps in planning and organising work load and work/life balance, including:</li> </ul>
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			<ul style="list-style-type: none"> <li>determining the amount of work to be completed in a set timeframe</li> <li>identifying personal priorities related to work hours and work patterns</li> </ul>		
2	1-2	<ul style="list-style-type: none"> <li>Work Patterns</li> <li>Hollands Theory Research activity</li> <li>Hollands Mock Test Questions</li> <li>Images practice sheet</li> <li>Job Satisfaction Notes</li> </ul>	<p><b><u>Gaining and keeping work</u></b></p> <ul style="list-style-type: none"> <li>the features of the personality types outlined in Holland’s Theory of Career Choice (1985) and how they relate to career choice</li> </ul> <p>determine own personality type and preferred work environment using the personality types and work environments outlined in Holland’s Theory of Career</p>	<p>WALT (An understating of): Hollands Theory of Career Choice.</p> <p>WILF (Completed by): Hollands Career theory notes Hollands Career theory quiz.</p>	
2	3	<ul style="list-style-type: none"> <li>Job Outlook uses and terms</li> <li>Labour Market Terminology/Definitions PowerPoint</li> <li>Australian Jobs 2017/8</li> <li>Labour Market Information Case Study Introduction</li> <li>‘Top 20 jobs in demand in Australia’ media report</li> <li>How to use My future website</li> </ul> <ul style="list-style-type: none"> <li>Clickview ‘Introducing H&amp;S’</li> <li>Assessing Risk</li> <li>Case Study on OHS</li> <li>Safetyline (SA) scenarios</li> </ul>	<p><b><u>Entrepreneurial behaviours</u></b></p> <p>considering labour market information to identify employment opportunities, including: self-employment opportunities business and product development</p> <p><b><u>The nature of work</u></b></p> <ul style="list-style-type: none"> <li>features of each of the following workplace organisational structures: <ul style="list-style-type: none"> <li>hierarchical</li> <li>flat</li> </ul> </li> <li>reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the <i>Fair Work Act 2009</i></li> </ul>	<p>WALT (An understating of): Current market research and future employment opportunities.</p> <p>WILF (Completed by): <i>Task 6</i> <i>Class notes and research</i> <i>SMART Move Certificate</i></p>	<p><b>Assessment Task 5- Holland’s Theory Test (week 2)</b></p>



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		<ul style="list-style-type: none"> <li>What's the Problem (OHS) Scenarios</li> </ul>	<p><b><u>The nature of work</u></b></p> <ul style="list-style-type: none"> <li>factors that create effective workplaces, including:             <ul style="list-style-type: none"> <li>management of human, physical, financial and technological resources</li> <li>internal and external communication strategies and processes, including meetings, telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet</li> <li>health and safety workplace legislation</li> <li>equal employment opportunity workplace legislation</li> <li>quality assurance standards</li> </ul> </li> <li>the need for rights and protocols for the workplace, including:             <ul style="list-style-type: none"> <li>health and safety</li> <li>equal opportunity</li> <li>codes of conduct and standards</li> </ul> </li> <li>completion of a Worksafe Smart Move industry-specific module</li> </ul>		
2	4		<b>Exam Revision</b>		
2	5-6		<b>Task 7- Exams</b>		



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2	7-8	<ul style="list-style-type: none"> <li>Philip Morris International Case Study</li> <li>Telstra Case Study</li> </ul>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>features of each of the following workplace organisational structures:             <ul style="list-style-type: none"> <li>hierarchical</li> <li>flat</li> </ul> </li> </ul> <p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>the concepts of organisational restructuring and workplace reform</li> </ul> <p>the impact of organisational restructuring on individual career development</p>	<p>WALT (An understating of): An understanding of workplace organisational structures and the impact on individual and organisations workplace restructuring has</p> <p>WILF (Completed by): <b>Class activities and Task 7</b></p>	
2	9-10	<ul style="list-style-type: none"> <li>What is performance management</li> <li>PowerPoint notes</li> <li>Performance Management Questions</li> <li>Practice Extended Qus - Perf Mgmt</li> </ul>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>the interrelationships between individual efficiency, workplace productivity and sustainability</li> </ul> <p>the use of performance management as a tool to improve individual efficiency and workplace productivity</p>	<p>WALT (An understating of): Performance Management</p> <p>WILF (Completed by): Task 8 Class notes</p>	<b>Task8- Performance Management</b>
	1	<ul style="list-style-type: none"> <li>Work Life Balance Media Report</li> <li>Managing an effective Work Life Balance</li> <li>Employment Rights Activity</li> <li>Pay and Conditions in WA</li> <li>Rights and Responsibilities</li> <li>Practice Paper for Nature of Work Test</li> </ul>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the Fair Work Act 2009</li> </ul> <p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>Considerations for individuals in the workplace, including:             <ul style="list-style-type: none"> <li>Pay and conditions</li> <li>ethical considerations, including following the code of conduct</li> </ul> </li> </ul> <p>the concept of work/life balance</p>	<p>WALT (An understating of): National Employment Standards</p> <p>WILF (Completed by): Class notes and activities Task 9</p>	<b>Task 9- In class Test- The Nature of work</b>



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3	2-3	<ul style="list-style-type: none"> <li>Conflict in the Workplace PowerPoint</li> <li>Workplace Conflict reading/response sheet</li> <li>Types of Discrimination</li> <li>Discrimination in the workplace – laws</li> <li>Role of Fair Work Australia &amp; EOC</li> <li>Bullying &amp; Harassment</li> <li>The Devil wears Prada</li> <li>Types of conflict PowerPoint</li> <li>Statutory Bodies</li> <li>Formal Conflict Resolution Processes reading</li> </ul> <p>Case Studies – ‘Bianca’ &amp; ‘Nellie’</p>	<p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>adapt communication skills to show respect for differences within the work place, including:             <ul style="list-style-type: none"> <li>values</li> <li>beliefs</li> <li>cultural expectations</li> </ul> </li> <li>strategies and processes for resolving conflict in the workplace, including:             <ul style="list-style-type: none"> <li>informal strategies and processes, such as, communicating concerns through supportive relationships, being tolerant of others, adopting a positive approach to resolving differences, and internal mediation</li> </ul> </li> </ul> <p>formal processes, such as, arbitration processes, industrial tribunal hearings and trade union intervention</p>	<p>WALT (An understating of): Types of Conflict and resolution strategies.</p> <p>WILF (Completed by): Task 10 and class notes</p>	<p><b>Task 10- Conflict Resolution Investigation</b></p>
3	4-5	<ul style="list-style-type: none"> <li>E portfolio Research and Questions</li> <li>Find your dream job</li> <li>Gaining and keeping work terminology PPT</li> <li>Job Search Methods research PMI chart</li> <li>You tube promotion</li> </ul> <p>Job Advert Questions (newspaper)</p>	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>methods of finding job opportunities, including cold canvassing</li> <li>awareness of innovative contemporary strategies for gaining employment, such as:             <ul style="list-style-type: none"> <li>YouTube promotion</li> <li>live performance</li> </ul> </li> </ul> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>develop/refine own electronic career portfolio</li> </ul> <p><b>Career development and management refine own electronic career portfolio</b></p>	<p>WALT (An understating of): An understanding of the components of portfolio and how to gain and keep work.</p> <p>WILF (Completed by): Class notes and the development of career portfolio.</p>	
3	6-9	<ul style="list-style-type: none"> <li>Interpreting Job Advertisements</li> <li>Where to find jobs – analyse (PMI Chart)</li> <li>What needs to be in a portfolio</li> <li>You tube – what is a portfolio</li> <li>Structure of a cover letter.</li> <li>Resume Builder</li> <li>Examples of resume templates</li> <li>Toys R Us advertisement example</li> <li>St Johns Ambulance Crash Course</li> <li>Worksafe SmartMove certificates</li> </ul>	<p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>formats for job applications</li> <li>formats for cover letters</li> </ul> <p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>interpret requirements in a job advertisement, including:             <ul style="list-style-type: none"> <li>job description</li> <li>job location</li> <li>qualifications required</li> <li>selection criteria</li> </ul> </li> </ul>	<p>WALT (An understating of): How to apply for a job</p> <p>WILF (Completed by): Task 11</p>	<p><b>Assessment Task 11 – Applying for Jobs</b></p> <p><b>Assessment Task 12 – Electronic Portfolio</b></p>





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		The Application Process	<ul style="list-style-type: none"> <li>● expression of interest requirements</li> <li>● application process and deadline</li> <li>● strategies for successfully applying for a job, including:             <ul style="list-style-type: none"> <li>● writing a job application letter</li> </ul> </li> <li>● participating in an interview situation</li> </ul>		
3	10	<p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>● being enterprising in a global economy, including:             <ul style="list-style-type: none"> <li>● making international business links</li> <li>● identifying consumer gaps</li> <li>● using technology (including online groups)</li> </ul> </li> </ul> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>● the need to undertake personal and professional development opportunities to maintain up-to-date skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Entrepreneurs in local/wider community</li> <li>● Globalisation – benefits and drawbacks</li> <li>● How entrepreneurs use IT</li> <li>● Entrepreneurial Personal attributes</li> <li>● Why self-employment</li> <li>● Steve Jobs</li> <li>● How to be a young billionaire</li> <li>● What makes you successful in your career?</li> <li>● Career Scenarios – your own business</li> </ul> <p>Terminology</p>	<p>WALT (An understating of): Personal and Professional learning opportunities and how to start competitive in a global market</p> <p>WILF (Completed by): Class notes &amp; activities</p>	
4	1-2	<ul style="list-style-type: none"> <li>● Updating through:             <ul style="list-style-type: none"> <li>● TAFE courses</li> <li>● Uni Courses</li> <li>● Professional Associations</li> <li>● Further Education</li> <li>● Specialisms</li> </ul> </li> <li>● Unemployment</li> <li>● Budgeting</li> </ul> <p>What causes change?</p>	<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>● the need for ongoing self-assessment when responding to change, including:             <ul style="list-style-type: none"> <li>● personal life</li> <li>● professional life</li> </ul> </li> <li>● responding to change and how it may impact an individual's career, including:             <ul style="list-style-type: none"> <li>● retraining</li> <li>● updating skills</li> <li>● managing finances</li> </ul> </li> </ul> <p>coping with unemployment</p>	<p>WALT (An understating of): How to cope with unexpected events.</p> <p>WILF (Completed by): Class notes and activities.</p>	



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4	3	<ul style="list-style-type: none"> <li>● Legal Requirement in the workplace</li> <li>● Technological Issues – notes</li>   <li>● Clickview ‘Introducing H&amp;S’</li> <li>● Assessing Risk</li> <li>● Case Study on OHS</li> <li>● Safetyline (SA) scenarios</li> <li>● What’s the Problem (OHS) Scenarios\</li>   <li>● SWOT Analysis</li> <li>● Problems in the workplace</li> <li>● Action Planning</li> </ul>	<p><b>the nature of work</b></p> <ul style="list-style-type: none"> <li>● factors that create effective workplaces, including:             <ul style="list-style-type: none"> <li>● management of human, physical, financial and technological resources</li> <li>● internal and external communication strategies and processes, including meetings, telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet</li> <li>● health and safety workplace legislation</li> <li>● equal employment opportunity workplace legislation</li> <li>● quality assurance standards</li> </ul> </li> <li>● the need for rights and protocols for the workplace, including:             <ul style="list-style-type: none"> <li>● health and safety</li> <li>● equal opportunity</li> <li>● codes of conduct and standards</li> </ul> </li> </ul> <p>completion of a Worksafe Smart Move industry-specific module</p> <p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>● work rights and protocols in the use of technology, including:             <ul style="list-style-type: none"> <li>● legal rights and responsibilities (for example, copyright implications) procedures and expectations in the workplace</li> </ul> </li> </ul> <p><b>entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>● steps in problem solving within the work place, including:             <ul style="list-style-type: none"> <li>● identifying the problem</li> <li>● applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)</li> </ul> </li> </ul> <p>creating an action plan to execute the solution</p>	<p>WALT (An understating of): Problem solving/ decision making tools.</p> <p>WILF (Completed by): Class notes and activities.</p>
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4	4		<i>Exam Revision</i>
4	5-6		<i>Task 13- Exams</i>