



## SAMPLE COURSE OUTLINE

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### CAREER AND ENTERPRISE FOUNDATION YEAR 12

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## Sample course outline

### Career and Enterprise – Foundation Year 12

Semester 1 – Unit 3

Week	Key teaching points
	<p><b>Where appropriate, explicit teaching of the following literacy and numeracy skills in the context of the course.</b></p> <p><b>Literacy skills:</b></p> <ul style="list-style-type: none"> <li>• acquiring words leading to an appropriately expanding vocabulary; for example, selection criteria, resume and aptitude test</li> <li>• developing pronunciation and spelling of key words</li> <li>• using Standard Australian English grammar and punctuation to communicate effectively; for example, in a job application letter</li> <li>• expressing increasingly complex ideas using a range of simple and complex sentence structures; for example, when constructing a resume or addressing selection criteria</li> <li>• using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language</li> <li>• organising ideas and information in different forms and for different purposes and audiences; for example, producing an electronic individual pathway plan (IPP) and career portfolio</li> <li>• achieving cohesion of ideas at sentence, paragraph and text level; for example, when constructing a letter of appreciation</li> <li>• editing work for coherence, clarity and appropriateness</li> <li>• using a range of speaking and listening skills; for example, on a phone call or during a job interview</li> <li>• comprehending and interpreting a range of texts; for example, different job application formats</li> </ul> <p><b>Numeracy skills:</b></p> <ul style="list-style-type: none"> <li>• identifying and organising mathematical information; for example, stock ordering in a workplace</li> <li>• choosing the appropriate mathematics to complete a task; for example, appropriate units of measurement for quantities to be ordered</li> <li>• applying mathematical knowledge, tools and strategies to complete the task; for example, using the appropriate measuring equipment within a workplace</li> <li>• representing and communicating mathematical conclusions; for example, creating a spreadsheet to indicate stock re-order levels</li> <li>• reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, justifying the re-ordering levels based on the time an order takes to arrive and the amount of stock used on a daily basis</li> </ul>
1–3	<p>Introduction to the course – distribution of syllabus, course outline and assessment outline</p> <p><b>C12.1 Where are all the jobs?</b></p> <ul style="list-style-type: none"> <li>• key words associated with locating employment: <ul style="list-style-type: none"> <li>▪ labour market</li> <li>▪ employment trends</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ skills shortage</li> <li>▪ personal goals</li> <li>▪ personal values</li> <li>▪ work settings</li> <li>▪ individual pathway plan</li> <li>• the concept of the labour market</li> <li>• the concept of employment trends</li> <li>• interpretation of simple graphs and data on labour market statistics, and employment trends from a source such as Australian Jobs</li> <li>• identify key organisations, people in the community or services that can assist in finding employment opportunities in the local area, such as: <ul style="list-style-type: none"> <li>▪ Myfuture</li> <li>▪ Career Centre WA</li> <li>▪ Workforce Development Centres</li> </ul> </li> <li>• investigate employment trends in the local area by accessing information from sources, such as: <ul style="list-style-type: none"> <li>▪ Job Outlook</li> <li>▪ Myfuture</li> <li>▪ Australian Jobs</li> <li>▪ Career Centre WA</li> <li>▪ Workforce Development Centres</li> </ul> </li> <li>• the concept of a skills shortage area</li> <li>• identify the current skill shortage areas in Western Australia</li> <li>• identify own personal goals and values</li> <li>• create/review own electronic individual pathway plan (IPP)</li> <li>• edit IPP to ensure coherence, clarity, appropriate language and words</li> </ul> <p><b>Task 1: Individual pathway plan/career portfolio</b></p>
4	<ul style="list-style-type: none"> <li>• identify how technology has changed the workplace in the last twenty years, including: <ul style="list-style-type: none"> <li>▪ use of internet</li> <li>▪ email</li> <li>▪ mobile devices, such as mobile phones and tablet devices</li> </ul> </li> <li>• identify the impact of different work settings on entry-level employment, including: <ul style="list-style-type: none"> <li>▪ fly-in/fly-out</li> <li>▪ mobile workplace</li> <li>▪ virtual workplace</li> </ul> </li> <li>• the benefits for maintaining work and career development of accessing ongoing education and training</li> <li>• the need to choose education and training opportunities that align to own skills, attributes, values and interests</li> </ul>

Week	Key teaching points
5	<ul style="list-style-type: none"> <li>• identify how personal goals, values and pathway plans can be influenced by factors, such as: <ul style="list-style-type: none"> <li>▪ labour market information</li> <li>▪ employment trends</li> <li>▪ skills shortage areas</li> </ul> </li> <li>• identify different locations of job advertisements, including: <ul style="list-style-type: none"> <li>▪ newspaper</li> <li>▪ private electronic job boards, such as SEEK</li> <li>▪ government electronic job boards, such as JOBS WA</li> <li>▪ employment agencies</li> </ul> </li> </ul>
6	<p><b>C12.2 Gaining a job</b></p> <ul style="list-style-type: none"> <li>• key words associated with gaining employment: <ul style="list-style-type: none"> <li>▪ job application</li> <li>▪ letter of application</li> <li>▪ selection criteria</li> <li>▪ resume</li> <li>▪ job interview</li> <li>▪ aptitude test</li> <li>▪ SAO (situation, action, outcome)</li> <li>▪ STAR (situation, task, action, result)</li> </ul> </li> <li>• investigate work search strategies, including: <ul style="list-style-type: none"> <li>▪ cold canvassing</li> <li>▪ networking</li> <li>▪ written job application</li> <li>▪ online job application</li> </ul> </li> <li>• the job application process, including: <ul style="list-style-type: none"> <li>▪ finding a job vacancy <ul style="list-style-type: none"> <li>o open (advertised) job market</li> <li>o hidden job market</li> </ul> </li> <li>▪ telephone enquiry</li> <li>▪ expression of interest</li> <li>▪ letter of application</li> <li>▪ addressing of selection criteria</li> <li>▪ tailoring of existing resume to the job advertised</li> <li>▪ attending the job interview</li> </ul> </li> <li>• locate and interpret a range of job advertisements</li> <li>• identify words and acronyms used in job advertisements, for example, FIFO, casual employment, shift-work</li> </ul> <p><b>Task 2: Investigation</b></p>
7–9	<ul style="list-style-type: none"> <li>• techniques for a telephone enquiry, including: <ul style="list-style-type: none"> <li>▪ prior to making the call <ul style="list-style-type: none"> <li>o identify the purpose of the call</li> <li>o identify who to speak to</li> <li>o practise what will be said, using appropriate language</li> <li>o have note-taking material available to record any necessary information</li> </ul> </li> <li>▪ speaking and listening skills during the call</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>o use appropriate language and terminology</li> <li>o listen carefully to speaker</li> <li>o ask clarifying questions where necessary</li> <li>• the concept of an expression of interest, including: <ul style="list-style-type: none"> <li>▪ the timeline</li> <li>▪ expected length</li> <li>▪ who the contact person is</li> </ul> </li> <li>• required letters in the job application process, including: <ul style="list-style-type: none"> <li>▪ letter of introduction</li> <li>▪ letter of application or expression of interest</li> <li>▪ letter of appreciation</li> </ul> </li> <li>• components of a formal job application letter, such as: <ul style="list-style-type: none"> <li>▪ personal address</li> <li>▪ date</li> <li>▪ inside address (recipient’s address)</li> <li>▪ subject line</li> <li>▪ salutation</li> <li>▪ body paragraphs</li> <li>▪ complimentary close</li> </ul> </li> <li>• techniques in addressing basic selection criteria, including: <ul style="list-style-type: none"> <li>▪ correct sentence structure</li> <li>▪ correct paragraph structure</li> <li>▪ use of a STAR (situation, task, action, result)</li> <li>▪ use of a SAO (situation, action, outcome)</li> <li>▪ editing and proofreading</li> </ul> </li> <li>• tailoring a resume to suit the job being applied for, including: <ul style="list-style-type: none"> <li>▪ give examples relevant to the job</li> <li>▪ omit information irrelevant to the job</li> <li>▪ structure the resume to highlight the information most relevant to the job</li> </ul> </li> <li>• create a mock letter of introduction and a letter of application for a selected entry-level job</li> <li>• edit letters to ensure coherence, clarity, appropriate language and words</li> <li>• create an expression of interest for a selected entry-level job</li> <li>• edit expression of interest to ensure coherence, clarity, appropriate language and words</li> <li>• types of aptitude tests that employers can use in their recruitment process, including: <ul style="list-style-type: none"> <li>▪ abstract</li> <li>▪ verbal</li> <li>▪ numerical</li> </ul> </li> <li>• prepare a mock application for an advertised job</li> </ul> <p><b>Task 3: Production/performance</b></p>
10–11	<p><b>E12.4 Workplace issues and problem solving</b></p> <ul style="list-style-type: none"> <li>• possible workplace issues, including: <ul style="list-style-type: none"> <li>▪ workplace violence</li> <li>▪ workplace stress</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ discrimination</li> <li>▪ harassment</li> <li>▪ bullying</li> <li>▪ racism</li> <li>• possible causes of workplace issues, including: <ul style="list-style-type: none"> <li>▪ wage negotiations</li> <li>▪ work conditions (such as, inequities in conditions or non-award conditions)</li> <li>▪ health and safety</li> </ul> </li> <li>• identify the steps that should be followed by employees who are bullied, discriminated against or harassed in the workplace, including: <ul style="list-style-type: none"> <li>▪ report the issue</li> <li>▪ seek assistance from the appropriate person in the organisation</li> <li>▪ be aware of their rights</li> <li>▪ make an informed decision on how to deal with the incident</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• considerations for an employee if asked to carry out unsafe work, including: <ul style="list-style-type: none"> <li>▪ seek clarification of the task from a supervisor</li> <li>▪ ask for safety equipment</li> <li>▪ request appropriate training</li> </ul> </li> <li>• steps that should be followed by an employee whose pay and/or entitlements are incorrect, including: <ul style="list-style-type: none"> <li>▪ check payslip</li> <li>▪ check employment contract</li> <li>▪ clarify the error with the payroll officer</li> </ul> </li> </ul>
12–13	<p><b>E12.1 Work/life balance</b></p> <ul style="list-style-type: none"> <li>• the concept of work/life balance</li> <li>• work/life settings, including: <ul style="list-style-type: none"> <li>▪ home based work</li> <li>▪ paid work (full-time, casual, part-time)</li> <li>▪ self-employment</li> <li>▪ shift work</li> <li>▪ fly-in/fly-out</li> </ul> </li> <li>• reasons for different work/life choices, including: <ul style="list-style-type: none"> <li>▪ hours of work</li> <li>▪ lifestyle</li> <li>▪ rosters</li> <li>▪ travel commitments</li> <li>▪ workplace stress</li> <li>▪ personal health</li> <li>▪ family commitments</li> </ul> </li> <li>• the impact of the internet and technology on work/life balance, including: <ul style="list-style-type: none"> <li>▪ mobile access to communication tools</li> <li>▪ changes to work times due to involvement in 24/7 global economy</li> </ul> </li> <li>• self-management strategies to manage work/life balance, including: <ul style="list-style-type: none"> <li>▪ setting boundaries</li> <li>▪ planning leisure activities</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ maintaining friendships and personal networks</li> <li>▪ turning off electronic devices after work hours</li> <li>• key words associated with the balance between work and other facets of life: <ul style="list-style-type: none"> <li>▪ work</li> <li>▪ work/life balance</li> <li>▪ workplace stress</li> </ul> </li> </ul> <p><b>Task 4: Externally set task</b></p>
14–15	<p><b>E12.6 Volunteering/experiencing work</b></p> <ul style="list-style-type: none"> <li>• explore workplaces, community service and voluntary organisations in the local community</li> <li>• participate in a volunteering activity, such as volunteering in a reading program at an aged care facility</li> <li>• participate in an experiencing work activity, such as work experience in a local workplace as a receptionist</li> <li>• create a log book of experiences undertaken during a volunteering or experiencing work activity, including: <ul style="list-style-type: none"> <li>▪ a safety audit</li> <li>▪ daily duties undertaken</li> <li>▪ a list of communication strategies used</li> <li>▪ networks established</li> </ul> </li> <li>• establish contacts during the volunteering or experiencing work activity</li> <li>• conduct a personal audit as to own suitability or interest in specific workplace experienced</li> </ul> <p><b>Task 5: Response</b></p>



## Semester 2 – Unit 4

Week	Key teaching points
1–2	<p>Introduction to the unit</p> <p><b>C12.3 The job interview</b></p> <ul style="list-style-type: none"> <li>• the concept of first impressions and the impact on the job interview</li> <li>• interview types, including: <ul style="list-style-type: none"> <li>▪ phone/Skype/Face Time</li> <li>▪ face to face</li> <li>▪ individual/group/panel</li> </ul> </li> <li>• the importance of researching the potential employer, including: <ul style="list-style-type: none"> <li>▪ examining the organisation’s website</li> <li>▪ locating and reading recent press releases</li> <li>▪ asking an employee of the organisation for information (if possible)</li> </ul> </li> <li>• the importance of researching the actual job being applied for, including: <ul style="list-style-type: none"> <li>▪ finding out what skills, attributes and knowledge the employer is likely to be looking for</li> <li>▪ locating the worksite</li> <li>▪ identifying the start date</li> <li>▪ determining any training and whether this is conducted on the job or after hours</li> <li>▪ identifying dress requirements and personal presentation requirements</li> <li>▪ matching own skills, attributes and knowledge against those required for the job</li> </ul> </li> </ul>
3–5	<ul style="list-style-type: none"> <li>• tasks to prepare for a job interview, including: <ul style="list-style-type: none"> <li>▪ be well groomed and clean</li> <li>▪ select appropriate clothes</li> <li>▪ organise travel arrangements</li> <li>▪ prepare career portfolio documentation</li> </ul> </li> <li>• personal skills in a job interview, including: <ul style="list-style-type: none"> <li>▪ introduce yourself</li> <li>▪ give a firm handshake and greet each interviewer in turn</li> <li>▪ sit comfortably upright</li> <li>▪ smile confidently as appropriate</li> <li>▪ make eye contact with the person who asked the question, but don’t stare</li> <li>▪ listen carefully to the questions and ask for clarification if you aren’t sure what’s being asked</li> <li>▪ take your time and think about your answers to the questions asked</li> <li>▪ use humour (if it is appropriate to the situation and the interviewer)</li> <li>▪ use positive words</li> <li>▪ speak clearly</li> <li>▪ show enthusiasm</li> </ul> </li> <li>• personal skills used after an interview, including: <ul style="list-style-type: none"> <li>▪ thank the interviewer</li> <li>▪ shake hands</li> <li>▪ seek feedback from the panel</li> <li>▪ review your performance after the interview</li> <li>▪ note the questions you were asked and outline/review the answers you gave</li> </ul> </li> <li>• participate in a mock job interview</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• key words associated with job interviews: <ul style="list-style-type: none"> <li>▪ job</li> <li>▪ employer</li> <li>▪ interview</li> <li>▪ interviewer</li> <li>▪ handshake</li> <li>▪ greeting</li> <li>▪ eye contact</li> <li>▪ feedback</li> </ul> </li> </ul> <p><b>Task 6: Production/performance</b></p>
6–7	<p><b>C12.4 Planning a career</b></p> <ul style="list-style-type: none"> <li>• the concept of a career goal</li> <li>• identify own career goals</li> <li>• creating a SMART goal (specific, measureable, attainable, realistic and timely)</li> <li>• identify requirements of own preferred career goal</li> <li>• match personal skills to own preferred career goal</li> <li>• barriers to achieving career goals, including: <ul style="list-style-type: none"> <li>▪ personal barriers</li> <li>▪ academic barriers</li> <li>▪ social barriers</li> </ul> </li> <li>• the importance of identifying possible barriers to achieving career goals</li> <li>• identify barriers to achieving own career goal</li> <li>• identify skills gaps related to achieving own career goal</li> <li>• identify possible training options required to rectify own skills gaps, including: <ul style="list-style-type: none"> <li>▪ private and State training providers</li> <li>▪ universities</li> <li>▪ defence force</li> <li>▪ TAFE</li> <li>▪ apprenticeships</li> <li>▪ traineeships</li> </ul> </li> <li>• the application process for each of the following training options: <ul style="list-style-type: none"> <li>▪ TAFE</li> <li>▪ apprenticeships</li> <li>▪ traineeships</li> </ul> </li> </ul>
8–9	<ul style="list-style-type: none"> <li>• strategies to assist when seeking employment, including:</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ networking</li> <li>▪ job/workforce development centres</li> <li>▪ websites</li> <li>▪ job boards</li> <li>▪ newspapers (state and local)</li> <li>• work patterns, including: <ul style="list-style-type: none"> <li>▪ full-time</li> <li>▪ part-time</li> <li>▪ casual</li> </ul> </li> <li>• develop and/or review appropriate materials to apply for training/employment options, including: <ul style="list-style-type: none"> <li>▪ own electronic IPP</li> <li>▪ own electronic resume</li> <li>▪ own electronic career portfolio, including: <ul style="list-style-type: none"> <li>○ evidence of employment claims on your application (letter from employer, reference)</li> <li>○ school reports</li> <li>○ school reference</li> <li>○ qualification certificates</li> <li>○ first aid certificate</li> <li>○ WorkSafe SmartMove certificate</li> </ul> </li> </ul> </li> <li>• key words associated with career planning: <ul style="list-style-type: none"> <li>▪ career goal</li> <li>▪ education provider</li> <li>▪ training provider</li> <li>▪ TAFE</li> <li>▪ apprenticeship</li> <li>▪ traineeships</li> <li>▪ networking</li> </ul> </li> </ul> <p><b>Task 7: Investigation</b></p>
10–11	<p><b>E12.5 Workplace numeracy</b></p> <ul style="list-style-type: none"> <li>• define measurement terms commonly used in workplaces, including: <ul style="list-style-type: none"> <li>▪ weight</li> <li>▪ length</li> <li>▪ volume</li> </ul> </li> <li>• define measurement units commonly used in workplaces, including: <ul style="list-style-type: none"> <li>▪ metre</li> <li>▪ centimetre</li> <li>▪ kilogram</li> <li>▪ litre</li> <li>▪ megabyte</li> </ul> </li> <li>• abbreviations used to record measurements, including: <ul style="list-style-type: none"> <li>▪ mm</li> <li>▪ cm</li> <li>▪ mL</li> <li>▪ L</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ kg</li> <li>▪ mg</li> <li>• select and interpret measurement information in workplace tasks, for example: <ul style="list-style-type: none"> <li>▪ ingredient measurements for a recipe as a chef</li> <li>▪ space measurements for a piece of furniture as a carpenter</li> <li>▪ stock units of a sale item as a shop assistant</li> </ul> </li> <li>• identify and select appropriate routine measuring equipment in the workplace, including: <ul style="list-style-type: none"> <li>▪ measuring cups</li> <li>▪ tape measures</li> <li>▪ scales</li> </ul> </li> <li>• perform a range of calculations using routine measurements, such as: <ul style="list-style-type: none"> <li>▪ stock re-order amounts based on quantity in hand and quantity required</li> <li>▪ quantity of raw material required based on measurements taken</li> <li>▪ labour costs of a job based on hourly rate and estimation of time to complete</li> </ul> </li> <li>• use appropriate equipment to measure items, including: <ul style="list-style-type: none"> <li>▪ scales for weight</li> <li>▪ tape measure for length</li> </ul> </li> <li>• record results with correct unit of measurement</li> </ul> <p><b>Task 8: Response</b></p>
12–13	<p><b>E12.2 Financial management</b></p> <ul style="list-style-type: none"> <li>• financial forms and documents, including: <ul style="list-style-type: none"> <li>▪ payslip</li> <li>▪ bank statements</li> <li>▪ mobile phone accounts</li> <li>▪ personal budget</li> </ul> </li> <li>• the concept of savings</li> <li>• the concept of savings goals, including: <ul style="list-style-type: none"> <li>▪ short term goals</li> <li>▪ medium term goals</li> <li>▪ long term goals</li> </ul> </li> <li>• examples of savings goals for personal items, such as: <ul style="list-style-type: none"> <li>▪ a car</li> <li>▪ a holiday</li> <li>▪ a house</li> </ul> </li> <li>• the concept of taxation</li> <li>• the process of applying for a tax file number (if required)</li> <li>• the concept of superannuation</li> <li>• the concept of a personal budget</li> <li>• creation of a simple personal budget, including: <ul style="list-style-type: none"> <li>▪ income</li> <li>▪ expenses</li> <li>▪ savings</li> </ul> </li> <li>• completion of financial forms, including: <ul style="list-style-type: none"> <li>▪ loan application</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ bank account application form</li> <li>▪ tax file number application form (if required)</li> <li>• key words associated with financial management, including: <ul style="list-style-type: none"> <li>▪ salary</li> <li>▪ gross salary</li> <li>▪ net salary</li> <li>▪ wages</li> <li>▪ annual leave</li> <li>▪ sick leave</li> <li>▪ taxation</li> <li>▪ taxable income</li> <li>▪ tax file number</li> <li>▪ time in lieu</li> <li>▪ rostered day off</li> <li>▪ leave loading</li> <li>▪ personal budget</li> <li>▪ personal debt</li> <li>▪ savings</li> <li>▪ savings goal</li> <li>▪ expenses</li> <li>▪ superannuation</li> </ul> </li> </ul> <p><b>Task 9: Individual pathway plan/career portfolio</b></p>
14–15	<p><b>E12.3 Independent living</b></p> <ul style="list-style-type: none"> <li>• the concept of independent living</li> <li>• main costs of living independently, including: <ul style="list-style-type: none"> <li>▪ rent</li> <li>▪ bond</li> <li>▪ food</li> <li>▪ utilities</li> <li>▪ transport</li> <li>▪ entertainment</li> </ul> </li> <li>• accommodation options, including: <ul style="list-style-type: none"> <li>▪ share housing</li> <li>▪ apartment living</li> <li>▪ room rental</li> </ul> </li> <li>• the concept of a tenancy agreement</li> <li>• the responsibilities of a tenant, including: <ul style="list-style-type: none"> <li>▪ pay rent on time</li> <li>▪ keep the place clean, tidy and undamaged</li> <li>▪ keep to the terms of the tenancy agreement</li> <li>▪ respect your neighbours' right to peace and quiet</li> </ul> </li> <li>• transportation options available, including: <ul style="list-style-type: none"> <li>▪ public transport</li> <li>▪ driving own vehicle</li> <li>▪ car pooling</li> </ul> </li> <li>• reading and interpreting public transport timetables</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"><li>• completing forms associated with independent living, including:<ul style="list-style-type: none"><li>▪ rental application</li><li>▪ car registration form</li></ul></li><li>• key words associated with independent living, including:<ul style="list-style-type: none"><li>▪ tenant</li><li>▪ tenancy agreement</li><li>▪ bond</li><li>▪ landlord/landlady</li><li>▪ utilities</li><li>▪ rent</li><li>▪ eviction</li><li>▪ inspections</li><li>▪ agent</li><li>▪ loan</li><li>▪ repayments</li><li>▪ insurance</li></ul></li></ul> <p><b>Task 10: Response</b></p>