
Citrus Business Management Programme

Module 5 – part 1

**Manage your Business:
The Basics**

Formative PoE Guide

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P.O. Box 461, Hillcrest, 3650
(031) 765-3410

Scientific√Roets



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Content originator:

Scientific Roets (Pty) Ltd, P.O. Box 461, Kokstad, 4700

Additional content and adaptation:

Citrus Academy

Learning programme and material developer:

Carol Harington (Rapid Skills Warehouse)

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Contents

Assessor Orientation	4
Background Information	4
Unit Standard Information	5
Associated Qualification	8
Learner Details	10
Learner Assessment Plan and Schedule	11
What?	11
Where?	11
Who?	11
When?	11
How?	12
What do I need?	12
Who else may be involved?	13
How will I know if the process is complete?	13
What if?	14
Section 1: Formative Assessment Activities	15
F12153 / 119465.1 – Letter of Application	15
F12153 / 119465.2 – On the Job Training Pamphlet	18
F12153 / 119465.3 – Email	22
F12153 / 119465.4 – Summary	24
F12153 / 119465.5 – Production Activities Presentation Slides	29
Section 2: Formative Assessment Activities	33
F9016.1 – Paired Practice Worksheet	33
F9016.2 – Team Research Poster and Class Presentation	42

Assessor Orientation

Background Information

The main theme of this module is to help entrepreneurs manage the day-to-day actions of their business.

The module will cover aspects such as:

- ❖ Business writing
- ❖ Spatial planning and measurement basics
- ❖ Resource mobilisation
- ❖ Action plans

This module contributes to the exit level outcome and associated criteria:

4. Manage a new venture by applying business principles and techniques.

- 4.1 A business plan for a new venture is developed using strategic planning principles and techniques.
- 4.2 Guidelines for the implementation and monitoring the strategic action plan are formulated in terms of milestones and timeframes.
- 4.3 Financial management planning principles and techniques are applied in order to manage the business in an efficient and effective manner.
- 4.4 Production and / or operations management is applied in a chosen business opportunity.

This module comprises of five unit standards and attracts 22 credits, and is presented in two different study guides.

This module is aligned to unit standards:

Part 1	Business writing	12153	Use the writing process to compose texts required in the business environment	F	4	5
		119465	Write / present / sign texts for a range of communicative contexts	F	3	5
	Spatial planning and measurement basics	9016	Represent, analyse and calculate shape and motion in two- and three-dimensional space in different contexts	F	4	4
Part 2	Resource mobilisation	114590	Mobilise resources for a new venture	C	4	4
	Action plans	263534	Implement an action plan for a new venture	C	4	4

Unit Standard Information

Use the writing process to compose texts required in the business environment

SAQA US ID	UNIT STANDARD TITLE			
12153	Use the writing process to compose texts required in the business environment			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

The purpose of the unit standard requires learners to follow a process in writing texts and reports required in business. It is intended to promote clear, unambiguous communication in plain language and to improve the quality of written reports and other texts that are specific to a business environment, require a particular format and may include specified legislated requirements. The unit standard enables learners to recognise and effectively use textual conventions and features specific to business texts.

The qualifying learner is capable of:

- using textual features and conventions specific to texts
- identifying the intended audience for the communication
- identifying the purpose of a text
- selecting the appropriate text type, format and layout for the purpose
- organising and structuring a technical text appropriately
- using appropriate grammar conventions
- drafting and editing a technical text
- recognising errors and checking for accuracy
- presenting the same information in different ways
- using plain language in business

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

There is open access to this unit standard. Learners should be competent in Communication at level 3.

UNIT STANDARD RANGE

The typical scope of this unit standard is:

- Texts specific to a particular function in a business context include sector specific documents; written comparisons of products; reports on specifics of cover; historical reviews over a period of cover; claims reports; explanations of how changes in legislation will impact on the rules of the fund or pension benefit; financial needs analyses; financial plans; reports to investors; reports to statutory bodies; customised insurance policies; statistical reports; actuarial reports; promotional proposals and other texts used within the sector and field of learning.
- The audience may be internal for use within an organisation or external for wider publication.
- Appropriate use of layout includes visual presentation, headings, bullets, numbering and other layout features, appropriate phrasing for headings, stem sentence and phrases match where bullets are used.
- Over complex syntax refers to long constructions and inappropriate use of the passive voice.
- Different ways of presenting the same information include text, graphs, tables, flow charts and diagrams.

Write/present/sign texts for a range of communicative contexts

SAQA US ID	UNIT STANDARD TITLE			
119465	Write/present/sign texts for a range of communicative contexts			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	NQF Level 03	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
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This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8970	Write texts for a range of communicative contexts	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

Learners at this level write/present/sign texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences, purposes and contexts. Writers/signers can use linguistic structures and features to influence readers/their audience. They draft, redraft and edit own writing/signing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required. They explore presentation techniques as an alternative to writing/signing own texts.

Learners credited with this unit standard are able to:

- Write/sign for a specified audience and purpose
- Use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- Draft own writing/signing and edit to improve clarity and correctness

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 2 Unit Standard entitled Write/present/sign for a defined context.

UNIT STANDARD RANGE

Controls language patterns and structures and engages with context, purpose and audience.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts

SAQA US ID	UNIT STANDARD TITLE			
9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts			
ORIGINATOR				
SGB Math Literacy, Math, Math Sciences L 2 -4				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 10 - Physical, Mathematical, Computer and Life Sciences			Mathematical Sciences	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	4
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This unit standard is designed to provide credits towards the mathematical literacy requirements of the NQF at level 4. The essential purposes of the mathematical literacy requirements are that, as the learner progresses with confidence through the levels, the learner will grow in:

- An insightful use of mathematics in the management of the needs of everyday living to become a self-managing person.
- An understanding of mathematical applications that provides insight into the learner's present and future occupational experiences and so develop into a contributing worker.
- The ability to voice a critical sensitivity to the role of mathematics in a democratic society and so become a participating citizen.

People credited with this unit standard are able to:

- Measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing responsibilities in life or the workplace
- Explore analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit value is based on the assumption that people starting to learn towards this unit standard are competent in Mathematical Literacy and Communications at NQF level 3.

UNIT STANDARD RANGE

The scope of this unit standard includes length, surface area, volume, mass, speed ; ratio, proportion; making and justifying conjectures.

Contexts relevant to the adult, the workplace and the country.

More detailed range statements are provided for specific outcomes and assessment criteria as needed.

information

Unit Standard References

The SAQA registered unit standards associated with this learning program are included in this guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

Associated Qualification

This unit standard forms part of the learner support materials for the following qualification:

Further Education and Training Certificate: New Venture Creation

SAQA QUAL ID	QUALIFICATION TITLE
66249	Further Education and Training Certificate: New Venture Creation
ORIGINATOR	
Task Team - New Venture Creation	
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY	NQF SUB-FRAMEWORK

SERVICES - Services Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	149	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 10105/14	2015-07-01	2018-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
23953	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	162	Complete

Learner Details

First name:	
Surname:	
ID number:	
Mobile phone contact number:	
E-mail address:	
Postal address:	
Dates on which you completed this formative PoE guide:	
Declaration:	I hereby confirm that: • I received the assessment plan and schedule. • I understand my rights in terms of special needs, re-assessment, feedback and appeals against assessment decisions. • I completed the formative assessment independently without assistance from anyone else.
Date:	
Place:	
Signature:	
Signature of Assessor:	

information

Important

Please remember that this document is seen as legal evidence of your competence. It is very important that you sign and date each section where requested. Your signature confirms that this work is your own and that you have not committed fraud in any way.

Learner Assessment Plan and Schedule

What?

What is it that I will be assessed in?

- ❖ You will be assessed in the outcomes for unit standard 12153, 119465 and 9016.

What will be expected of me during the formative assessment?

- ❖ You have to complete ALL the activities in the formative portfolio of evidence guide during the course of the learning.
- ❖ If you are assigned a teamwork or paired practice activity, it is your responsibility to attach key notes, a copy, a picture or a sample of the evidence produced by your team. (Please do NOT leave blank activities).
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

What will be expected of me during the summative assessment?

- ❖ Please work alone to complete these activities and questionnaires. If you copy work from others or let them copy your work, you will automatically be declared not yet competent.
- ❖ Please do NOT leave blank activities.
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

Where?

Where will the assessment take place? (Venue)

- ❖ All assessments will take place at the training centre in the training room under supervision of the evidence collecting facilitator.

Who?

Who is the assessor?

- ❖ The assessors are Zama Madikizela and Mpho Mazubane.

How can I contact the assessor if something unforeseen happens?

- ❖ You can contact them at the Scientific Roets office on (039) 727-1515 or via email: zama@scientificroets.com or mpho@scientificroets.com.

When?

On which date and at what time will the assessment take place or should my formative PoE be handed in?

- ❖ The formative assessment activities are completed during the presentation of the learning programme module.

- ❖ Your completed formative portfolio of evidence has to be handed in on Friday of this training week at the close of the day.
- ❖ The summative assessments take place after the completion of each chapter.
- ❖ The facilitator will put up a schedule of times for summative assessments in the classroom.
- ❖ Please check it carefully and make sure you prepare by revising the information in your formative PoE and by completing the self-assessment exercise in your learner workbook.

How?

How will I be assessed, and what kinds of assessment instruments are included in this PoE?
Formative assessment includes a range of team and individual learning activities as follows:

- ❖ Section 1 Formative Assessment Activities
 - F12153 / 119465.1 – Letter of Application
 - F12153 / 119465.2 – On the Job Training Pamphlet
 - F12153 / 119465.3 – Email
 - F12153 / 119465.4 – Summary
 - F12153 / 119465.5 – Production Activities Presentation Slides
- ❖ Section 2 Formative Assessment Activities
 - F9016.1 – Paired Practice Worksheet
 - F9016.2 – Team Research Poster and Class Presentation

Summative assessment includes the following assessment instruments:

- ❖ Section 1 Summative Assessment Activities
 - S12153 / 119465.1 – Curriculum Vitae
 - S12153 / 119465.2 – Poster or PowerPoint Presentation
 - S12153 / 119465.3 – Email
 - S12153 / 119465.4 – Summarised Info Pamphlet
 - S12153 / 119465.5 – Production Activities Plan
- ❖ Section 2 Summative Assessment Activities
 - S9016.1 – Knowledge Questionnaire
 - S9016.2 – Research Pamphlet

What do I need?

For your formative assessment you will need:

- ❖ Your formative PoE guide
- ❖ Your learner guide
- ❖ A dictionary

- ❖ Access to your learning team members
- ❖ Access to the internet
- ❖ Stationery

For your summative assessment you will need:

- ❖ Your summative PoE guide
- ❖ A dictionary
- ❖ Access to the internet
- ❖ Stationery

Who else may be involved?

Are there other people who need to be involved in this assessment process?

For the formative assessment, you may work with the other members of your learning team.

For the summative assessment the following people will form part of the process:

The evidence collecting facilitators:

- ❖ Their role is to guide and support you in the collection of the evidence and to prepare you for summative assessment.

The assessor:

- ❖ The assessor will evaluate all the formative and summative evidence of assessment that you include in your portfolios and determine if it shows that you are competent in the outcomes of the unit standard(s).
- ❖ He / she will also give you feedback on your competence and guide you in case you need to submit additional evidence of your competence.

The moderator:

- ❖ The moderator will do spot checks on evidence and make sure that the assessment process has been completed correctly.

How will I know if the process is complete?

What will happen once I have completed this assessment process and the workbook has been handed in?

- ❖ The portfolios are submitted to the assessor for marking and evaluation.
- ❖ During the week when you are at home you will receive feedback via telephone call, SMS or email from the assessor.
- ❖ On your first day back in class, you will receive the formal written feedback document from the assessor. You need to read it carefully and sign it off. It is important to complete the supplementary activities or re-assessment as communicated by the assessor to be able to reach competence.
- ❖ The process is only complete after you have received feedback and a final competence declaration from the assessor.

What if?

What if I am not ready to be assessed?

- ❖ If you feel that you are not ready to be assessed, you should contact the evidence collecting facilitator to make alternative arrangements.
- ❖ You should also inform the assessor via email of the reasons why you feel that you are not ready for assessment, and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I have a special need, for example, a translator or I struggle to write?

- ❖ If you have a special need (you need a translator or you struggle to write fast or you are living with a disability), then it is important that you inform the evidence collecting facilitator and the assessor at the BEGINNING of the learning week in writing, please.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I get sick on the day of assessment?

- ❖ If you are sick on the day of assessment, you should contact the evidence collecting facilitator to make alternative arrangements.
- ❖ You also need to submit a doctor's note.
- ❖ You should also inform the assessor via email of the fact that you were sick and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request and the doctor's note to the first page of this portfolio of evidence.

What if I am not happy with the assessor's decision?

- ❖ You have the right to appeal the assessor's competence decision.
- ❖ The appeals procedure and application form is available from the evidence collecting facilitator on request.

Section 1: Formative Assessment Activities

F12153 / 119465.1 – Letter of Application

- ✓ Work individually to complete this activity.
- ✓ Time to spend on this activity: 30 minutes.
- ✓ Read the following advert carefully:

Farm Manager EE Status: No Ind./Cat: Agriculture Patensie Farm manager position offered for Citrus and Vegetable Farm near Patensie in the Eastern Cape. Experience in Citrus Production and Labour management with good Organisational Skills are a requirement. Mechanical skills would be an advantage. Send CV and letter of application to naas@gamtoos.co.za Reference: cc140419046 Closing Date: 2014-05-16
--

- ✓ Write a letter of application for the position as advertised.
Your letter should be a 1-page document and should adhere to all the standard formatting requirements of letters of application.

Questions:

1. What is the function of a letter of application?

2. To the best of your knowledge are there any legal aspects associated with letters of application?

3. What could the potential consequences be of not completing a letter of application according to standard industry formatting requirements?

4. What would the meaning of the following codes and elements in the advert be:

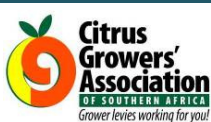
4.1. EE status: No

4.2. Reference: cc140419046

4.3. Closing date: 2014-05-16

5. Would you include any of the codes and references from the advert (indicated above), in your letter of application? If so, why?

6. Now prepare the actual letter:



F12153 / 119465.2 – On the Job Training Pamphlet

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Do research by referring to the citrus production learning material for unit standard: 116125 – Crop Protection Application available for download from the following link:
<https://www.citrusacademy.org.za/learning-tools/learning-media/production-learning-material/item/crop-protection-application-2>
- ✓ Prepare the research preparation and methodology questionnaire, and then draft a pamphlet that could be used for training casual workers on a citrus farm.
- ✓ Write key notes on the following preparation and methodology questionnaire:

Questions:

1. What is the main topic of the document you are preparing?

2. What kinds of features / formatting requirements are applicable to this kind of document?

3. Who is the intended audience?

4. Are there any specific audience features that you should take into account when producing this kind of document, (for example low literacy, multi-lingual)?

5. What is the purpose of the document you are preparing?

6. What kinds of questions would you ask of the audience before you start with the preparation of this document, in order to ensure that the information you plan to communicate is relevant and useful to the audience?

7. What sources of information will you use to compile the document you are preparing?

8. What steps will you take to ensure that the information you include in your document is accurate and complete?

9. How will you decide if there is any information that is not relevant and should be omitted (left out)?

10. How will you make sure that the information in your document is not offensive or biased or using examples that may be construed as stereotypical?

11. Attach a copy of the final pamphlet for assessment.



The image shows a large, faint watermark in the center of the page. It consists of two logos. The top logo is for 'citrus academy', featuring a stylized green spiral above the word 'citrus' in a bold, sans-serif font, with 'academy' in a smaller, lowercase font below it. The bottom logo is for 'CRW', featuring a stylized orange and green circular graphic to the left of the letters 'CRW' in a bold, sans-serif font.

F12153 / 119465.3 – Email

- ✓ Work in pairs to complete this activity.
- ✓ Time to spend on this activity: 30 minutes.

Instructions:

1. Compose an email to introduce and welcome a new staff member to the team.
 - 1.1. The email should be distributed to all the senior staff.
 - 1.2. The new staff member is the receiving manager for the packhouse.
2. Prepare for writing the document by first preparing a rough draft detailing the following:
 - 2.1. What is the main purpose of this document?

- 2.2. Main points that should be included in the document.

F12153 / 119465.4 – Summary

- ✓ Work in pairs to complete this activity.
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Read the newsletter from the CGA Transformation Department for March 2014 (attached below), then summarise into a ½ page document (no more than 150 words) to present the information to the growers and other interested at your local farmer's day.
- ✓ Use the methodology explained below and show your progress carefully highlighting key information, writing down key points for inclusion, preparing a first draft and then a final draft.

Resource text:



Citrus Growers' Association
OF SOUTHERN AFRICA
Grower levies working for you!

TRANSFORMATION NEWSLETTER – March 2014

Sound planning is a very important activity for all businesses and projects; no or poor planning can result in disaster. The Citrus Industry normally focuses on planning for the forthcoming season during the month of March to, as best that it can, ensure a successful season.

The Citrus Growers Development Chamber likewise undertakes planning during this period. The benefits of planning can be seen in the progress that the Chamber has made since its inception in 2010. Comparing discussions and decisions over the period give a clear indication of the progress made.

The major portion of the Chamber's focus during 2013/14 was on ensuring that growers in all areas were beneficiaries of development support measures. This was prompted by the observation that not all provinces or regions were benefiting from government initiatives in respect of citrus production.

The approach that the Chamber took was to ensure that government extension support during the year was both practical and visible. Support programmes delivered by the national and provincial governments needed to be directly focused on all growers. The question faced by the Chamber was how could this be ensured and how practical was its vision? The result was that the Chamber supported the signing of MoUs between the CGA and national Department of Agriculture and between CGA and the various citrus producing provinces to ensure the effective delivery of extension services. The MoUs require that annual extension and training plans be produced and that these be adhered to. CGA is involved with the respective departments in ensuring that the plans are implemented and that they achieve the desired outcomes.

The approach did not imply that the government did not support growers previously but did indicate that improvements needed to be made. Growers in the various regions were advised to be more proactive with regard to extension and training rather than to be reactive and wait for support.

Progress was made in various forums/meetings as follows:

AgriSA – Integrated Farmers Forum

AgriSA, the structure that represents most of the commodity organisations, has a transformation related structure called the Integrated Farmers Forum. This comprises all the transformation managers from the different industries. The forum meets to discuss issues faced by farmers on the ground. Most of the meetings involve various government departments being invited to address members about their support programmes focused on farmers and how these can be accessed. The DTI and the Landbank recently addressed the forum.

The DTI and Land Bank presented their programmes, products and incentives that can be accessed as well as the procedures to be followed when applying for such support. It was noteworthy that there is a great deal of support out there that a number of farmers are not aware of. The Forum suggested that the two institutions need to communicate with commodity organisations on their products/services to ensure that all farmers have an opportunity to benefit from them.

Rural development and land reform consultative meeting – policy proposals for strengthening the relative rights of people working the land

The CGA transformation desk was invited by the national department of rural development and land reform to a consultative workshop on the proposed policy on strengthening the relative rights of people working the land. The workshop aimed at looking at all submissions made by different stakeholders on the rights of farm workers.

There were a number of inputs made by different farm worker organisations as well as from organisations of people working with farm workers. Commodity organisations also made an input. The Minister of rural development and land reform requested that commodity organisations present their products and support that they provide to assist farm workers and farmers. CGA presented its recently completed situational analysis report.

The Minister and the members of NAREG were impressed with the CGA report and requested that CGA engages with the national department to look at the way forward with regard to interventions and challenges raised by the report.

In the same meeting, the Minister brought various items of legislation and bills etc. to the attention of those present. It was suggested that all agricultural stakeholders should have this documentation on hand to assist them. The Minister referred in particular to the following:

- State Land Lease and Disposal Policy.
- Policy on Recapitalization.
- Draft Policy for Proactive Land Acquisition by the Department of rural development and land reform.
- Property Valuation Bill.
- The Land Management Commission Bill.

Questions:

1. Read the text very carefully, at least once.

I completed this step:

☐ Yes ☐ No

2. Skim over the text to get a general idea of it.

I completed this step:

☐ Yes ☐ No

3. Write down the main message or purpose of the text.

4. If you are asked to summarise a text, you will need to identify what the text is about and write this in as few words as possible.

Scan the text for keywords and phrases.

I completed this step:

☐ Yes ☐ No

[illegible]

The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the text 'citrus academy' in a green, lowercase, sans-serif font. The bottom logo is for 'CRW', featuring a stylized 'C' with a leaf and a segmented fruit-like shape inside, followed by the letters 'RW' in a grey, uppercase, sans-serif font.

☐ Yes ☐ No

☐ Yes ☐ No

The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the word 'citrus' in a bold, lowercase sans-serif font, with 'academy' in a smaller, lowercase sans-serif font below it. The bottom logo is for 'CRW', featuring a stylized 'C' that incorporates a citrus fruit slice with segments in orange, yellow, and green, and a small green leaf on top, followed by the letters 'RW' in a bold, uppercase sans-serif font.

F12153 / 119465.5 – Production Activities

Presentation Slides

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Refer to Module 7 of the Citrus Post-Harvest Learning material. You can also watch the associated DVD clip to get more information.
- ✓ Now prepare a minimum of 5 presentation slides using PowerPoint. If you do not have access to computer resources, then substitute the PowerPoint slides, by using A4 pages to prepare reasonable “low tech” versions of slides instead.
- ✓ Use the presentation to brief new investors in your new packhouse on the planning and preparation you and your team will undertake prior to construction.
- ✓ Use the following planning grid as a checklist to ensure that you prepare the slides correctly.

Questions:

1. Who is the intended audience of this presentation?

- 1.1. Write a brief description of the typical person who may be your audience.

2. Write key notes on the format choices you will make for this presentation:

2.1. Colours and design

2.2. Font type and size

2.3. Graphics and / or pictures

3. Write down the key information you need to communicate and how you intend to distribute this info per slide.



4. Now prepare a first draft or storyboard of the slides.



4.1. Make improvements to content and design.

I completed this step:

☐ Yes ☐ No

4.2. Check spelling and grammar.

I completed this step:

☐ Yes ☐ No

5. Now prepare the final poster / slides for presentation and attach it here.



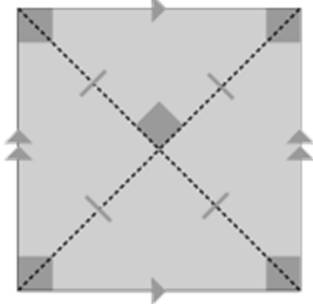
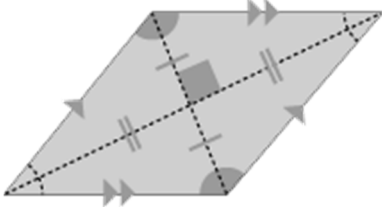
Section 2: Formative Assessment Activities

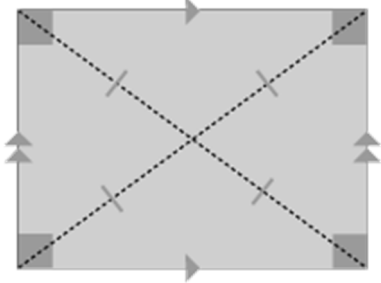
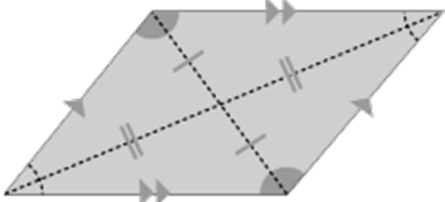
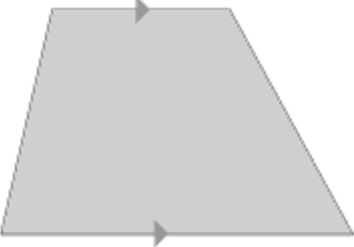
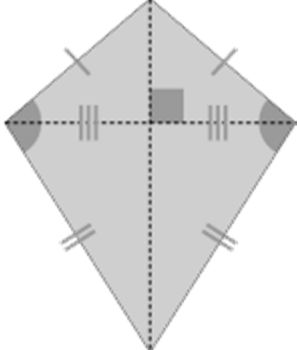
F9016.1 – Paired Practice Worksheet

- ✓ Work in pairs to complete the questions in the worksheet.
- ✓ You may use measuring instruments such as protractors, callipers and compasses.
- ✓ You may use a calculator.
- ✓ Time to spend on this activity: 2 hours.

Questions:

1. Name the quadrilateral shapes in Column A and write down key notes on the properties of the shapes in Column B.

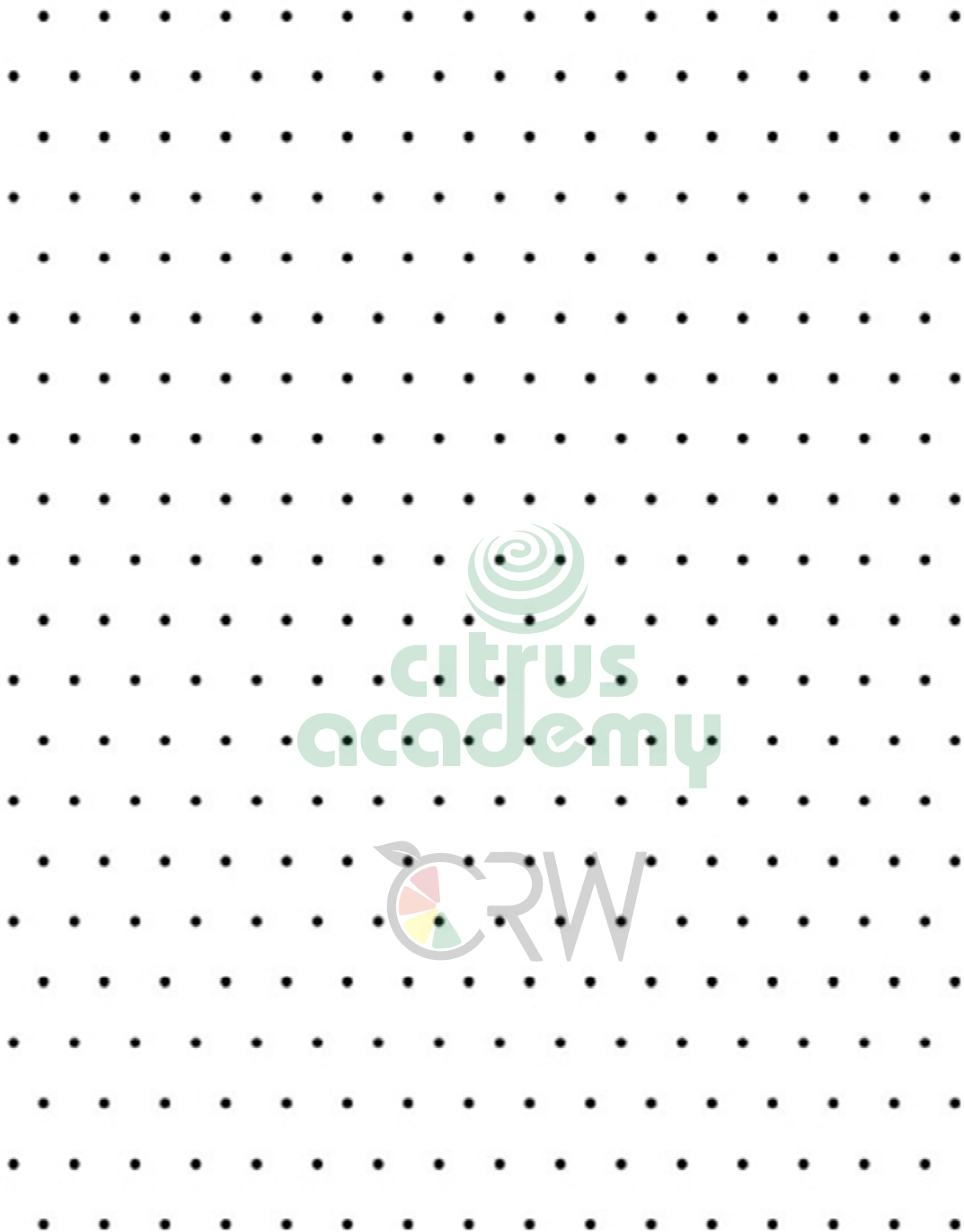
Quadrilateral	Properties
	
	

Quadrilateral	Properties
	
	
	
	

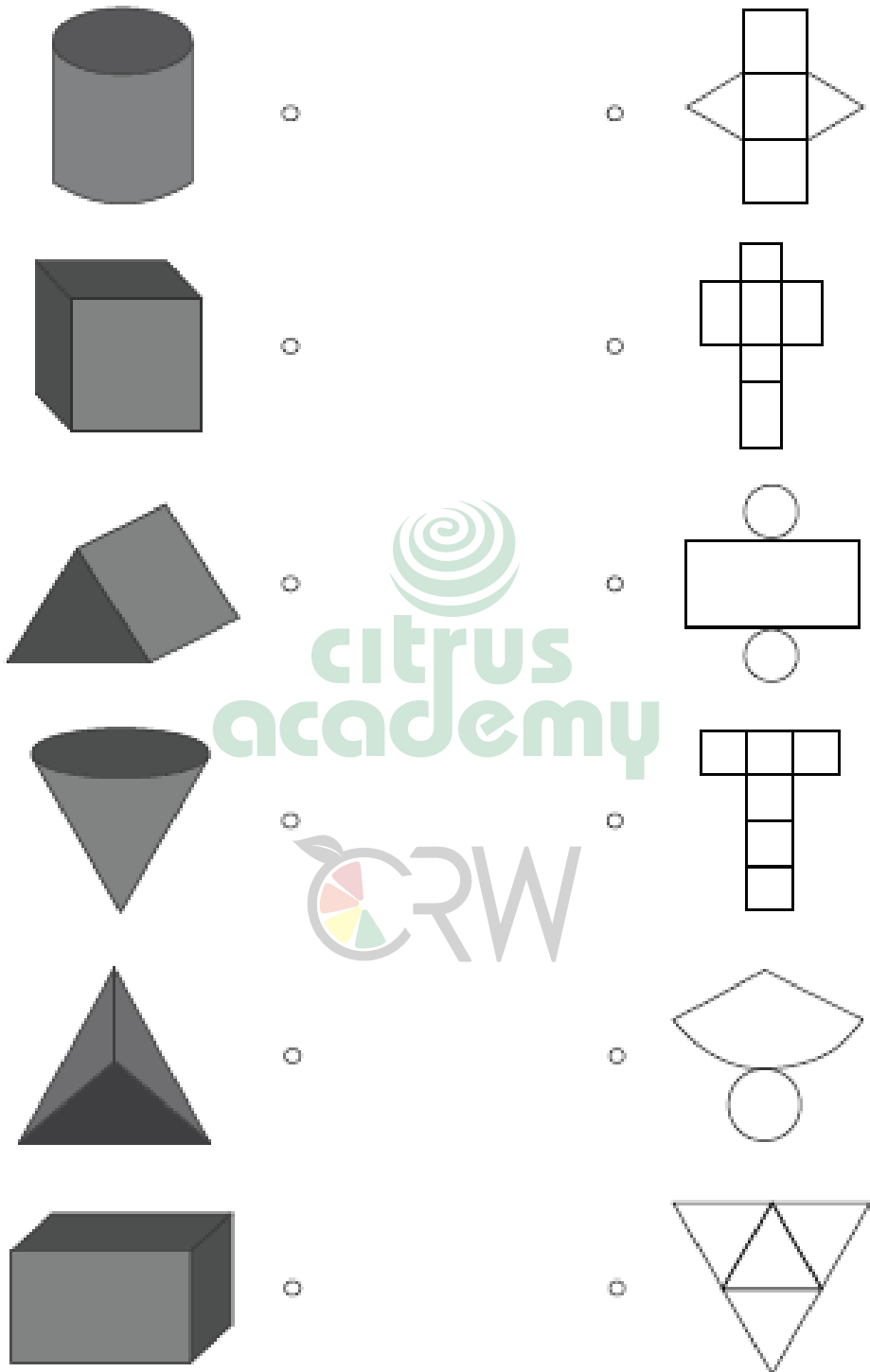
citrus
academy

CRW

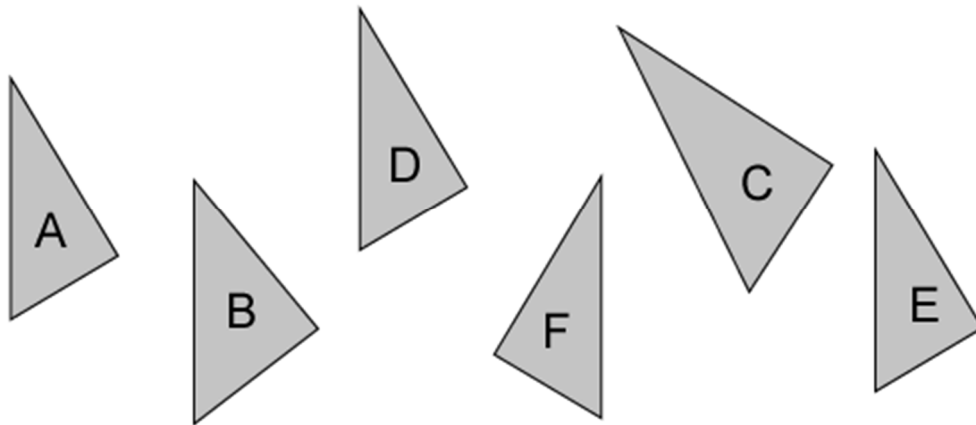
2. On triangular (isometric) dot paper, draw the shape of a brick.



3. Match the solid shape on the left to the geometric net that can be used to construct this 3-D shape on the right, by drawing lines between them.

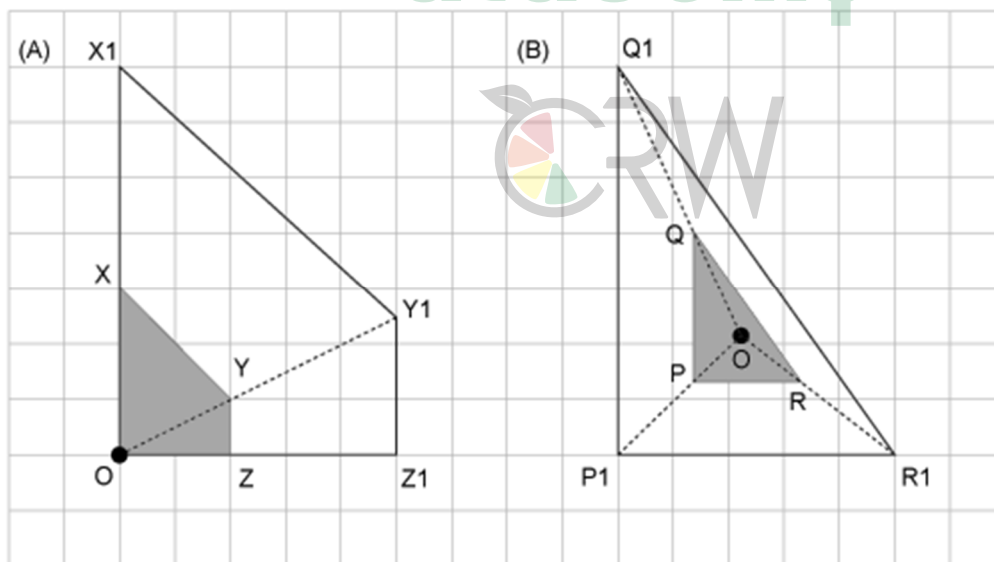


4. Translate the following shape: Which shapes are translations of triangle A?



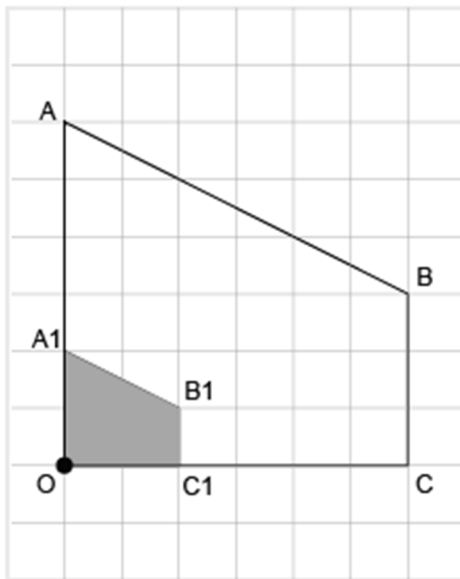
5. Identifying the Centre of Enlargement.

5.1. What are the scale factors of enlargement for shapes (A) and (B)?

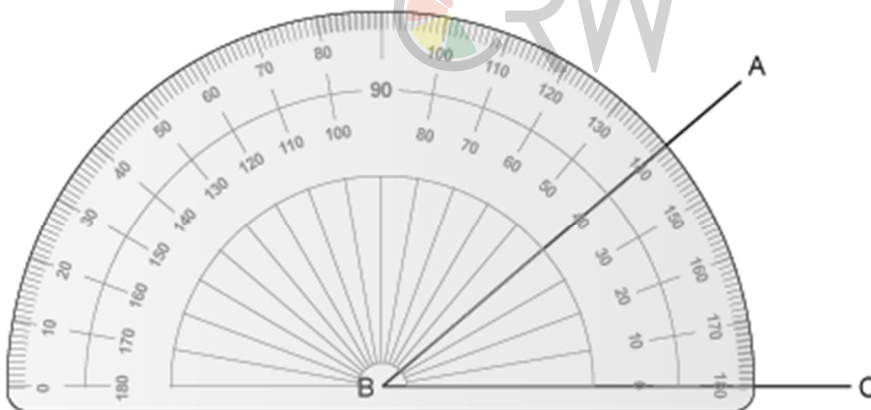


6. Enlargement with Fractional Scale Factor.

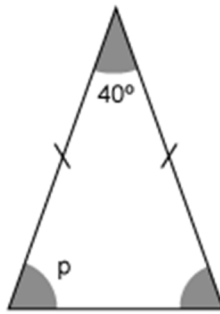
6.1. What is the scale factor of enlargement in this diagram?



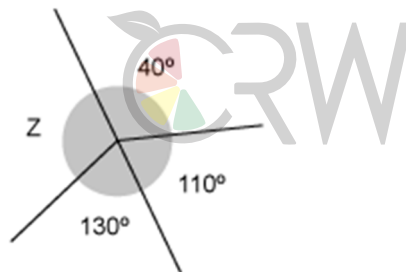
7. Use the protractor to measure the following angle:



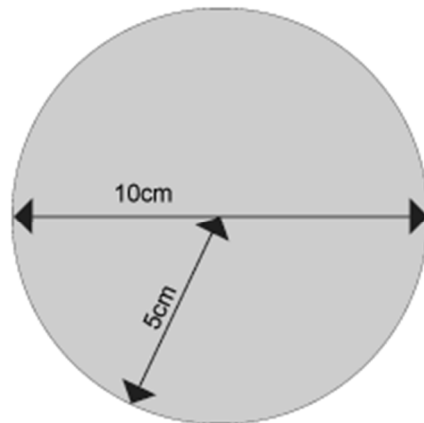
8. What is the size of angle p?



9. Find the size of angle z:



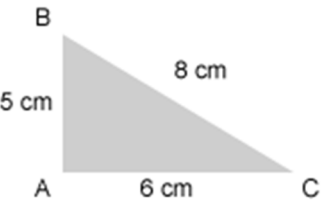
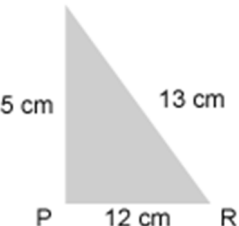
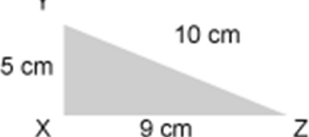
10. A circle has a diameter of 10cm. Find the length of its circumference. (Use $\pi = 3.14$)



11. Musa and Siyamthanda each have a circular cement dam on their farm.
Musa's dam has a diameter of 6m.
Siya's dam has a diameter of 3m.
Musa says that the circumference of his dam is twice the circumference of Siya's dam.
11.1. Find the circumference of each dam (use $\pi = 3.14$).

11.2. Is Musa's statement correct?

11.3. Which of the following triangles is right-angled?

a) 	
b) 	
c) 	

F9016.2 – Team Research Poster and Class Presentation

- ✓ Work as a team to complete this activity.
- ✓ You may use measuring instruments such as protractors, callipers and compasses.
- ✓ You may use a calculator.
- ✓ Time to spend on this activity: 2 hours.

Instructions:

On a citrus farm, there are many occasions where you will have to estimate, measure, and calculate accurately. Each of these estimates, measurements and calculations may have an influence on the quality and profitability of your crop.

Some examples of such activities would be:

1. Laying out an orchard.
2. Calculating the volume of irrigation water in a dam.
3. Calculating the flow rate of irrigation systems.
4. Calculating the correct weight and volume of certain types of fertilisers to apply.
5. Calculating the size of packing cartons, and determining the correct stacking heights and patterns per pallet.
6. Calculating the distance between the packhouse and the harbour to determine the time it will take to deliver at the correct terminal, and how much fuel will be needed at what cost.

The facilitator will assign any two examples from the list above to each team. It is important that all teams work on different examples.

1. Which examples were you assigned?

2. Now design a poster communicating the following information for each of the examples:
 - 2.1. What exactly will be measured? (list all the elements)
 - 2.2. Will there be any need for estimation? If so, explain with an example.

- 2.3. What is the unit of measure for each of the elements that you identified? (kilometres, litres)
- 2.4. Explain what geometric shapes, calculations and formulae you may use to make the calculations
- 2.5. How would you make sure that the answers you got were accurate?
3. Present your posters to the class.

4. During the class presentations, make key notes around the different examples:
 - 4.1. Laying out an orchard.

What exactly will be measured? List all the elements.	
Will there be any need for estimation? If so, explain with an example.	
What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

4.2. Calculating the volume of irrigation water in a dam.

What exactly will be measured? List all the elements.	
Will there be any need for estimation? If so, explain with an example.	
What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

4.3. Calculating the flow rate of irrigation systems.

What exactly will be measured? List all the elements.	
Will there be any need for estimation? If so, explain with an example.	
What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

4.4. Calculating the correct weight and volume of certain types of fertilisers to apply.

What exactly will be measured? List all the elements.	
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Will there be any need for estimation? If so, explain with an example.	
What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

4.5. Calculating the size of packing cartons, and determining the correct stacking heights and patterns per pallet.

What exactly will be measured? List all the elements.	
Will there be any need for estimation? If so, explain with an example.	
What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

4.6. Calculating the distance between the packhouse and the harbour to determine the time it will take to deliver at the correct terminal, and how much fuel will be needed at what cost.

What exactly will be measured? List all the elements.	
Will there be any need for estimation? If so, explain with an example.	

What is the unit of measure for each of the elements that you identified? (e.g. kilometres, litres)	
Explain what geometric shapes, calculations and formulae you may use to make the calculations.	
How would you make sure that the answers you got were accurate?	

