
Citrus Business Management Programme

Module 5 – part 1

**Manage your Business:
The Basics**

Summative 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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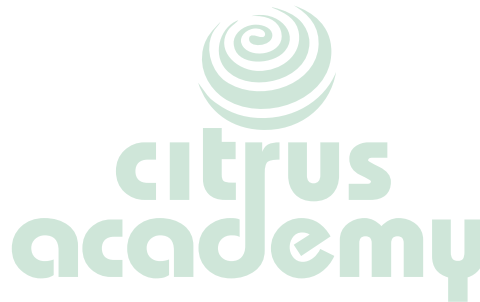
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Assessor Orientation

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		

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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 summative 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 summative 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.

Section 1: Summative Assessment Activities

S12153 / 119465.1 – Curriculum Vitae

- ✓ Work individually to complete this activity.
- ✓ Time to spend on this activity: 60 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
--

Instructions:

1. Prepare a Curriculum Vitae for the position as advertised.
 - 1.1. Your CV should be no longer than three pages and should adhere to all the standard formatting requirements of Curricula Vitae. (20)







Questions:

2. What is the function of a Curriculum Vitae? (2)

3. To the best of your knowledge are there any legal aspects associated with Curricula Vitae? (1)

4. What could the potential consequences be of not completing your CV according to standard industry formatting requirements?

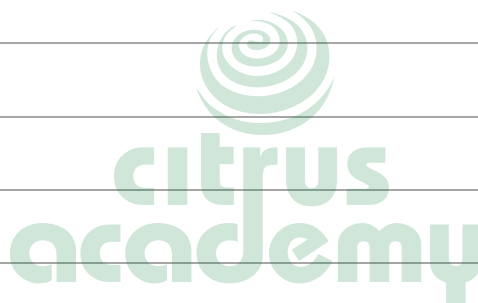
5. What would the meaning of the following codes and elements in the advert be:

5.1. EE status: No (1)

5.2. Reference: cc140419046 (1)

5.3. Closing Date: 2014-05-16 (1)

6. Would you refer to any of the codes and references from the advert (indicated above), in your CV? If so, how and why? (2)



S12153 / 119465.2 – Poster or PowerPoint Presentation

- ✓ Work individually to complete this activity.
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Refer to the research that your team conducted for the activity F12153.2.
- ✓ Now prepare a presentation that could be delivered to a group of foremen or team leaders on **"Best Practices for Applying Crop Protection Products"**.
- ✓ You should be able to deliver the presentation to the target audience in a 5-10 minute time slot.
- ✓ Complete the preparation and methodology questionnaire below:

Questions:

1. What is the main topic of the document you are preparing? (2)

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

3. Who is the intended audience? (1)

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). (1)

5. What is the purpose of the document you are preparing? (1)

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? (3)

7. What sources of information will you use to compile the document you are preparing? (2)

8. What steps will you take to ensure that the information you include in your document is accurate and complete? (2)

9. How will you decide if there is any information that is not relevant and should be omitted (left out)? (2)

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? (1)

11. Write out the presentation you intend to give. (15)





12. Attach copies of any visual support materials such as posters or PowerPoint Slides.

I completed this step:

☐ Yes ☐ No



S12153 / 119465.3 – Email

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

Activities:

1. Compose an email and invite all staff to an end-of-harvest braai.
 - 1.1. The email should be distributed to all the senior staff, and they should be prompted to communicate the invite to their team members.
 - 1.2. The date, time and duration of the braai should be included.
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? (1)

- 2.2. Main points that should be included in the document.(4)

3. Now produce a reasonable copy of the document, ensuring that you apply the correct formatting principles. (10)



S12153 / 119465.4 – Summarised Info Pamphlet

- ✓ Read learning module 3 of the Citrus Academy Post Harvest Learning Material on Citrus Varieties, available for download from the following link:
<https://www.citrusacademy.org.za/learning-tools/learning-media/audio-visual-learning-media/citrus-postharvest-series>
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Now summarise the information into a ½ page info pamphlet (using no more than 200 words) to present the information to a class of grade 10 learners at your local school who are doing a project about “Choosing your fruit - How citrus production happens”.
- ✓ 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 finally writing your summarised pamphlet.

Instructions:

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

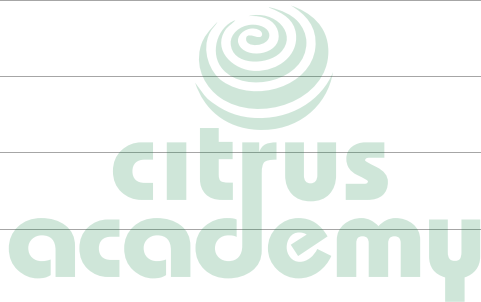
3. Write down the main message or purpose of the pamphlet. (1)

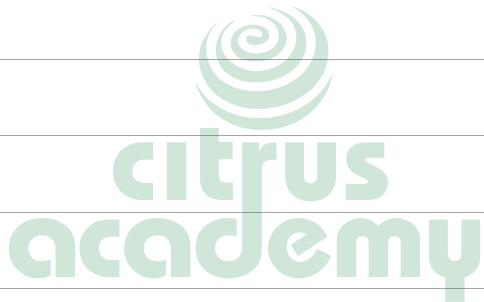
4. If you are asked to summarise a text, you will need to identify what the text is about and write this in as few words as possible.

Scan the text for keywords and phrases.

I completed this step:

☐ Yes ☐ No

[illegible]




9. Double check all your info for accuracy, factual statements and correctness.

I completed this step:

☐ Yes ☐ No

10. Double check format, spelling and grammar.

I completed this step:

☐ Yes ☐ No

11. Now prepare and attach a final draft of your pamphlet.

It is attached:

☐ Yes ☐ No



S12153 / 119465.5 – Production Activities Plan

- ✓ Work individually to complete this activity.
- ✓ Time to spend on this activity: 60 minutes.
- ✓ Refer to the resource your team used for the presentation slides in activity F12153.5. You may also refer to your team's presentation slides.
- ✓ Now prepare a planning document to distribute and present to your management team.
- ✓ The planning document should be a minimum of two, and maximum of five pages.
- ✓ The main purpose of the document is to serve as a blueprint for the steering committee during the planning and construction of a new packhouse.
- ✓ Use the following planning grid as a checklist to ensure that you prepare the document correctly.

Questions:

1. Who is the intended audience of this document? (1)

- 1.1. Write a brief description of the typical person who may be your audience. (1)

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

- 2.1. Format, colours and design (3)

2.2. Font type and size (2)

2.3. Graphics and / or pictures (2)

3. Write down the key information you need to communicate, and how you intend to distribute the document. (4)

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 similar font below it. The bottom logo is for 'CRW', featuring a stylized circular icon with a leaf and a segmented interior (resembling a citrus fruit) to the left of the letters 'CRW' in a bold, uppercase, sans-serif font.

I completed this step:

4.2. Check spelling and grammar.

I completed this step:

☐ Yes ☐ No

5. Now prepare the final draft of the document. (10)



Section 2: Summative Assessment Activities

S9016.1 – Knowledge Questionnaire

- ✓ Work individually to answer the questions.
- ✓ Please write in black or blue pen.
- ✓ You may use measuring instruments such as protractors, callipers and compasses.
- ✓ You may use a calculator.
- ✓ Time to spend on this activity: 120 minutes.

Question:

1. Write down the name of each shape and then count and record the number of faces, edges and vertices for each shape. (24)

1)



Faces

☐

Edges

☐

Vertices

☐

Name: _____

2)



Faces

☐

Edges

☐

Vertices

☐

Name: _____

3)



Faces

☐

Edges

☐

Vertices

☐

Name: _____

4)



Faces

☐

Edges

☐

Vertices

☐

Name: _____

5)



Faces

☐

Edges

☐

Vertices

☐

Name: _____

6)



Faces

☐

Edges

☐

Vertices

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Name: _____

7)



Faces

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Edges

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Vertices

☐

Name: _____

8)



Faces

☐

Edges

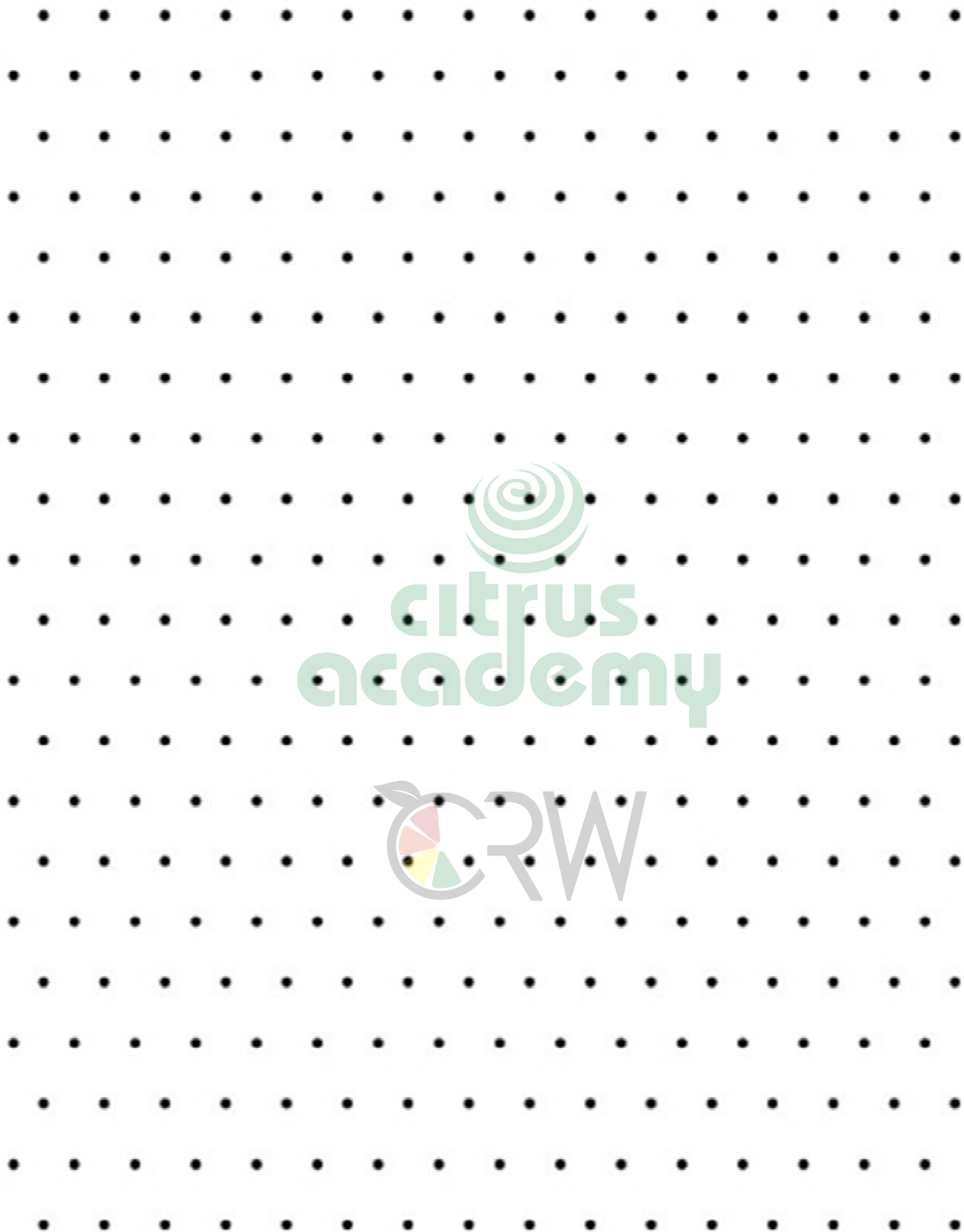
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Vertices

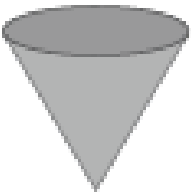
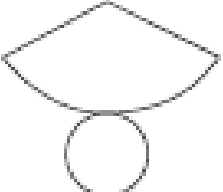
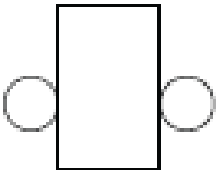
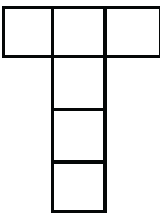
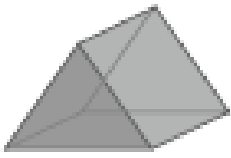
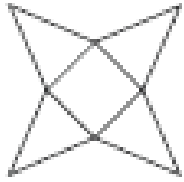
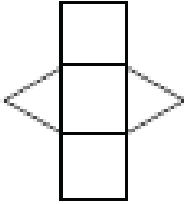
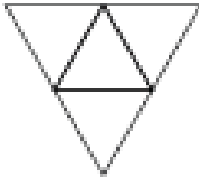
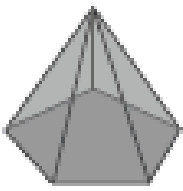
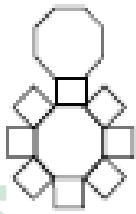
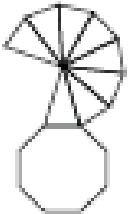
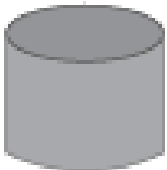
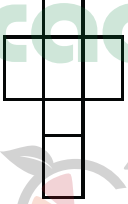
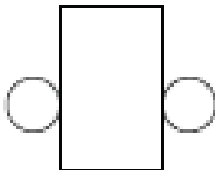
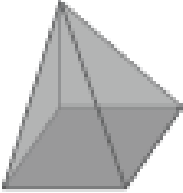
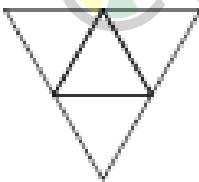
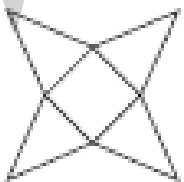
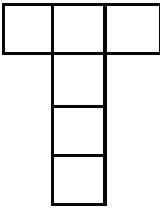
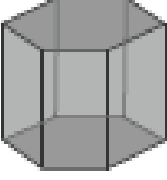
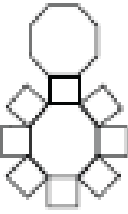
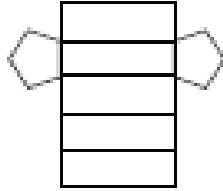
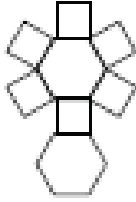
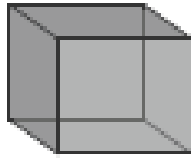
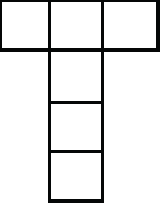
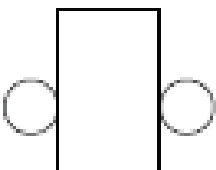
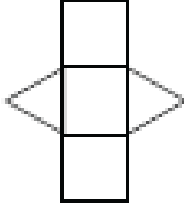
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Name: _____

2. On triangular (isometric) dot paper, draw three different solids of your own design using five cubes. (3)

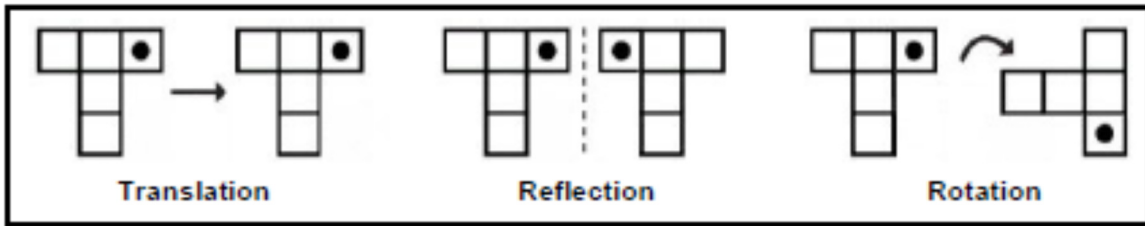


3. For each solid shape numbered in the first column, select the correct geometric net that can be used to construct that shape from the options given to the right. (7)

1)		a)		b)		c)	
2)		a)		b)		c)	
3)		a)		b)		c)	
4)		a)		b)		c)	
5)		a)		b)		c)	
6)		a)		b)		c)	
7)		a)		b)		c)	

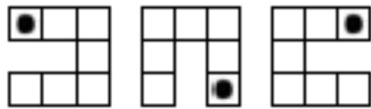
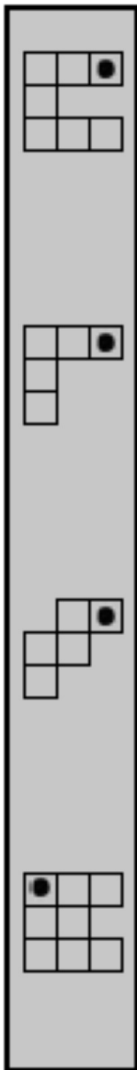
4. Identify each shape to the right as related to the shaded shape on the left, as translation, rotation and reflection. (8)

Translation, Rotation, and Reflection

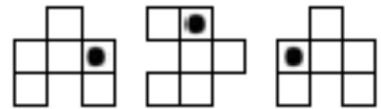


Identify each shape as translation, rotation, and reflection.

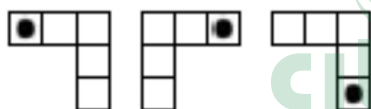
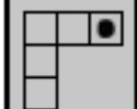
1)



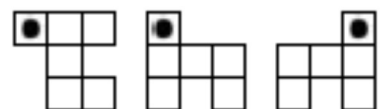
2)



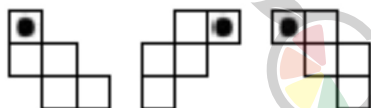
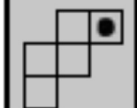
3)



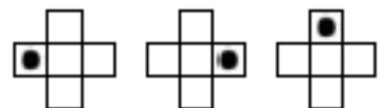
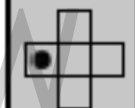
4)



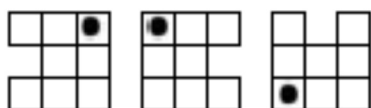
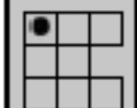
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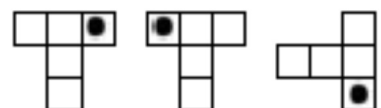
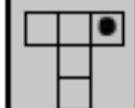
6)



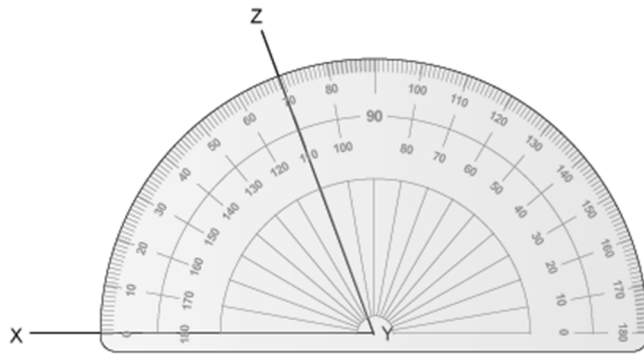
7)



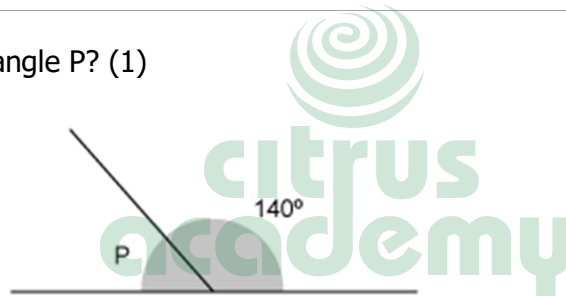
8)



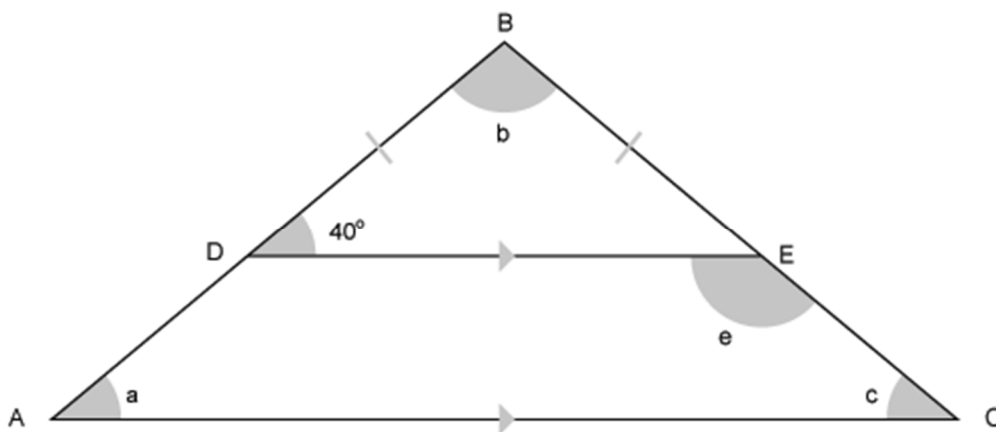
5. Use the protractor to measure the following angle (1).



6. What is the size of angle P? (1)



7. In the following diagram, DE is parallel to AC and AB = CB.



7.1 Find the size of angle a. Give a reason for your answer. (2)

7.2 Find the size of angle c. Give a reason for your answer. (2)

7.3 Find the size of angle b. Give a reason for your answer. (2)

7.4 Find the size of angle e. Give a reason for your answer. (2)

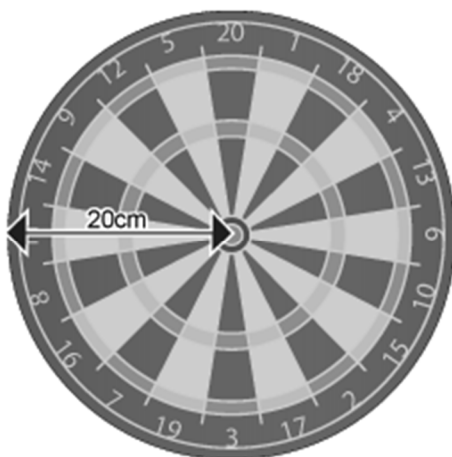
8. Find the exterior and interior angle of a regular pentagon. Explain your reasoning. (3)

9. Find the area of the following (use $\pi = 3.14$):

9.1. A circle of radius 6cm (2)

9.2. A circle of diameter 10cm (2)

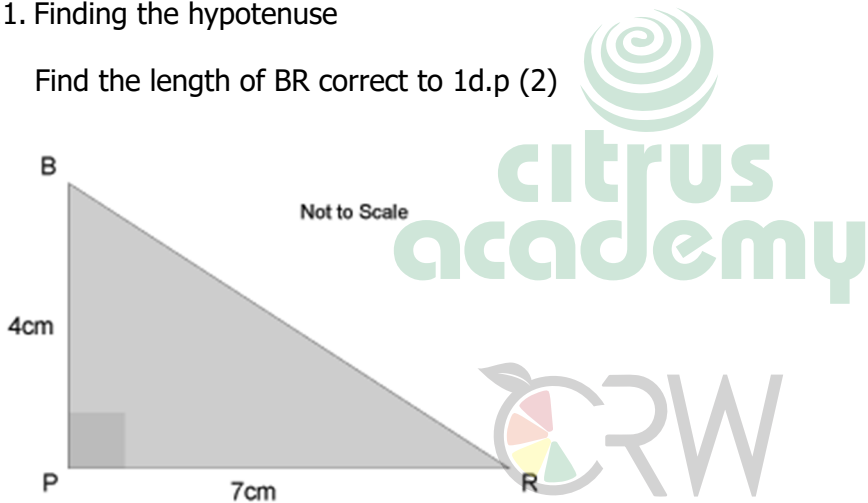
10. A dartboard has a radius of 20cm. The bull's eye in the centre of the board has a radius of 1cm.



By calculating the area of the two circles, find the area of materials required to make the dartboard (use $\pi = 3.14$). (2)

11. Finding the hypotenuse

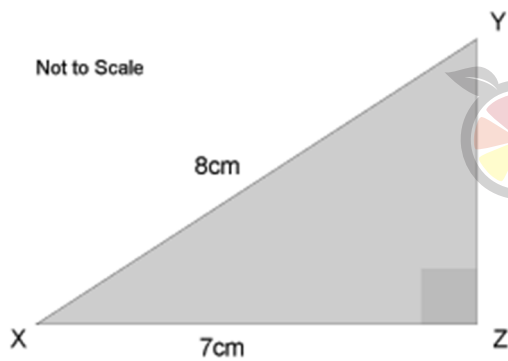
Find the length of BR correct to 1d.p (2)



12. Finding another side

You can also use Pythagoras' Theorem to find the length of a side other than the hypotenuse, if you know the length of the hypotenuse and the other side. (2)

12.1. Find the length of YZ correct to 1d.p. (2)



S9016.2 – Research Pamphlet

- ✓ Work individually 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: 120 minutes.

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:

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

Instructions:

1. Do research and then design an informational leaflet communicating the following information for each of the examples:
 - 1.1. What exactly will be measured? (list all the elements)
 - 1.2. Will there be any need for estimation? If so, explain with an example.
 - 1.3. What is the unit of measure for each of the elements that you identified? (for example, kilometres, litres)
 - 1.4. Explain what geometric shapes, calculations and formulae you may use to make the calculations.
 - 1.5. How would you make sure that the answers you got were accurate?
2. Attach your two leaflets here (2 x 12)