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**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

Workbook :

**Demonstrate an understanding of the
Horticultural Industry**

**Demonstrate an understanding of the
Horticultural Industry
Learner Workbook**

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A c k n o w l e d g e m e n t s

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Study Session Overview

Purpose

The purpose of this study session is to equip you with the knowledge to understand all the activities within the horticultural industry and the career paths that are available to you.

This study session forms part of the General Certificate in Horticulture, NQF level 1 and is aligned with the Unit Standard: Demonstrate an understanding of the horticultural industry, which carries 2 credits.

Who is it for?

This study session and unit standard form the knowledge base for people working with plants within the ornamental horticulture or landscaping industry and gives the learner the skills and knowledge necessary to:

- Show an understanding of the history and development of the horticultural industry.
- Indicate the importance that horticulture plays in providing beauty and functionality to the environment.
- Describe the role that horticulture and landscaping have in enhancing South Africa as a tourist destination.
- Outline the role players within the industry and their relationships.

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What's in it for you?

The knowledge acquired in this study session forms the basis of your horticultural studies and will help you to:

- Explain the role that plants and flowers have played in early civilization.
- Outline the development of gardens and the various designs through history.
- Describe the major achievements that have been made in the selective breeding of plants for ornamental purposes.
- Describe the health and social benefits derived from urban parks and gardens.
- Explain the role that landscaping plays in the visual appreciation of gardens.
- Describe the importance of providing “green” leisure and sporting facilities.
- Describe the benefits of using indoor plants to enhance internal decorating.
- Explain the economic benefits that tourism provides for the economy.
- Indicate the importance of conserving the natural flora within nature trails and reserves.
- Describe the role that resort gardens and sporting facilities play in fulfilling the leisure requirements of tourism.
- Explain the interaction of plant producers, wholesale nurseries and garden centres in the production, distribution and marketing of garden plants.
- Describe the role and responsibilities of the landscape architect, landscape contractor and garden maintenance staff in the creation of a landscape garden.

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What about assessment?

If you can answer all the knowledge questions. You will receive credits for a competent rating on your assessments.

These credits contribute 1 unit standard and 2 credits towards the General Certificate in Ornamental Horticulture, at NQF Level 1.

The laid down policies and procedures with regard to assessment, moderation, RPL and appeals govern this assessment.

You will be rated "Competent" or "Not Yet Competent" against the assessment criteria.

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Unit Standard

Title	Demonstrate an understanding of the Horticultural Industry
Number	119687
Level	1
Credits	2
Field	Agriculture and Nature Conservation
Sub field	Horticulture
Issue date	2009-02-09
Learning assumed to be in place	Demonstrate knowledge of communication and Numeracy at Abet level 3.

Specific Outcomes	Assessment Criteria
1. Show an understanding of the history and development of the horticultural industry.	1.1. Explain the role that plants and flowers have played in early civilization. 1.2. Outline the development of gardens and the various designs through history. 1.3. Describe the major developments that have been made in the selective breeding of plants for ornamental purposes.
2. Indicate the importance that horticulture plays in providing beauty and functionality to the environment.	2.1. Describe the health and social benefits derived from urban parks and gardens. 2.2. Explain the role that landscaping plays in the visual appreciation of gardens. 2.3. Describe the importance of providing "green" leisure and sporting facilities. 2.4. Describe the benefits of using indoor

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Specific Outcomes	Assessment Criteria
	plants to enhance internal decorating.
3. Describe the role that horticulture and landscaping have in enhancing South Africa as a tourist destination.	3.1. Explain the economic benefits that tourism provides for the economy. 3.2. Indicate the importance of conserving the natural flora within nature trails and reserves.
4. Outline the role players within the industry and their relationships.	4.1. Explain the interaction of plant producers, wholesale nurseries and garden centers in the production, distribution and marketing of garden plants. 4.2. Describe the role and responsibilities of the landscape architect, landscape contractor and garden maintenance staff in the creation of a landscaped garden.

Embedded Knowledge

Embedded knowledge is reflected within the assessment criteria of each specific outcome and must be assessed in its own right, through oral and written evidence. Observation cannot be the only assessment.

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Critical Cross Field Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made – specific outcome 2 and 3.
- Work effectively with others as a member of a team, group, organisation or community. Specific outcome 3.
- Organise and manage oneself and one's activities responsibly and effectively. Specific outcome 3 and 4.
- Collect, analyse, organise and critically evaluate information. Specific outcome 4.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Specific outcome 4.
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. Specific outcome 1 and 2.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Specific outcome 1, 2 and 3.

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**Unit Standard Accreditation and Moderation
Options**

1. Internal moderation.
2. External moderation.
3. Moderation of assessment will be overseen by the relevant ETQA, according to the moderation guidelines in the relevant qualification the agreed ETQA procedures.
4. Internal assessment.
5. External assessment with the relevant registered/accredited industry body/ETQA.
6. An Assessor accredited by the relevant ETQA, will assess the Learner's competency.
7. Formative and summative assessment of qualifying Learners against this unit standard should be in alignment with the requirements of the NSB.
8. Practical assessment activities will be used that are appropriate to the contents in which the qualifying Learners are working.
9. Assessment will include self and peer assessment, practical and oral assessment, observations, questions and answers, etc.
10. Direct observation is required in simulated or actual work conditions.
11. Reporting skills are demonstrated by effective communication, using verbal and/or writing skills.
12. Assessment is to be structured to include formative and summative component, as well as the submission of a Portfolio of Evidence.
13. The assessment should ensure that all the specific outcomes, critical cross field outcomes and embedded knowledge are assessed.
14. Specific outcomes must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.

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Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.

15. Special outcomes and essential embedded knowledge must be assessed in relation to each other.

16. If qualifying Learners are able to explain the essential embedded knowledge, but are unable to perform the specific outcomes, then they should not be assessed as competent.

17. If qualifying Learners are able to perform specific outcomes, but are unable to explain the essential embedded knowledge, they should not be assessed as competent.

18. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.

19. Assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.

20. This unit standard can be assessed together with any other relevant registered unit standard.

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Who does what?

You are expected to actively take part in the lessons by:

- Asking questions.
- Planning and preparing for your training and assessment.
- Completing the assessment tasks that you are given.
- Telling your trainer when you need help or don't understand.

Your learning will be supported in the following ways:

- Your trainer will provide you with all the necessary training material.
- Your trainer will manage the learning process during the training.
- The assessor will plan and prepare you for assessment, assess your competence and provide feedback to you and arrange any follow up assessments that may be necessary.

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Lesson 1 : Where did horticulture begin?

Specific outcomes of this lesson :

Show an understanding of the history and development of the horticultural industry.

After you have worked through Lesson 1, you should be able to:

- Explain the role that plants and flowers have played in early civilization.
- Outline the development of gardens and the various designs through history.

**What role did plants and flowers play during
early civilization?**

Today your learning begins with a story as old as time. A story that began a long, long time ago, right back at the beginning of all time when the earth was still new....

Back at the very beginning of time or so I was told by my great grandfather who was told by his great grandfather, earth was like a huge garden filled with all types of beautiful plants. There were mosses, ferns, flowers, cycads and big beautiful trees.

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The people of all tribes discovered that they could:

- Eat the fruit, berries and nuts off plants.
- Protect themselves from wild animals by placing the spines and thorns of plants around their shelters.
- Find shade and shelter from the sun under trees.
- Make fire and keep warm using the wood of trees.
- Make tools from the wood from trees.

Now, some of our ancestors were very wise and they learnt which plants could heal the sick and wounded and did you know that today many of these plants are still used to make the medicines that you and I take to become better when we are sick?

And as time passed in this beautiful garden, the earth tribes were so happy living in the garden that they decided to choose their own special places and not move around any more. But with so many people living in one place, the plants began to get used up and without plants the tribes could not survive. The tribal elders held a meeting to talk about this problem. Can you guess what they decided to do?

They decided to learn how to **grow crops for food**, today we call this **agriculture**.

As the tribes learnt how to grow all the plants that they could use for food and medicine, they discovered that they had grown to love plants. They loved the way the plants looked, smelt, tasted and felt and so they began to **grow plants for enjoyment**, today we call this **horticulture**.

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As time passed by the world become an unfriendly, frightening world where people fought, stole from each other and killed each other, this was known as the Dark Ages.

Groups of people who believed in God and who were called Christians decided to get turn their backs on this frightening world and protect themselves by living together in places called monasteries.

These monasteries were beautiful places. In the centre of the monastery was a water feature, a drinking well, a tank filled with water which was used for watering the animals and for bathing and a tub to hold fish to eat. Because these Christians did not want to go outside into this ugly, mean world, they planted gardens to grow everything that they needed to live on. They grew:

- All kinds of herbs which were could be used for medicines if they got sick or injured.
- Vegetables and other crops for food to eat.
- Fruit trees for fruit to eat.
- Grapes to make wine to drink.

During the heat of the day these Christians would shelter from the sun under in the cool shade provided by the trees. They also used wood to make fires to keep warm at night and to make tools from.

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Your Turn...

ACTIVITY 1

In your own words, explain the role that plants and flowers played in early civilization.

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Do you want to hear more about this story?

Let me tell you the story my great grandfather told me as I sat at his feet about how gardens have developed through time....

Where and how did gardening begin?

Throughout the world when people build houses, they use local materials which are easily available and they build houses as shelters from the wind, rain, snow and sun. So houses in different parts of the world have been built in different styles, for example if people live in a hot and dry climate they want shade to keep cool but people who live in a cold climate will build houses to keep warm in.

Because gardens are an extension of the house, a room outside, climatic conditions like wind, rain, snow and sun also play an important role in what kind of garden you want and what plants you will grow in your garden. For example if you live in a hot, dry area you will want to plant trees for shade and want water in your garden, you also won't plant plants that need a lot of water.

Different climatic conditions, building styles and political and social issues all influence the style of the garden.

Let's now take a look at some of the different garden styles.

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Classic/Formal Garden Design Style

After the dark ages came a period known as the renaissance. This was a period in which people in Europe especially in Italy and France once again began to celebrate life. There was renewed interest in the arts, architecture and the garden. During this period architecture was on a grand scale and was built along geometric, symmetrical and proportional lines. Classic architecture includes decorative mouldings, white walls, tented ceilings, rich textures and formal carved furniture. Classic gardens follow the same style using mirror images, that is what is seen on one side is also seen on the other side, terraces with balustrades, gracious wide steps, statues, pavilions and formal pools and ponds. Colour in a classic garden is kept to the minimum and the classic garden is usually planted with shades of white, green and grey. The classic garden has lots of hedges and topiaries.

These gardens need a lot of work to make them beautiful and keep them looking good and so for a very long time gardens were only for rich people.

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Your Turn...

ACTIVITY 2

Look through magazines and cut out pictures of classic/formal garden design styles.

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Country Garden Design Style

Then came a time called the Industrial Revolution. People began to leave the country side where they lived and move to the cities to look for work. The cities were cold hard, places with very few open spaces and the people missed the plants from the country.

Soon after the Industrial Revolution came the 1st and 2nd world wars. During this time, many cities and countries were destroyed and so people had to rebuild their cities and this brought about huge social changes.

Part of these changes were that ordinary people began to own their own small houses and gardens within the cities. They still missed the country so they began to bring the country into the city by growing plants in their gardens.

Country buildings have a rustic feel. They are built from natural materials available locally, such as wood, thatch and stone. The walls might be colour washed. Floor coverings would be natural. Country houses have log fires, baskets, earthenware pitchers and bowls. Country gardens and buildings have a very relaxed and friendly feel about them. Colour and texture play an