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**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Workbook :
Identifying the Major Categories of
Ornamental Plants**

**Identifying the Major Categories
of Ornamental Plants
Learner Workbook**

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**Workbook :
Identifying the Major Categories of
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A c k n o w l e d g e m e n t s

Developed by

Lifestyle College

With special thanks to:

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Study Session Overview

Purpose

The purpose of this study session is to equip you with the skills and knowledge necessary to identify and recognise the characteristics of commonly used plants.

This study session forms part of the General Certificate in Horticulture, NQF level 1 and is aligned with the Unit Standard: Identifying the major categories of ornamental plants, which carries 6 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:

- Categorise the major types of trees and identify 10 of these.
- Categorise the basic types of shrubs and identify 15 of these.
- Categorise the different types of ground covers and identify 5 of these.
- Categorise different types of bedding plants and identify 10 of these.
- Categorise different types of herbaceous plants and identify 10 of these.

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What's in it for you?

The skills acquired in this study session will equip you with the skills and knowledge needed to identify common plants and recognise their characteristics. These skills and knowledge form the basis of your horticultural studies and help you to:

- Explain the difference between deciduous and evergreen trees.
- Identify ten common trees that are found in the workplace.
- Describe the growth habits of the ten identified trees.
- Explain the difference between deciduous and evergreen shrubs.
- Identify fifteen common shrubs that are found in the workplace.
- Describe the growth habits of the fifteen identified shrubs.
- Recognise different types of ground covers.
- Identify five common ground covers that are found in the workplace.
- Describe the growth habits of the five identified groundcovers.
- Explain the growth habits, characteristics and requirements of various annuals.
- Identify ten bedding plants that are found in the workplace.
- Describe the growth habits of the ten identified annuals.
- Categorise the different types of herbaceous plants.
- Identify ten common herbaceous plants that are found in the workplace.
- Describe the growth habits of the ten identified herbaceous plants.

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What about assessment?

If you can identify:

- Ten trees.
- Fifteen shrubs.
- Five groundcovers.
- Ten bedding plants.
- Ten herbaceous plants.

And answer all the knowledge questions in the summative assessment; you will receive credits for a competent rating on your assessments.

These credits contribute 1 unit standard and 6 credits towards the National Certificate in Ornamental Horticulture Learnership 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	Identifying the major categories of ornamental plants
Number	119689
Level	1
Credits	6
Field	Agriculture and Nature Conservation
Sub field	Horticulture
Issue date	2006-02-09
Learning assumed to be in place	Demonstrate knowledge of communication and Numeracy at Abet level 3.

Specific Outcomes	Assessment Criteria
1. Categorise the major types of trees and identify ten of these.	1.1. Explain the difference between deciduous and evergreen trees. 1.2. Identify ten common trees that are found in the workplace. 1.3. Describe the growth habits of the ten identified trees.
2. Categorise the basic types of shrubs and identify 15 of these.	2.1. Explain the difference between deciduous and evergreen shrubs. 2.2. Identify fifteen common shrubs that are found in the workplace. 2.3. Describe the growth habits of fifteen identified shrubs.
3. Categorise the different types of groundcovers and identify 5 of these.	3.1. Recognise the different types of groundcovers. 3.2. Identify five common groundcovers that are found in the workplace. 3.3. Describe the growth habits of the five identified groundcovers.

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Specific Outcomes	Assessment Criteria
4. Categorise different types of bedding plants and identify 10 of these.	<p>4.1. Explain the growth habits, characteristics and requirements of various annuals.</p> <p>4.2. Identify ten bedding plants that are found in the workplace.</p> <p>4.3. Describe the growth habits of the ten identified annuals.</p>
5. Categorise the different types of herbaceous plants and identify 10 of these.	<p>5.1. Categorise the different types of herbaceous plants.</p> <p>5.2. Identify ten common herbaceous plants.</p> <p>5.3. Describe the growth habits of the ten identified herbaceous plants.</p>

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 1, 2, 3, 4 and 5.
- Work effectively with others as a member of a team, group, organisation or community. Specific outcome embedded in the learning for this level of learner.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 3, 4 and 5.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Specific outcome embedded in the learning for this level of learner.
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. Specific outcome 1, 2, 3, 4 and 5.
- 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.

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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.

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14. Specific outcomes must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only. 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 : Trees

Specific outcomes of this lesson :

Categorise the major types of trees and identify 10 of these.

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

- Explain the difference between deciduous and evergreen trees.
- Identify ten common trees that are found in the workplace.
- Describe the growth habits of the ten identified trees.

What is a tree?

A tree is a plant with a single, thick woody stem or trunk that grows to a large size. The crown or canopy (the top) of the tree is made up of a whole network of woody branches which gradually get smaller and thinner towards the edges. Some trees bear flowers, fruit or berries on the tips of their smallest branches.

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There are three main types of trees:

- **Evergreen trees.**

These trees stay green all year and drop a few leaves at a time.

- **Deciduous trees.**

These trees drop all their leaves during their dormant season, which is usually during the autumn/winter months. During the winter you can see the branches of these trees clearly, because they drop all of their leaves over a period of 4 to 6 weeks.

- **Semi deciduous trees.**

These trees often remain evergreen in warmer climates and drop some of their leaves in cooler climates.

So why are trees important?

Trees are the most important plants in the landscape because they are the biggest plant in the garden and because they live for longer than any of the other plants in the landscape.

Do you know that many trees live for longer than people?

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Trees:

- Provide shade and shelter for people and wildlife. Evergreen trees provide shade all year and deciduous trees provide shade in summer and sun in winter.
- Trees provide shade and protection from the wind and frost for smaller plants.
- Trees provide places for recreation, for example you can build tree-houses in trees, you can hang rope-swings in trees and children can have lots of fun climbing up trees.
- Trees provide oxygen for our world.
- Trees bring nature into the city.
- Trees provide fruit, berries and nut for people, animals and birds to eat.
- Trees hide ugly views.

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Your Turn...

ACTIVITY 1
Find pictures of deciduous and evergreen trees in magazines and then cut out these pictures and stick them onto this page.

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Your Turn...

ACTIVITY 2
Explain the difference between deciduous and evergreen trees.

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Let's now take a look at how to identify a tree.

Identifying a tree

You need to be able to tell the difference between the different kinds of trees growing in the landscaped area and how they grow so that you can:

- Choose the right tree for your area.
- Plant your tree in the right place.
- Look after your tree properly.

To be able to do this, you need to know the about the growth habits of these and when we are speaking about the growth habits of a tree we mean:

- **Whether the tree is evergreen or deciduous?**

Evergreen trees will give you a permanent effect in your garden, while deciduous trees will show you seasonal changes and allow you to enjoy shade during the summer months and sun during the winter months.

- **How big the tree will grow:**

Trees grow to different sizes. Some trees are fast growing, while other trees grow more slowly. Some trees will grow very big and can look or be too big for the landscaped area. Other trees will not grow so big and can look too small in the landscaped area.

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- **What kind of root systems the tree has:**

Trees have different root systems and when you are choosing a tree you need to know which trees have invasive root systems because these trees can cause a lot of damage to foundations, pools and ponds and can lift paving.

The root systems of some trees can block underground pipes. Other trees have root shallow root systems (surface roots) and these roots make it difficult to plant gardens around and underneath these trees.

- **How much water the tree needs:**

Some trees like to grow in dry conditions and don't need a lot of water, while other trees need more frequent watering and so you need to know how much and how often your tree will need to be watered, so that you can plant them where their watering needs will be met and they can grow healthy and strong.

- **Whether the tree likes to grow in the sun or the shade:**

You need to know whether your tree likes to grow in sunny or shady areas, so that you can plant the tree in the right position. Trees that are planted in the wrong position will grow slowly and can even die.

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- **Whether the tree bears flowers, fruit and seeds.**

Although trees that bear fruit or berries look pretty in the landscaped area they can cause a big mess and so you need to think about where you are planting these trees. If you plant these trees too close to a pool or water feature you are going to end up with a big mess and lots of hard work to do. These trees attract birds so bird droppings will be added to the mess.

- **Whether your tree is frost tolerant or not.**

Although your tree may be semi-hardy, planted in cooler areas it can become semi-deciduous. Some trees are tender to frost and may die if planted in a frosty area.

To be able to identify what kind of tree you have, you need to ask yourself some questions about the tree. These questions will help you to work out what kind of tree you have.

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Look at the tree:

- **Is it an evergreen or deciduous tree?**

- **What kind of leaves does the tree have?**

Look at the leaves of the tree. Are the leaves:

- Big or small?
- Glossy or hairy?
- Compound or simple?

What is the colour of the leaves? (Dark green, light green, red, grey or variegated)

Are the edges of the leaves smooth or serrated?

- **What kind of bark does the tree have?**

Look at the bark of the tree. Is the bark rough or smooth or hairy?

What is the colour of the bark? (Brown, white, grey or mottled)

- **Does the tree have thorns?**

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- **Does the tree bear flowers?**
 - If your tree has flowers, what type of flowers does it have?
 - In what season do they flower?
 - What colours are the flowers?

- **Does the tree bear fruit?**

If yes, what type of fruit? Besides edible fruit like oranges, lemons, apples, etc, trees also bear berries, nuts and seeds. For example an oak tree bears acorns.

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Your Turn...

ACTIVITY 3
Look at Activity 1, try and see if you can identify how many different types of trees you have in your picture.

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Ten common trees

Just like you have and I have our own special names, plants also have names. So that we don't become confused when we are talking about the different plants, plants have Latin (botanical names) and then common names. By knowing and using the plants Latin name, people from different parts of the country and from all over the world will always know what plant you are talking about.

Latin names often describe the plant, for example:

- Belula = birch
- alba = white
- "Pendulia" = pendulous (hanging branches)

Can you see this is a silver birch which has slightly weeping branches?

Latin names also help us to avoid making mistakes with common names in various languages, for example:

- Viola wittrokiana is the Latin name.
- Pansy is the common English name.
- Gessigie is the common Afrikaans name.

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So the Latin names of plants show us the plants:

Acanthaceae	Family	Group of related genera with similar major characteristics.
Acanthus	Genus	Group of one or many closely related plants to which species, cultivars and varieties belong.
mollis	Species	A group within a genus.
(var.)	Variety	When species differ only in some minor definable characteristics from the rest of the species.
X	Hybrid	The offspring of two plants of different species or genera; it does not normally occur in nature.
Subsp.	Subspecies	Differs slightly from the species; has the same name as the species

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Let's learn how to identify ten common trees that you can find growing, either in your workplace or in the area that you live.

Latin Name	Common Name	Description
<i>Acer burgerianum</i>	Chinese Maple Sjinese Elm	<p>This is a deciduous, quick growing tree that likes to grow in full sun.</p> <p>The leaves of this tree have a distinctly three lobed shape and change to lovely colours in the autumn, just before the tree loses its leaves.</p> <p>This tree has a single thick, smooth trunk which is brown in colour and a rounded crown.</p> <p>It is an ideal tree to plant in small gardens.</p>
<i>Acacia</i> <i>Xanthophloea</i>	Fever tree Koors boom Mooka-kwena	<p>This is a semi-deciduous, fast growing tree that likes to grow in full sun.</p> <p>The leaves of this tree are small and finely textured.</p> <p>This tree has a yellowish, green trunk and flat canopy and on its braches you will see thorns.</p>

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Latin Name	Common Name	Description
		<p>This tree produces small yellow flowers in early summer and is suitable for growing in large gardens.</p>
<i>Betula pendula</i>	Witberk White Birch Silver Birch	<p>This is a gracious, deciduous tree that grows at an average rate and likes to grow in full sun.</p> <p>This tree has medium sized shiny light green leaves in spring which become dark green in summer.</p> <p>The trunk and branches of this tree become silver/white as it ages, which makes it very attractive looking, especially in winter.</p> <p>It is an ideal tree for small garden, and can be planted on its own or in groups.</p>
<i>Caesalpinia coriaria</i>	Cape chestnut Wilde kastaiing	<p>This is a semi-deciduous, slow growing tree that likes to grow in full sun.</p> <p>This tree has a single grey trunk and elongated leaves that are bright green in colour.</p> <p>This tree produces masses of pink</p>

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Latin Name	Common Name	Description
		purple flowers in spring and the early part of summer. Attracts birds, butterflies and game.
<i>Cussonia spicata</i>	Common cabbage tree Gewone kiepersol	This is an evergreen, fast growing tree that likes to grow in full sun. This tree has grey-green leaves. The bark of this tree is grey in colour and very rough. The tree has an interesting shape with long trunks and stems and a rounded crown. This tree makes a good focal point, but is not suitable for planting near buildings or structures because of its invasive root system.
<i>Dombeya rotundifolia</i>	Common wild pear. Gewone drolpeer. Mohlabaphala	This is a deciduous, slow growing tree that likes to grow in full sun. This tree has sand paper like round leaves and produces masses of white to pale pink flowers on its bare branches in the early spring.

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Latin Name	Common Name	Description
		<p>As this tree matures it develops a single thick, dark brown trunk.</p> <p>Attracts butterflies, birds and wildlife.</p>
<i>Ficus benjamina</i>	Weeping fig	<p>This is an evergreen, fast growing tree that likes to grow in full sun or in shady areas. This tree is grown in tropical and semi-tropical areas and needs lots of water.</p> <p>This tree can be grown as a pot plant, in cooler climates.</p> <p>It has weeping branches of green, glossy leaves and produces berries in the late summer.</p> <p>This tree can develop single or multiple light grey, smooth thick trunks.</p>
<i>Magnolia grandiflora</i>	Magnolia	<p>This is an evergreen, slow growing tree that likes to grow either in sun or semi-shade areas.</p> <p>This tree has glossy, leathery leaves and produces large white fragrant flowers in the spring.</p> <p>It has a single thick, light grey trunk and</p>

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Latin Name	Common Name	Description
		<p>grows into a pyramid shape.</p> <p>It is an ideal tree for large gardens.</p>
<i>Podocarpus henkelii</i>	Henkel's yellow wood Henkal-se-geelhout	<p>This is an evergreen, slow growing tree that likes to grow in full sun.</p> <p>This tree has dark green, shining, fine, needle-like leaves.</p> <p>It has a single, brown, thick trunk that branches out from low down and grows in a pyramid shape.</p> <p>Ideal for growing in large gardens and can be grown in pots.</p>
<i>Quercus palustris</i>	Pin Oak	<p>This is a deciduous, slow growing tree that likes to grow in full sun.</p> <p>This tree has light green serrated leaves which turn shades of red.</p> <p>It produces acorns in the autumn.</p> <p>It has a single, dark brown trunk that has a rough texture.</p>

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Latin Name	Common Name	Description
		The tree grows into a pyramid shape.

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Your Turn...

ACTIVITY 4

Make a poster that shows a picture and description of each of these ten trees. You can use your own drawings or pictures that you have found.

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Your Turn...

ACTIVITY 5
Look at your poster and then write down how you can tell the difference between these trees.

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Your Turn...

ACTIVITY 6
Go outside and see if you can find any of these trees.

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Your Turn...

ACTIVITY 7

Go back to your workplace or where you live and take a leaf from each of these trees.

Then paste the leaf next to the picture of the tree on your poster.

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Growth habits of trees

Latin Name	Common Name	Size	Root activity	Watering Needs	Frost tolerant
<i>Acer burgerianum</i>	Chinese Maple	About 7m x 4m	Surface roots which are not invasive	Regular watering	Hardy
<i>Acacia Xanthophbea</i>	Fever tree Koors boom Mooka-kwena	About 14m x 7m	Tap root which is not invasive	Regular watering	Tender
<i>Betula pendula</i>	Witberk White Birch Silver Birch	About 9m x 4m	Tap root which is not invasive	Regular deep watering	Hardy
<i>Caleodendrum capense</i>	Cape chestnut Wilde kastaiing	About 12m x 4m	Tap root which is not invasive	Once established can be considered water wise	Tender
<i>Cussonia spicata</i>	Common cabbage tree Gewone kiepersol	About 8m x 3,5m	Tap root which is invasive	Drought tolerant	Tender
<i>Dombeya rotundifolia</i>	Common wild pear. Gwone drolpeer. Mohlalaphala	About 8m x 4m	Tap root which is not invasive	Regular watering	Semi-hardy
<i>Ficus</i>	Weeping fig	About 15m x 6m	Invasive roots	Regular deep	Tender

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Latin Name	Common Name	Size	Root activity	Watering Needs	Frost tolerant
<i>benjamina</i>				watering	
<i>Magnolia grandiflora</i>	Magnolia	About 8m x 4m	Spreading roots which are not invasive	Regular deep watering	Hardy
<i>Podocarpus henkelii</i>	Henkel's yellow wood Henkal-se-geelhout	About 20m x 6m	Tap root which is not invasive	Regular watering	Hardy
<i>Quercus palustris</i>	Pin Oak	About 15m x 5m	Surface roots which are not invasive	Regular deep watering	Hardy

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Your Turn...

ACTIVITY 8
Describe the growth habits of the 10 identified trees.

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Ornamental Plants**

Lesson Checkpoint

Now that you have worked through this lesson, please check that you are able to do all the specific outcomes and meet the assessment criteria:

- I can explain the difference between deciduous and evergreen trees.
- I can identify ten common trees found in the workplace.
- I can describe the growth habits of the ten identified trees.