

**Control Weeds Manually in
Plant Propagation and Landscaping
Assessment Guide**

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CANDIDATE DETAILS

Candidate Name: _____	
Contact Details:	Physical Address: _____
Identity Number _____	
Tel: _____	Email: _____
Assessor Name: _____	
Tel: _____	Email: _____
Moderator Name: _____	
Tel: _____	Email: _____
Physical Address: _____	

Tel: _____	

Declaration:

I, _____ (assessor) hereby declare that the information contained in the attached documentation is, to my knowledge, correct and valid.

Candidate

signature

Date

Assessor

signature

Date

Moderator

signature

Date

UNIT STANDARD**TITLE****Control weeds manually in plant propagation and landscaping****UNIT STANDARD NUMBER: 119694****UNIT STANDARD LEVEL: NQF 1****CREDITS: 4****FIELD: Agriculture and Nature Conservation****SUB FIELD: Horticulture****ISSUE DATE: 2006-02-09****REVIEW DATE: 2009-02-09**

PURPOSE OF THE UNIT STANDARD

This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.

Those learners who acquire the outcomes of this standard will be able to control weeds by hand, in containers, plant beds, turf grass and landscape areas.

The qualifying learner is able to:

- Demonstrate an understanding the objectives of weed control.
- Select the tools and equipment for manual weed removal.
- Select personal protective equipment (PPE) needed to remove weeds by hand.
- Identify common weeds and their regenerative processes.
- Demonstrate the preparation and procedures for the effective removal of weeds.
- Conduct effective weed disposal.

LEARNING ASSUMED TO BE IN PLACE

Demonstrate knowledge of communication and Numeracy at Abet level 3.

Continued on next page

Specific Outcomes and Assessment Criteria:

Specific Outcome 1

Demonstrate an understanding of the objectives of weed control.

Outcome Range:

- Reduce competition from weeds for light, water and nutrients.
- Depriving desirable plants of light, nutrients and water, annual and perennial weeds, weeds that set seed early and produce a fresh crop of weed seedlings, weeds that grow easily from stolons, bulbs, corms and rhizomes, weeds that re-grow from a tough root system..

Assessment Criteria

1. Describe the effect that weeds have on desirable plants.
2. Describe the rapid re-establishment of weeds.
3. Explain the importance of the correct timing of weed control.

Specific Outcome 2

Select the tools and equipment for manual weed removal.

Outcome Range:

Weeding fork, hoe, slasher, spade, fork, and trowel.

Assessment Criteria

1. Explain the suitability of the tools or equipment for the removal of the specific weeds.
2. Demonstrate the inspection of the cleanliness and working order of the tools and equipment.

Specific Outcome 3

Select personal protective equipment (PPE) needed to remove weeds by hand.

Outcome Range:

Gloves, overalls, safety shoes, boots, eye protection.

Assessment Criteria

1. Explain the suitability of the selection of personal protective equipment for the hazards posed by the specific weeds to be removed.
2. Demonstrate the inspection and testing of the selected equipment for the correct working conditions.

Specific Outcome 4

Identify common weeds and their regenerative processes.

Outcome Range:

Annual and perennial weeds commonly found in the workplace, life cycle of weeds, reproductive/regenerative characteristic of weeds, seed setting period, roots, stolons, bulbs, corms, broad leaf weeds, grasses, sedges.

Assessment Criteria

1. The major weeds are classified and examples of each are indicated.
2. The stages in the life cycle/development of weeds, where removal is essential is identified.
3. The removal of weeds around shall rooted plants is demonstrated.
4. Minimize disturbance of the roots of desirable plants.
5. The inspection, to ensure that the weeds have been effectively removed, is demonstrated.

Specific Outcome 5

Demonstrate the preparation and procedures for the effective removal of weeds.

Outcome Range:

Water before weeding to minimize damage to roots of neighbouring plants.
Soften soil/growing medium to facilitate removal of bulbs and roots, corms and stolons.

Loosening the soil around the stem of a weed.

Assessment Criteria

1. The reasons why the area to be weeded must first be well watered, are explained.
2. The reasons why the soil should be loosened around the weed's stem before it is removed, are explained.

Specific Outcome 6

Effective weed disposal.

Outcome Range:

Role of an incinerator.

Compostable weeds or portions of weeds, seeds, bulbs and corms that are capable of reproducing after being subjected to a composting cycle.

Assessment Criteria

1. The weeds that should not be added to the compost heap are identified.
2. The procedures for handling and disposal of non-compostable weeds are demonstrated.

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. Assessments are 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 e assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
15. Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
16. Special outcomes and essential embedded knowledge must e assessed in relation to each other.
17. 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.
18. 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.
19. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.
20. Ass assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.
21. This unit standard can be assessed together with any other relevant registered unit standard.

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.

Critical Cross Field Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made – **specific outcomes 1, 4 and 6.**
- 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. **Specific outcome 4 and 5.**
- Collect, analyse, organise and critically evaluate information. **Specific outcomes 1, 4, 5 and 6.**
- 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 outcomes 2, 3 and 6.**
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. **Specific outcomes 1 and 4.**

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ASSESSMENT STRATEGY

UNIT STANDARD TITLE	Control weeds manually in plant propagation and landscaping	UNIT STANDARD NUMBERS	119694
LEVEL	NQF Level 1	TOTAL CREDIT VALUE	4
TARGET GROUP	<p>This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.</p> <p>Those learners who acquire the outcomes of this standard will be able to control weeds by hand, in containers, plant beds, and turf grass and landscape areas.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of the objectives of weed control. ▪ Select the tools and equipment for manual weed removal. ▪ Select personal protective equipment (PPE) needed to remove weeds by hand. ▪ Identify common weeds and their regenerative processes. ▪ Demonstrate the preparation and procedures for the effective removal of weeds. ▪ Conduct effective weed disposal. 		

Context of Assessment	The Purpose of the Assessment
	<p>Range Addressed</p> <p>The range covered, refers to all the specific outcomes and assessment criteria as outlined by the unit standard.</p> <p>Candidates produce evidence that he/she can recognise the main components of soils and how to prepare an area for planting.</p>

	Assessment Approach
	<p>Assessment is focused on the applied competence of the learner and the relevant unit standard determines the assessment criteria.</p> <p>Summative Assessment This is a summative assessment and assesses Candidates taking part in the National Certificate in Ornamental Horticulture Learnership at NQF Level 1.</p> <p>RPL This assessment may also be used to assess Candidates for RPL purposes</p> <p>Diagnostic The results from this assessment can also be used for the purpose of Gap Fill training and will assist in the development of the Workplace Skills Plan.</p> <p>Rating Learners are rated "Competent" or "Not Yet Competent".</p>

Assessment Instruments	
Types of Evidence	Assessment Method
Direct	Observation to determine practical competence. Questioning by means of an oral or written test to determine foundational and reflective competence.
Assessment Conditions	
<p>The collection of evidence for the purposes of this assessment will take place in either the candidate’s natural work environment or in the classroom. The candidate will be expected to control weeds by hand, in containers, plant beds, turf grass and landscape areas as stipulated by the Unit Standards specific outcomes, range statements and assessment criteria.</p>	

	<p data-bbox="405 293 735 331">Assessment Team</p> <hr/> <p data-bbox="405 405 1070 443">The assessment team consists of the following:</p> <ul data-bbox="443 517 1289 712" style="list-style-type: none"><li data-bbox="443 517 927 555">▪ Evidence Collection Facilitator<li data-bbox="443 568 628 607">▪ Assessor<li data-bbox="443 620 1289 658">▪ Internal Moderator (20% of all portfolios are moderated)<li data-bbox="443 672 1257 712">▪ External Moderator (20% of portfolios are moderated) <hr/> <p data-bbox="405 775 884 813">Special Assessment Needs</p> <hr/> <p data-bbox="405 875 1369 1070">Special needs are dealt with in the Assessment Preparation Interview. Should the candidate present any special needs requests, the assessment will be adjusted, provided that the fairness, validity and reliability of the assessment are not compromised.</p> <p data-bbox="405 1144 1390 1294">In addition the knowledge test may be administered as a verbal or written assessment depending on the confidence and language levels of the candidates.</p>
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ASSESSMENT PROCESS

The Steps:	How:
Prepare for the Assessment	<p>1. Review this assessment guide to:</p> <ul style="list-style-type: none"> ▪ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence. ▪ Validate the assessment instruments against the candidate’s context. ▪ Ensure that you have familiarised yourself with all the policies and procedures referred to in the assessment guide. <p>2. Identify and prepare the candidate for the assessment by:</p> <ul style="list-style-type: none"> ▪ Conducting the “Assessment Preparation Interview, Sheet” where all the details regarding the assessment are discussed and agreed to by all parties. <p>OR</p> <ul style="list-style-type: none"> ▪ Provide the candidate with a letter detailing all the specifications covered in the “Assessment Preparation Interview Sheet.”
Conduct Assessment	<p>1. Review the assessment plan with the candidate.</p> <p>2. Collect the evidence in accordance with the instrument requirements.</p> <p>Please note that the checklist covers the following:</p> <p><u>Observation</u> This assessment requires the candidate to select the tools and equipment for manual weed control, select personal protective equipment needed to remove weeds by hand and demonstrate the preparation and procedures for the effective removal of weeds as outlined by specific outcome 2, 3 and 4 as well as the relevant assessment criteria and range statements.</p> <p><u>Knowledge Questioning</u> This assessment covers all the specific outcomes, range statements and assessment criteria as outlined by the unit standard and may be conducted as a written or oral test.</p> <p>Gather, record and make judgments on all the evidence.</p>

The Steps:	How:
<p>Make assessment Decision</p>	<ol style="list-style-type: none"> 1. Make assessment decision and discuss the results with the learner in a face-to-face interview. 2. Ensure that your feedback is developmental and supportive in nature. 3. Advise the candidate on what action to follow in the event of a “Not-Yet-Competent”. 4. Advise the candidate on what action to take where he/she feels the need to appeal your decision. 5. Allow the candidate time to provide you with feedback relevant to the process. 6. Ensure the candidate counter-signs the “Assessment Decision” to indicate his/her agreement to the feedback and overall score. 7. Record the candidate’s feedback in this guide and ensure that it is provided to the person responsible for the quality assurance of assessment tools. 8. Handle any disputes and identify matter that requires contingency planning.
<p>Review the Assessment Process</p>	<p>Complete the “Assessment Review” documents and submit to the assessment co-ordinator.</p>

Assessor Signature		Date	
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ASSESSMENT CONFIRMATION

Dear : _____ (Candidate
Name & Surname)

This serves as a confirmation that your “**Assessment Preparation Interview**” will be conducted on the _____(date) at _____(venue).

We will discuss:

- The purpose of the assessment.
- The date, time and venue of your assessment.
- The context of the NQF.
- And select the Unit Standard against which you will be assessed.
- The credit value, level, of the unit standard against which you will be assessed.
- The assessment procedure.
- The assessment methods to be used in your assessment.
- How the evidence will be collected.
- What evidence you are required to present on the day, whether direct, historical or indirect.
- Your special requirements, whether medical or personal, that will affect the assessment procedure.
- And agree to feedback procedures.
- The moderation process.
- Appeals procedure.
- Agree to and sign the assessment plan.

Please do not hesitate to contact me should you have any further queries.

Thank you

Assessor Signature	_____	Date	_____
Candidate Signature	_____	Date	_____

**ASSESSMENT PREPARATION INTERVIEW
SHEET**

	√	X	Contingency
<p>_____, your assessment will be conducted at(time) on the(day) of(month) 200...(year) at(venue).</p> <ul style="list-style-type: none"> <i>(Allow the candidate to provide alternative dates, times or venues, where feasible.)</i> 			
<p>I will briefly explain the context of the NQF to you, to ensure that you understand the reasons for the assessment being conducted in this manner.</p>			
<p>You will be assessed against Unit Standard No: Control weeds manually in plant propagation and landscaping @ NQF Level :1</p>			
<p>The Unit Standard is worth 4 credits <i>(Where the assessment is not based on an NQF Standard, please explain to the candidate that this field will not be completed.)</i></p>			
<p>In order to determine your competence levels, we will be conducting the assessment using various methods:</p> <p>You will be required to produce the following evidence in order to demonstrate your competence:</p> <ul style="list-style-type: none"> <i>(Explain the evidence requirements in terms of the assessment criteria.)</i> <i>(Explain what documentary evidence the candidate should produce on the day of the assessment, i.e. historical evidence, indirect evidence.)</i> <p><u>Observation</u> This activity requires the candidate to select the tools and equipment for manual weed removal, select personal protective equipment needed to remove weeds by hand and demonstrate the preparation and procedures for the effective removal of weeds as outlined by specific outcomes 2, 3 and 5 and the relevant assessment criteria and range statements.</p>			

	√	X	Contingency
<p><u>Knowledge Questionnaire</u></p> <ul style="list-style-type: none"> - This covers all the specific outcomes, range statement and assessment criteria as outlined by the unit standard. 			
<p>Please provide us with details regarding any special needs you may have.</p> <ul style="list-style-type: none"> • <i>(Explain to the candidate that these special needs may be of a medical or personal nature, e.g. requiring an interpreter, making provision for guide dogs, etc.)</i> • <i>(Explain to the candidate that these needs will be catered for, within the parameters of assessment validity, fairness, and reliability.)</i> 			
<p>You will be provided with detailed feedback regarding your performance on(date) by means of</p> <p><i>(Explain methods, i.e. written, interview.)</i></p> <ul style="list-style-type: none"> • <i>(Explain how and when feedback will be provided – indicate to the candidate, at which intervals feedback will be provided, using the assessment instrument.)</i> • <i>(Explain the Moderation Process.)</i> 			
<p>In the event that you are rated “Not-Yet-Competent”, you will be entitled to one (1) re-assessment opportunity.</p> <ul style="list-style-type: none"> • <i>(Explain the re-assessment procedure in terms of remedial coaching, etc.)</i> 			
<p>You are entitled to lodge an appeal should you not be in agreement with the assessor’s decision.</p> <ul style="list-style-type: none"> • <i>(Explain the appeals procedure to the candidate...see appeals procedure attached.)</i> 			
<p>Your assessment results will be forwarded to the following departments:</p> <ul style="list-style-type: none"> • <i>(Advise candidate of rights in terms of confidentiality agreements.)</i> • <i>(Advise candidate of storage procedures.)</i> 			

	√	X	Contingency
<p>You will be afforded an opportunity to provide the assessor with feedback regarding the assessment procedure, to assist us in improving our assessment practices.</p> <ul style="list-style-type: none"> <i>(Advise candidate that the Assessor Review Document should be returned, together with the signed Assessment Decision Form (this is where you would acknowledge feedback provided by the Assessor))</i> 			

Candidate's declaration of understanding

I herewith declare that I am ready for the assessment and that we have reviewed the assessment plan. I understand the assessment process and am happy that the assessment will be conducted in a fair manner.

Assessor Signature _____	•	Date _____
Candidate Signature _____		Date _____

COMPETENCE JUDGEMENT

OVERALL COMPETENCE RECORD

Candidate		Assessor	
Venue		Date	
Unit Standard	Control weeds manually in plant propagation and landscaping		

Evidence evaluation	Relevant	Valid	Authentic	Consistent	Current	Sufficient
Observation Checklist						
Knowledge Questionnaire Checklist						

EVIDENCE SUMMARY

TYPES OF EVIDENCE	ASSESSMENT METHODS	FEEDBACK	REQUIREMENTS MET	
			YES	NO
DIRECT	OBSERVATION			
DIRECT	KNOWLEDGE QUESTIONNAIRE			

ADDITIONAL FEEDBACK FROM ASSESSOR

ASSESSMENT DECISION

The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No)	
---	--

The candidate is competent in all the assessment criteria listed. (Yes/No)	
--	--

The candidate is not yet competent in the following criteria:	The following items needed some corrective action or improvement:

RE-ASSESSMENT DECISION

The candidate has submitted additional evidence that was required. The evidence is valid, relevant, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No)	
--	--

The candidate is competent in all the assessment criteria listed. (Yes/No)	
--	--

Assessor's name, surname and signature	Date

Declaration by candidate
I,declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decisions and have no further questions relating to this particular assessment process.

Candidate	Date	Assessor	Date	Moderator	Date
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APPEALS APPLICATION

Candidate		Application Date	
Assessor		Assessment Date	
Assessment Venue			

Unit Standard against which you were assessed	Control weeds manually in plant propagation and landscaping		
	Number 119694	NQF Level 1	Credits 4

What was the purpose of the assessment?	
Explain how you were assessed?	
List the reasons why you disagree with the assessment decisions.	
Which one of the following options could resolve the matter?	<input type="checkbox"/> <i>Another Assessor</i> <input type="checkbox"/> <i>Different Assessment Instrument</i> <input type="checkbox"/> <i>Different Assessment Method</i> <input type="checkbox"/> <i>Different Venue for Assessment</i> <input type="checkbox"/> <i>Different Time</i>
List any special needs you may have.	

Candidate signature _____ Date _____

Moderator signature _____

Date _____

ASSESSMENT REVIEW

Candidate		Assessor	
Venue		Review date	
Unit standard	Control weeds manually in plant propagation and landscaping.		
Review Dimension	ASSESSOR	CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practicable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements were made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment were functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeals was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
CANDIDATES DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
----- Candidate	Date	----- Assessor	Date
		----- Moderator	Date

INSTRUCTIONS TO THE LEARNER

Your assessment is divided into two parts.

In the **first assessment activity** the assessor will ask you to:

- Select the tools and equipment you will be using for the manual removal of the weeds you will be shown on the day of the assessment.
- You will then be asked to select the personal protective equipment you will be using for the manual removal of the weeds you will be shown on the day of the assessment.
- You will then be asked to remove this weed. Remember here you need to show how you prepare for the removal of this weed, how you remove this weed and how you check that all the pieces of this weed have been removed.

After you have removed the weed manually, the second assessment activity will be administered by the assessor.

The **second assessment activity** is either a written or oral knowledge test and you can choose whether you want to answer the questions verbally or in writing.

- This assessment test is made up of 8 questions.
- Before answering the questions, take your time and read each question carefully to make sure that you understand the question.
- Please make sure that you answer all the questions.
- There is no time limit so you can take as long as you need to complete the questions.
- The assessor will contact you within the next five days to give you feedback on your assessment.

Knowledge Questions

Candidate	
Venue	
Assessor	
Score	
Percentage	

Questions

1. Why do we need to get rid of weeds?

Questions
2. When is it important to control weeds?
3. How can weeds return quickly?

2. When is it important to control weeds?

3. How can weeds return quickly?

Questions

4. Name the two types of weeds and give 5 examples of each.

Questions

5. Why do you need to water the area to be weeded before you weed?

6. Why do you need to loosen the soil around the weed's stem, before you remove the weed?

Questions

7. What weeds should not be added to the compost heap?

8. How would you handle and dispose of non-compostable weeds?

ASSESSMENT

INSTRUMENT

OBSERVATION CHECKLIST

Candidate Name & Surname		Assessor Name & Surname	
Venue		Time	
Title	Control weeds manually in plant propagation and landscaping	Unit Std No	119694

S/O	A/C	Items Criteria / Evidence Requirements	Yes	No	Comment
2. Select the tools and equipment for manual weed removal.	Did the candidate:				
	2.1	<ul style="list-style-type: none"> Select appropriate tools and equipment for the removal of the specific weed? (Ask candidate to explain his/her choice). 			
	2.2	<ul style="list-style-type: none"> Check the cleanliness and working order of the tools and equipment? (Ask candidate to explain what he/she checked) 			
3. Select personal protective equipment (PPE) needed to remove weeds by hand	3.1	<ul style="list-style-type: none"> Select personal protective equipment suitable for the hazards posed by the specific weed to be removed? (Ask candidate to explain his/her choice). 			
	3.2.	<ul style="list-style-type: none"> Check and test the selected equipment for the correct working conditions? (Ask candidate to explain what he/she checked and tested) 			
		<ul style="list-style-type: none"> 			

4, Remove the weed manually	4.1.	<ul style="list-style-type: none"> Water before weeding to minimize damage to the roots of neighbouring plants? 			
	4.2.	<ul style="list-style-type: none"> Soften soil/growing medium to facilitate the removal of bulbs, roots, corms and stolons? 			
	4.3.	<ul style="list-style-type: none"> Loosen the soil around the stem of the weed? 			
		<ul style="list-style-type: none"> Manually remove the weeds around shallow rooted plants? 			
	4.4.	<ul style="list-style-type: none"> Made sure that there was minimal disturbance to the roots of desirable plants? 			
4.5	<ul style="list-style-type: none"> Check that all parts of the weed have been effectively removed? 				

KNOWLEDGE QUESTIONS CHECKLIST

Candidate Name & Surname		Assessor Name & Surname	
Venue		Time	
Title	Control weeds manually in plant propagation and landscaping	Unit Std No	119694

S/O	A/C	Questions Criteria / Evidence Requirements	Suggested Response	Candidate is Competent or Not Yet Competent
<p>1. Understand the objectives of weed control.</p>	1.1.	<p>1. Why do we need to get rid of weeds?</p>	<ul style="list-style-type: none"> ▪ Weeds deprive plants of light, nutrients and water or ▪ Reduce competition from weeds for light, water and nutrients. 	
	1.2.	<p>3. How can weeds return quickly?</p>	<ul style="list-style-type: none"> ▪ Weeds that set seed early and produce a fresh crop of weed seedlings. ▪ Weeds that grow easily from stolons, bulbs, corm and rhizomes. ▪ Weeds that re-grow from a tough root system. 	
	1.3.	<p>2. When is it important to control weeds?</p>	<ul style="list-style-type: none"> ▪ As soon as possible, before seed is set. 	
<p>4. Identify common weeds and their regenerative processes.</p>	4.1..	<p>4. Name the two types of weeds and give 5 examples of each.</p>	<ul style="list-style-type: none"> ▪ Annuals and perennials – any weeds which fall into these categories which can be removed manually 	

S/O	A/C	Questions Criteria / Evidence Requirements	Suggested Response	Candidate is Competent or Not Yet Competent
<p>5. Demonstrate the preparation and procedures for the effective removal of weeds.</p>	<p>5.1</p>	<p>5. Why do you need to water the area to be weeded before you weed?</p>	<p>Water before weeding to minimise damage to roots of neighbouring plants.</p>	
	<p>5.2</p>	<p>6. Why do you need to loosen the soil around the weed's stem, before you remove the weed?</p>	<ul style="list-style-type: none"> ▪ Loosen the soil around the weed's stem to prevent breakage of pieces of the weed which could cause the weed to grow back. 	
<p>6. Effective weed disposal.</p>	<p>6.1.</p>	<p>7. What weeds should not be added to the compost heap.</p>	<p>Any weeds that are in seed, have bulbs or corms and can reproduce after been subjected to a composting cycle.</p>	
	<p>6.2..</p>	<p>8. How would you handle and dispose of non-compostable weeds?</p>	<ul style="list-style-type: none"> ▪ Burn them in an incinerator which can be found at most municipal dumps or put them into the rubbish dump. 	

Aligned with Unit Standard:

Unit Standard Title :	Control weeds manually in plant propagation and landscaping
NQF Level :	1
Credits :	4
Purpose :	This unit standard is for people employed within the Ornamental Horticulture and landscaping industry who need to control weeds by hand, in containers, plant beds, turf grass and landscape areas.
Learning assumed to be in place	Demonstrate knowledge of communication and Numeracy at Abet level 3.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
	<p>1. Demonstrate an understanding of the objectives of weed control.</p> <ul style="list-style-type: none"> • Describe the effect that weeds have on desirable plants. • Describe the rapid re-establishment of weeds. • Explain the importance of the correct timing of weed control. <p>Range: Depriving desirable plants of light, nutrients and water, annual and perennial weeds, weeds that set seed early and produce a fresh crop of weed seedlings, weeds that grow easily from stolons, bulbs, corms and rhizomes, weeds that re-grow from a tough root system.</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made. ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Collect, analyse, organise and critically evaluate information. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
<p>2. Select the tools and equipment fro manual weed removal.</p> <ul style="list-style-type: none"> • Demonstrate the inspection of the cleanliness and working 	<ul style="list-style-type: none"> ▪ Explain the suitability of tools or equipment used for the removal of specific weeds. <p>Range : Weeding fork, hoe, slasher, spade, fork,</p>	<ul style="list-style-type: none"> ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Collect, analyse, organise and critically evaluate information. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
<p>order of the tools and equipment.</p>	<p>and trowel.</p>	<ul style="list-style-type: none"> ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
<p>3. Select personal protective equipment (PPE) needed to remove weeds by hand.</p> <ul style="list-style-type: none"> • Demonstrate the inspection and testing of the selected equipment for the correct working condition. 	<ul style="list-style-type: none"> ▪ Explain the suitability of the selection of personal protective equipment for the hazards posed by the specific weeds to be removed. <p>Range: Gloves, overalls, safety shoes, boots, eye protection.</p>	<ul style="list-style-type: none"> ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
<p>4. Identify common weeds and their regenerative processes.</p> <ul style="list-style-type: none"> • Demonstrate the removal of weeds around shallow rooted plants. • Inspect the site to ensure that the weeds have been effectively removed. 	<ul style="list-style-type: none"> ▪ Classify and give examples of the major weeds. ▪ Identify the stages in the life cycle/development of weeds, where removal is essential. <p>Range: Annual and perennial weeds commonly found in the workplace, life cycle of weeds, reproductive/regenerative characteristics of weeds, seed setting period, roots, stolons, bulbs, corms, broad leaf weeds, grasses, sedges.</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made. ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Organise and manage oneself and one's activities responsibly and effectively ▪ Collect, analyse, organise and critically evaluate information. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
		<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
<p>5. Demonstrate the preparation and procedures for the effective removal of weeds.</p>	<ul style="list-style-type: none"> ▪ Explain why the area to be weeded must first be watered well. ▪ Give reasons why the soil should be loosened around the weed's stem before it is removed. <p>Range: Water before weeding to minimize damage to roots of neighbouring plants. Soften soil/growing medium to facilitate removal of bulbs and roots, corms and stolons. Loosening the soil around the stem of a weed.</p>	<ul style="list-style-type: none"> ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Organise and manage oneself and one's activities responsibly and effectively ▪ Collect, analyse, organise and critically evaluate information. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.
<p>6. Effective weed disposal.</p> <ul style="list-style-type: none"> • Identify weeds that should not be added to the compost heap. 	<ul style="list-style-type: none"> ▪ Explain the procedures for handling and disposal of non-compostable weeds. <p>Range: Role of an incinerator. Compostable weeds or portions of</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made. ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Collect, analyse, organise and critically

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
	weeds, seeds, bulbs and corms that are capable of reproducing after being subjected to a composting cycle.	evaluate information. <ul style="list-style-type: none"> ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
1	1 – 3	<ul style="list-style-type: none"> ▪ Describe the effect that weeds have on desirable plants. ▪ Describe the rapid re-establishment of weeds. ▪ Explain the correct timing of weed control. 	Annual and perennial weeds. Weeds that set seed early and produce a fresh crop of weed seedlings. Weeds that grow easily from stolons, bulbs, corms and rhizomes. Weeds that re-grow from a tough root system.	Knowledge questionnaire	Blooms Cognitive Domain – comprehension level
2	1 – 2	<ul style="list-style-type: none"> ▪ Select the tools and equipment needed for manual weed removal. ▪ Explain the suitability of the tools or equipment needed for the removal of specific weeds. ▪ Inspect the cleanliness and working order of the tools and equipment. 	Weeding fork Hoe Slasher Spade Fork Trowel.	Activity – tool and equipment identification Knowledge questionnaire	Blooms Cognitive Domain – Application level

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
3	1 – 2	<ul style="list-style-type: none"> ▪ Select personal protective equipment (PPE) needed to remove weeds by hand. ▪ Explain the suitability of the selection of personal protective equipment for the hazards posed by the specific weeds to be removed. ▪ Inspect and test the selected equipment for the correct working conditions. 	Gloves Overalls Safety shoes and boots Eye protection Work place procedures Health and safety regulations	Activity – select PPE and inspect and test the selected equipment Knowledge questionnaire	Blooms Cognitive Domain – application level
4	1 – 4	<ul style="list-style-type: none"> ▪ Classify and give examples of the major weeds. ▪ Identify the stages in the life cycle/ development of weeds where removal is essential. ▪ Remove weeds around shallow rooted plants. ▪ Inspect the site to ensure that the weeds have been effectively removed. 	Annual and perennial weeds commonly found in the workplace.	Activity – Remove weeds Knowledge questionnaire	Blooms Cognitive Domain – application level
5	1 – 2	<ul style="list-style-type: none"> ▪ Explain why the area to be weeded must be watered well. ▪ Give reasons why the soil should be loosened around the weed’s stem. 		Knowledge questionnaire.	Blooms Cognitive domain – application level

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
6	1 – 2	<ul style="list-style-type: none"> ▪ Effectively dispose of weeds. ▪ Identify weeds that should not be added to the compost heap. ▪ Explain the procedures for handling and disposal of non-compostable weeds. 	Workplace procedures.	Activity – Dispose of weeds. Knowledge questionnaire.	Bloom’s cognitive domain – application level.