

**Plant and establish ornamental plants**

**from containers into open ground**

# **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****Plant and Establish Ornamental Plants from Containers into Open Ground**

<b>UNIT STANDARD NUMBER:</b>	<b>119706</b>
<b>UNIT STANDARD LEVEL:</b>	<b>NQF 1</b>
<b>CREDITS:</b>	<b>5</b>
<b>FIELD:</b>	<b>Agriculture and Nature Conservation</b>
<b>SUB FIELD:</b>	<b>Horticulture</b>
<b>ISSUE DATE:</b>	<b>2006-02-09</b>
<b>REVIEW DATE:</b>	<b>2006-02-09</b>

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**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 assess the readiness of plants for planting, place plants at appropriate spacing, remove plants from containers with due care, plant at the correct depth and give appropriate care to new plants.

**LEARNING ASSUMED TO BE IN PLACE**

Demonstrate knowledge and understanding of communication and Numeracy at Abet level 3.

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1 *Continued on next page*

**Specific Outcomes and Assessment Criteria:**

**Specific Outcome 1**

**Select plants from stockholding or the nursery and prepare for planting.**

**Outcome Range:**

- Plants include seedlings, herbaceous perennials, shrubs, trees, size and condition of plants, properly developed root ball, container growing, medium saturated.

**Assessment Criteria**

1. Explain the criteria to be used when selecting plants for planting out.
2. Explain the reasons for soaking plants before planting.
3. Demonstrate the correct moisture content of the growing media for planting.

**Specific Outcome 2**

**Arrange plants in the areas where they are to be planted.**

**Outcome Range:**

- Spacing of common annual and perennial plants, degree of coverage required, spread of mature plant.

**Assessment Criteria**

1. Describe the factors that influence the planting density of various plant types.
2. Demonstrate the appropriate spacing for common annual seedlings.

**Specific Outcome 3**

Prepare a suitable hole to receive the plant.

**Outcome Range:**

- extent of mature root development, digging and planting tools, retain topsoil, soil friability, hole size, soil improvements, compost, manure, fertilizers.

**Assessment Criteria**

1. Demonstrate the proper use of and care of tools.
2. Demonstrate the preparation of a suitable hole for the plant.
3. Describe the procedures for the enrichment of the base and backfill material for planting.

**Specific Outcome 4**

Remove the plant from its container and place it in the hole at the correct level.

**Outcome Range:**

- Seedling tray, plug tray, pot, plastic bag, maintain soil level at stems.

**Assessment Criteria**

1. Demonstrate the correct method of removing the plant from the container.
2. Demonstrate the correct method of handling the plant when planting.
3. Explain the importance of planting at the correct level.

**Specific Outcome 5**

**Backfill and complete planting.**

**Assessment Criteria**

1. Explain the necessity of keeping the plant vertical when backfilling.
2. Demonstrate the correct backfilling around the plant, to prevent the burying of its leaves and branches.
3. Demonstrate the procedures for the enrichment of the base and backfill material for planting.

**Specific Outcome 6**

**Prepare bedding area and plant annuals.**

**Outcome Range:**

- Common annuals found in the workplace, tilling, rotavating, compost, manure, fertilizers.

**Assessment Criteria**

1. Demonstrate the tilling and addition of soil enrichments to the bedding area.
2. Demonstrate the correct spacing and the hollowing out of the holes for the annuals.
3. Demonstrate the placing of an annual and the 'firming' of the soil around it.

**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. All 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.

**Developmental Outcomes**

1. Reflecting on and exploring a variety of strategies to learn more effectively.
2. Participating as responsible citizens in the life of local, national and global communities.
3. Being culturally and aesthetically sensitive across a range of social contexts.
4. Exploring education and career opportunities.
5. Developing entrepreneurial opportunities.

**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, 2, 3, 4, 5 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 1, 2, 3, 4, 5 and 6.
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 3, 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 outcome 3, 5 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 outcome 1, 3, 5 and 6.

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**ASSESSMENT STRATEGY**

<b>UNIT STANDARD TITLE</b>	Plant and establish ornamental plants from containers into open ground.	<b>UNIT STANDARD NUMBER</b>	119706
<b>LEVEL</b>	NQF Level 1	<b>TOTAL CREDIT VALUE</b>	5
<b>TARGET GROUP</b>	<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 assess the readiness of plants for planting, place plants at appropriate spacing, remove plants from containers with due care, plant at the correct depth and give appropriate care to new plants.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> <li>▪ Select plants from stockholding or the nursery and prepare for planting.</li> <li>▪ Arrange plants in the areas where they are to be planted.</li> <li>▪ Prepare a suitable hole to receive the plant.</li> <li>▪ Remove the plant from its container and place it in the hole at the correct level.</li> <li>▪ Backfill and complete planting.</li> <li>▪ Prepare bedding area and plant annuals.</li> </ul>		

<b>Context of Assessment</b>	<b>The Purpose of the Assessment</b>
	<p><b>Range Addressed</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <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 plant from containers into the open ground.</p>

	<b>Assessment Approach</b>
	<p>Assessment is focused on the applied competence of the learner and the relevant unit standard determines the assessment criteria.</p> <p><b>Summative Assessment</b> This is a summative assessment and assesses Candidates taking part in the National Certificate in Ornamental Horticulture Learnership at NQF Level 1.</p> <p><b>RPL</b> This assessment may also be used to assess Candidates for RPL purposes</p> <p><b>Diagnostic</b> 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><b>Rating</b> Learners are rated "Competent" or "Not Yet Competent".</p>

<b>Assessment Instruments</b>	
<b>Types of Evidence</b>	<b>Assessment Method</b>
Direct	<p><b>Observation</b> of planting from containers into open ground and proper use of and care of tools.</p> <p><b>Questioning</b> by means of an oral or written test to determine foundational and reflective competence.</p>
<b>Assessment Conditions</b>	
<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 plant from containers into open ground and demonstrate the underlying knowledge as stipulated by the Unit Standards specific outcomes, range statements and assessment criteria.</p>	

	<b>Assessment Team</b>
	<p>The assessment team consists of the following:</p> <ul style="list-style-type: none"><li>▪ Evidence Collection Facilitator</li><li>▪ Assessor</li><li>▪ Internal Moderator (20% of all portfolios are moderated)</li><li>▪ External Moderator (20% of portfolios are moderated)</li></ul>
	<b>Special Assessment Needs</b>

	<p>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>In addition the knowledge test may be administered as an oral interview or as a written test depending on the confidence and language levels of the candidates.</p>
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**ASSESSMENT PROCESS**

<b>The Steps:</b>	<b>How:</b>
<b>Prepare for the Assessment</b>	<p>1. Review this assessment guide to:</p> <ul style="list-style-type: none"> <li>▪ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.</li> <li>▪ Validate the assessment instruments against the candidate’s context.</li> <li>▪ Ensure that you have familiarised yourself with all the policies and procedures referred to in the assessment guide.</li> </ul> <p>2. Identify and prepare the candidate for the assessment by:</p> <ul style="list-style-type: none"> <li>▪ Conducting the <b>“Assessment Preparation Interview, Sheet”</b> where all the details regarding the assessment are discussed and agreed to by all parties.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ Provide the candidate with a letter detailing all the specifications covered in the <b>“Assessment Preparation Interview Sheet.”</b></li> </ul>
<b>Conduct Assessment</b>	<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><b><u>Observation 1</u></b> This assessment covers specific outcomes 1, 2, 3, 4 and 6 and all the related range statements and assessment criteria and relates to preparing and planting annual plants into the open ground and proper use of and care of tools.</p> <p><b><u>Observation 2</u></b> This assessment covers specific outcomes 3, 4, 5 and all the related range statements and assessment criteria and relates to preparing a suitable hole and planting plants from containers into the open ground and proper use of and care of tools.</p> <p><b><u>Knowledge Questioning</u></b> This assessment covers all the foundational competence as outlined by the specific outcomes, range statements and assessment criteria in 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 align="center"><b>Make assessment Decision</b></p>	<ol style="list-style-type: none"> <li>1. Make assessment decision and discuss the results with the learner in a face-to-face interview.</li> <li>2. Ensure that your feedback is developmental and supportive in nature.</li> <li>3. Advise the candidate on what action to follow in the event of a “Not-Yet-Competent”.</li> <li>4. Advise the candidate on what action to take where he/she feels the need to appeal your decision.</li> <li>5. Allow the candidate time to provide you with feedback relevant to the process.</li> <li>6. Ensure the candidate counter-signs the <b>“Assessment Decision”</b> to indicate his/her agreement to the feedback and overall score.</li> <li>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.</li> <li>8. Handle any disputes and identify matter that requires contingency planning.</li> </ol>
<p><b>Review the Assessment Process</b></p>	<p>Complete the <b>“Assessment Review”</b> 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"> <li><i>(Allow the candidate to provide alternative dates, times or venues, where feasible.)</i></li> </ul>			
<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: <b>Plant and establish ornamental plants from containers into open ground.</b></p> <p><b>@ NQF Level :1</b></p>			
<p>The Unit Standard is worth 5 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"> <li><i>(Explain the evidence requirements in terms of the assessment criteria.)</i></li> <li><i>(Explain what documentary evidence the candidate should produce on the day of the assessment, i.e. historical evidence, indirect evidence.)</i></li> </ul> <p><b><u>Observation 1</u></b> This covers specific outcomes 1, 2, 3, 4 and 6 in the unit standard and its related range statements and assessment criteria but excludes the knowledge questions.</p> <p><b><u>Observation 2</u></b> This covers specific outcomes 3, 4 and 5 in the unit standard and its related range statements and assessment criteria but excludes the knowledge questions.</p> <p><b><u>Knowledge Questionnaire</u></b> This covers all the specific outcomes, range statement and assessment criteria as outlined by the unit standard.</p>			

	√	X	Contingency
<p>Please provide us with details regarding any special needs you may have.</p> <ul style="list-style-type: none"> <li><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></li> <li><i>(Explain to the candidate that these needs will be catered for, within the parameters of assessment validity, fairness, and reliability.)</i></li> </ul>			
<p>You will be provided with detailed feedback regarding your performance on .....(date) by means of ..... (Explain methods, i.e. written, interview.)</p> <ul style="list-style-type: none"> <li><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></li> <li><i>(Explain the Moderation Process.)</i></li> </ul>			
<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"> <li><i>(Explain the re-assessment procedure in terms of remedial coaching, etc.)</i></li> </ul>			
<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"> <li><i>(Explain the appeals procedure to the candidate...see appeals procedure attached.)</i></li> </ul>			
<p>Your assessment results will be forwarded to the following departments:</p> <ul style="list-style-type: none"> <li><i>(Advise candidate of rights in terms of confidentiality agreements.)</i></li> <li><i>(Advise candidate of storage procedures.)</i></li> </ul>			
<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"> <li><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></li> </ul>			

**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

<b>Candidate</b>		<b>Assessor</b>	
<b>Venue</b>		<b>Date</b>	
<b>Unit Standard</b>	<b>Plant and establish ornamental plants from containers into open ground.</b>		

Evidence evaluation	Relevant	Valid	Authentic	Consistent	Current	Sufficient
Observation Checklist 1						
Observation Checklist 2						
Knowledge Questionnaire Checklist						

#### EVIDENCE SUMMARY

Ⓞ TYPES OF EVIDENCE	Ⓞ ASSESSMENT METHODS	FEEDBACK	REQUIREMENTS MET	
			YES	NO
DIRECT	OBSERVATION 1			
	OBSERVATION 2			
	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)	
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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)	
--	--

<b>Assessor's name, surname and signature</b>	Date

<b>Declaration by candidate</b>
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

<b>Candidate</b>		<b>Application Date</b>	
<b>Assessor</b>		<b>Assessment Date</b>	
<b>Assessment Venue</b>			

<b>Unit Standard against which you were assessed</b>	<b>Plant and establish ornamental plants from containers into open ground.</b>		
	Number 119706	NQF Level 1	Credits 5

<b>What was the purpose of the assessment?</b>	
<b>Explain how you were assessed?</b>	
<b>List the reasons why you disagree with the assessment decisions.</b>	
<b>Which one of the following options could resolve the matter?</b>	<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>
<b>List any special needs you may have.</b>	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_  
 Moderator signature \_\_\_\_\_ Date \_\_\_\_\_

**ASSESSMENT REVIEW**

<b>Candidate</b>		<b>Assessor</b>	
<b>Venue</b>		<b>Review date</b>	
<b>Unit standard</b>	Plant and establish plants from containers into open ground.		
<b>Review Dimension</b>	<b>ASSESSOR</b>	<b>CANDIDATE</b>	<b>ACTION</b>
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	
<b>CANDIDATES DECLARATION OF UNDERSTANDING</b>			
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 CANDIDATE**

This assessment is made up of three parts.

Firstly you will be watched by an assessor as you:

- Select suitable annual plants from the stockholding or nursery area.
- Prepare the bedding area to plant the annuals.
- Arrange annuals in the areas where they are to be planted.
- Remove annuals from their containers and plant them at the correct level.
- Demonstrate the proper use of and care of tools

After you have finished this assessment, you will be given a break. Then you will do the second assessment and the assessor will watch you as you:

- Prepare a suitable hole for the plant you are given.
- Remove the plant from its container and place it in the hole at the correct level.
- Backfill and complete planting.
- Demonstrate the proper use of and care of tools.

The final part of your assessment will be a knowledge questionnaire. This assessment is made up of 6 questions and may be answered orally or in writing.

If you will be answering the questions in writing, take note of the following instructions.

- Before answering the questions, take your time and read each one question.