

**Demonstrate an understanding of the
basic structure of ornamental plants**

Assessment Guide

TABLE OF CONTENTS

	Document	Page Number
Assessment Details		
1	Candidate Contact Details	2
Assessment Guidelines		
2	Unit Standard: Demonstrate an understanding of the basic structure of ornamental plants	3
3	Assessment Strategy	8
4	Assessment Process	12
5	Assessment Confirmation	14
6	Assessment Preparation Interview Sheet	15
7	Competence Judgement (Overall Competence Record)	17
8	Assessment Decision (Motivation)	18
9	Appeals Application	19
10	Assessment Review (Candidate and Assessor)	20
11	Assessment Activity	21
Assessment Instruments		
12	Interview Questionnaire	31
Additional Documentation		
13	Assessment Design Document	39

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

Demonstrate an understanding of the basic structure of ornamental plants

UNIT STANDARD NUMBER:	119711
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 recognise the different parts of a plant and their function.

The qualifying learner is able to:

- Explain the role of the leaf in the plants structure and growth of a plant.
- Indicate the functions of the root in the structure and development of a plant.
- Identify the functions of the stem in the structure and development of a plant.
- Explain the role of the flower in the reproductive process.

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

Explain the role of the leaf in the plants structure and growth of a plant.

Outcome Range:

- Common leaves and their individual characteristics.
- Factors that influence photosynthesis.

Assessment Criteria

1. The structure and form of various common leaves is described.
2. . The role of photosynthesis in plant growth is outlined.

Specific Outcome 2

Indicate the functions of the root in the structure and development of a plant.

Outcome Range:

- Common root systems, anchoring the plant, absorption of water and nutrients.

Assessment Criteria

1. The structure of the root and root system is described.
2. . The function of the root in absorbing water and nutrients from the soil is explained.
3. The importance of the anchoring function of the roots is explained.

Specific Outcome 3

Identify the functions of the stem in the structure and development of a plant.

Outcome Range:

- Stems of common plants, including ground covers, plant support, transportation of water and nutrients.

Assessment Criteria

1. The structure and support role that the stem plays in plants is described.
2. The transportation of water and nutrients through the stem to the leaves and flowers is explained.

Specific Outcome 4

Explain the role of the flower in the reproductive process.

Outcome Range:

- Common flowers, scent, colour, aesthetics.

Assessment Criteria

1. The structure and components of the flower are described.
2. The factors that aid pollination are described.

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 outcome 3.
- 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 and 4.
- 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 and 4.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Specific outcome 1, 2, 3 and 4.

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

ASSESSMENT STRATEGY

UNIT STANDARD TITLE	Demonstrate an understanding of the basic structure of a plant.	UNIT STANDARD NUMBER	119711
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 recognise the different parts of a plant and their function.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> ▪ Explain the role of the leaf in the plants structure and growth of a plant. ▪ Indicate the functions of the root in the structure and development of a plant. ▪ Identify the functions of the stem in the structure and development of a plant. ▪ Explain the role of the flower in the reproductive process. 		

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 different parts of a plant and their function.</p>

	<p>Assessment Approach</p> <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</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------