

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Plant Structures and Functions

Level 2

Copyright ©



P.O. Box 461, Hillcrest, 3650
(031) 313-3364

Title:		Understand the Structure and Functions of a Plant					
Applied Title:		Understand the Structure and Functions of a Citrus Plant					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Plant Structures and Functions					
Context:		Citrus Production					
US No:	116057	Level:	2	Credits:	5	Notional Hours:	50
Author:		Cabeton Consulting, Prof. P.J. Robbertse					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

Disclaimer

By accepting this document and reading its contents you agree to be bound by the terms of this disclaimer.

The use of the contents of this document is at your own risk. Neither the Citrus Academy nor the CRI or the CGA warrant that the content of this document is suitable for your intended use or that it is free of inaccuracies or omissions. The opinions and advice expressed in this document are not necessarily those of the Citrus Academy, the CRI or the CGA. The Citrus Academy, the CRI and the CGA, their directors, officers, employees, agents and contractors shall not be liable for any loss or damage of any nature suffered by any person as a direct or indirect result of the use of, or inability to use any advice, opinion or information contained in this document, or any misrepresentation, misstatement or omission, whether negligent or otherwise, contained in this document.

You indemnify the Citrus Academy, the CRI and the CGA against any claim by any third party against the Citrus Academy, the CRI or the CGA, their directors, officers, employees, agents or contractors arising from, or in connection with, the use of, or reliance on, the contents of this document. It is your responsibility to determine suitability of the contents of this document for your intended use.

Table of Contents

Directions 4
 Step 1 5
 Step 2 6
 Step 3 7
 Step 4 8
 Step 5 9
 Step 6 19
 Step 7 20
 Step 8 23
 Step 9 24
 Step 10 31



Directions

Please Note: There is a separate assessment guide for the learner. The learner must use this guide to prepare himself / herself for the assessment.

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor who is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the assessment guide for learners.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are applicable during the execution of this assessment are available on the website of the Citrus Academy, contained in a document named Policies and Procedures for Assessment, and must be strictly adhered to. The assessor must familiarise himself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

US No:	116057	Level:	2	Credits:	5
---------------	--------	---------------	---	-----------------	---

The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Learner Poster Presentation	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.

Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

The format is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content.



Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Understand the Structure and Functions of a Plant	
Registration Number	116057	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Learner Poster Presentation	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

The learner assessment guide contains comprehensive activities and worksheets that the learner must complete during the delivery of the learning program. It is imperative that these activities be completed as part of the learning process in order to give the learner the opportunity to develop the skills, knowledge and attitudes that are required for competence.

Learners must complete all the activities in the workbook.

Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

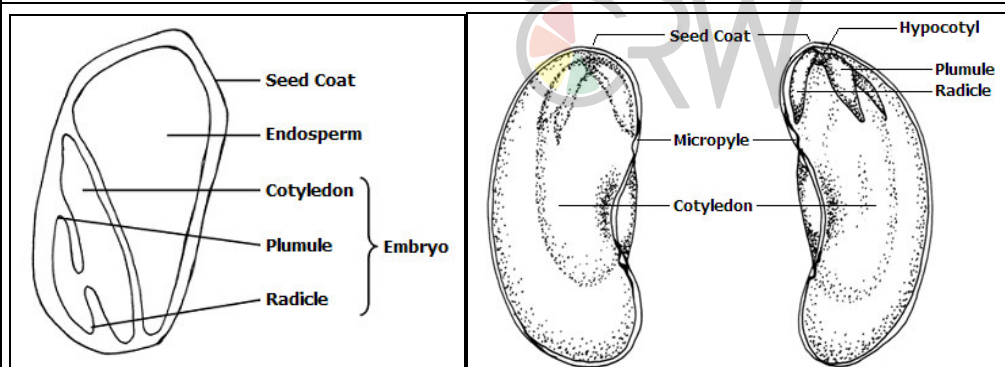
The learner hands in the learner assessment guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the following marking matrix.

The learner should not move on to the next step before this step has been completed and learners show sufficient capacity and readiness for summative assessment. If problems areas are identified, the learner should be guided with a developmental action plan, which is documented separately and signed by the learner, the facilitator and the assessor.

Model answers are provided below.

Activity 1 – Make a Sketch

Draw a basic sketch of a seed and label all the parts.



Activity 2 – Discussion

Discuss the questions below with a partner and make notes for yourself.

1. What is an embryo of a plant?

A plant in the early stages of development before an organism becomes self-supporting. The embryo is contained in the seed.

2. How did the embryo come to exist?

Through pollination where the male pollen grains fertilised the female ovule.

3. What has to happen for the embryo to develop into an adult plant?

Germination. Germination is the when the embryo resumes its active growth phase. The seed must be in environmental conditions conducive to germination, being sufficient water and oxygen, favourable temperatures, and adequate light. The stages of germination are imbibition, start of metabolism, radicle emergence and growth of plant parts.

4. Give the names of the structures that emerge from the seed when it germinates and explain what they will become.

Radicle becomes tap root in dicot plants. Hypocotyl becomes part of stem between roots and where cotyledons are attached (epigeal germination), plumule grows into epicotyl – part of stem above cotyledons.

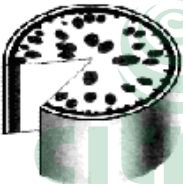
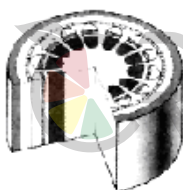
5. What is a monocotyledon (monocot)?

Plants with seeds containing one seed leaf.

6. What is dicotyledon (dicot)?

Plants with seeds containing two seed leaves.

7. How do monocot and dicot plants differ from each other?

	Seed	Root	Stem	Leaf	Flower
Monocots	 One cotyledon in seed	 Adventitious root system	 Vascular bundles usually complexly arranged	 Leaf veins form a parallel pattern	 Flower parts in threes and multiples of three
Dicots	 Two cotyledons in seed	 Usually has taproot	 Vascular bundles usually arranged in ring	 Leaf veins form a net pattern	 Flower parts in fours or fives and their multiples

Activity 3 – Worksheet

Complete the worksheet below in your own words.

1. Where are roots of plants found?

Beneath the soil surface

2. What are the different root systems? Give an example of each type of root system.

Taproot e.g. any dicot plant and adventitious root system e.g. any monocot plant

3. What are the functions of the roots?

- **Anchor the plant**
- **Absorb water and minerals**
- **Store carbohydrates**

Activity 4 – Class Discussion

Discuss the questions below and make notes for yourself.

1. What is geotropism or gravitropism?

The turning or growth movement by a plant in response to gravity.

2. Which plant structures display gravitropism?

Roots and stems

3. How do these plant structures display gravitropism?

Roots display positive gravitropism, i.e. grow downward. Stems display negative gravitropism, i.e. grow upward.

Activity 5 – Worksheet

Complete the worksheet below in your own words.

1. Where on the plant do you find a stem?

Between the roots and shoots

2. What are the functions of stems or trunks?

- **Transport water and minerals and photosynthetic products**
- **Store carbohydrates**
- **Give plant structure (framework)**

3. Name the different types of stems. Give an example of a plant with such a stem each time.

- **Crowns - short and inconspicuous stems. Such plants are said to be stemless such as Gerbera spp. (Baberton Daisy). Crown is also the name for the base of the stems where roots arise.**
- **Simple - stems without branches (side growths), such as in Papaya and Corn.**
- **Branched - stems with more than one terminal bud; with side growths or branches.**
- **Climbing - stems too weak to support themselves, which lean or twist about other plants or posts for support, such as in Bougainvillea spp. (bougainvillea).**
- **Creeping - stems which rest on the surface of the ground, sending down roots at the nodes or joints, such as in the weed Trailing Lantana.**
- **Rhizomes - prostrate, usually thickened, subterranean stems, with leaves coming from one side and roots from the other, such as Canna and some of the Begonia spp.**
- **Stolons - slender, modified stems growing along the surface of the ground and rooting at the nodes, as in Strawberry.**

4. What type of stem or trunk do citrus trees have?

Branched trunk

5. Briefly explain how stems transport water and nutrients.

Through xylem and phloem vessels

Xylem cells transport water and nutrients from where they are absorbed by the roots to where they are used mostly by the leaves to produce carbohydrates.

Phloem moves sap (dissolved carbohydrates) from where they are made to where they will be used.

Activity 6 – Worksheet

Complete the worksheet below in your own words.

1. Where on the plant do you find leaves?

On the branches or shoots; above the soil.

2. What are the functions of leaves?

Photosynthesis, transpiration, respiration

3. List the reaction of citrus leaves to:

Drought	Reduces stem and leaf cell expansion, resulting in reduced plant height and less leaf area.
Wind	Induces water stress and reaction is similar to drought; leaf damage also possible; leaf loss also possible
Flooding	Leaf drop might occur due to all round plant death (root suffocation)
Darkness	Stomata of most plants also close in the dark.

4. Explain briefly what photosynthesis is and how it works.

Photosynthesis literally means light production, or production by light (photo=light, synthesis=production) and is the metabolic process by which green plants turn carbon dioxide and water into food using energy obtained from sunlight.

Activity 7 – Practical

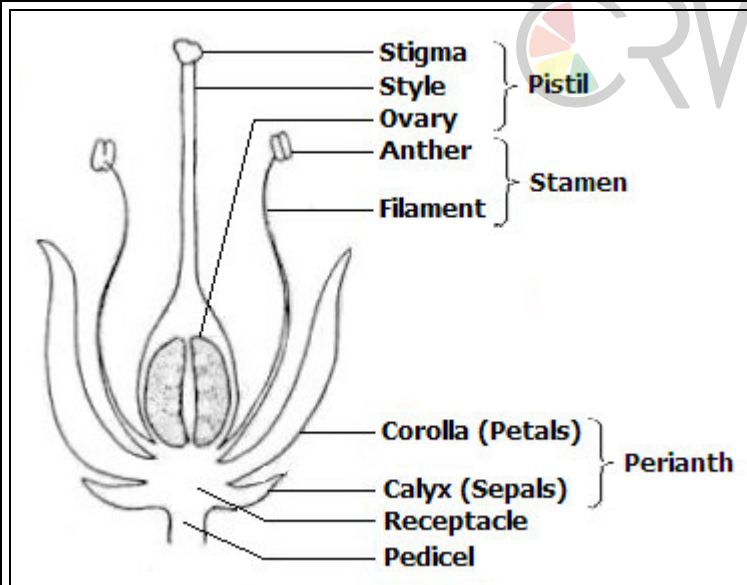
Find examples or draw pictures of different types of leaves and give the name of the plant from which the leaf came. Paste a leaf from a citrus tree, label the parts of the leaf and classify the type of leaf.

No model answers given due to variation and multiple options.

Include example of citrus leaf and classify.

Activity 8 – Make a Sketch

- Draw a picture of a flower and label the parts of the flower.
- Write next to each part its function.
- Indicate where the male and female parts of the flower are.



Pedicle: The pedicle is a stalk of a flower.

Receptacle: The receptacle is a set of very closely spaced nodes to which the whorls of flower parts, or modified leaves, are connected.

Perianth: The perianth is the collective name for the calyx and corolla.

Calyx (sepals): The calyx is the outermost whorl of a flower, a group of sepals, usually green, around the outside of a flower that encloses and protects the flower bud.

Corolla (petals): The corolla is the second whorl of modified leaves of the flower. The calyx is the petals of a flower collectively and forms a ring around the reproductive organs. The corolla are usually brightly coloured and attract pollination agents.

Stamen: The stamens form the third whorl of modified leaves on the inside of the corolla and are the male reproductive organs of a flower. The stamen consists of filament and anther.

Filament: The filament is a slender stalk that supports the anther.

Anther: The anther is a male flower part that bears pollen in sacs.

Pistil: The pistil is the innermost whorl of the flower, and the female reproductive organ of the flower. The pistil consists of the ovary, style and stigma.

Ovary: The ovary consists of one or more parts, or carpel leaves, forming chambers, containing the ovules. The ovary will become the fruit after fertilisation of the ovules.

Style: The style is an extension of the ovary, shaped like a stalk, and supports the stigma.

Stigma: The stigma is the top part of the pistil that receives the male pollen grains.

Female: Pistil (ovary, style, stigma)

Male: Stamen (filament, anther)

Activity 9 – Worksheet

Complete the worksheet below in your own words.

1. What is the difference between male, female and bisexual flowers?

Male: Flowers lacking female reproductive parts (pistils)

Female: Flowers lacking male reproductive parts (stamen)

Bisexual: Has both male and female parts on one flower

2. Which flowers form seed and fruit?

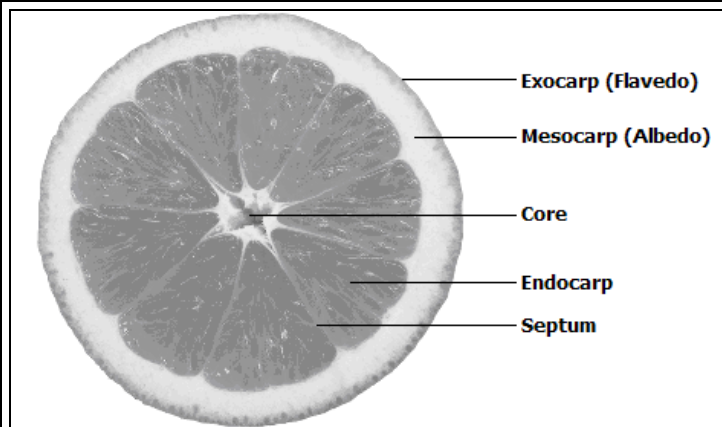
Female or bisexual, i.e. fruit with functioning female parts

Activity 10 – Practical

Paste pictures of as many different fruit as possible and classify the type of fruit. Include a picture of the citrus crop from your farm and classify the fruit.

None provided due to option and variation in interpretation.

Make a detailed sketch of the fruit from your citrus crop and label all the parts.

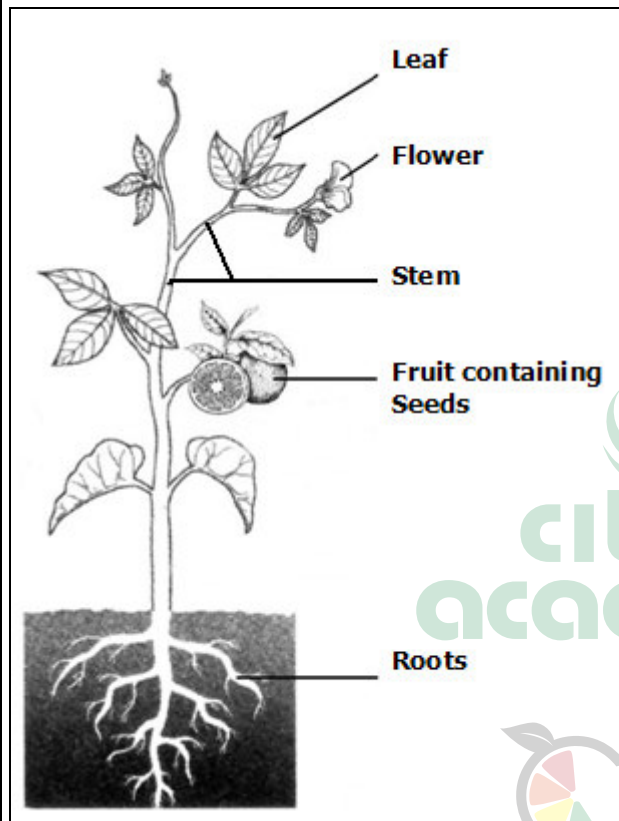


Activity 11 – Make a Sketch

Draw a sketch of a citrus tree and label the following structures:

- The roots
- The trunk
- The shoots
- The leaves
- The fruit

Next to each label, write the basic functions of the structure.



Functions:

- **Roots:** Anchor plant; absorb water and minerals; store carbohydrates
- **Trunk:** Support; link below soil structures to above soil structures; contains transportation vessels
- **The shoots:** Support leaves, buds, flowers, fruit
- **The leaves:** Photosynthesis, respiration and transpiration
- **The fruit:** Contain seed, store carbohydrates and sugars and acids

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116057 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<i>Specific Outcome 1: Identify the basic parts that make up a seed and its basic function</i> <i>Range:</i> The parts of the seed may include but is not limited to seed coat, hypocotyls, cotyledons, embryo and endosperm	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<i>Specific Outcome 2: Demonstrate an understanding of the different root systems and their basic function</i> <i>Range:</i> Root system may include, but is not limited to tap root, adventitious roots and root hairs. Chemicals may refer to plant nutrients (e.g. fertilisers, manure or organic matter)	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<i>Specific Outcome 3: Demonstrate an understanding of different stem types</i> <i>Range:</i> The different stem types may include, but is not limited to corns, rhizomes, tubers, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	

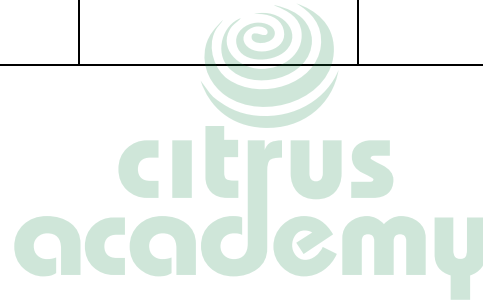
Marking Matrix and Assessor Report for Formative Assessment Activities

Formative Evidence Collection Summary for Unit Standard 116057 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 4: Identify the different types of leaves and the role leaves play in food production for the plant <i>Range:</i> The different types of leaves may include but is not limited to narrow, broad, simple and compound leaves. Food production refers to photosynthesis.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
Specific Outcome 5: Identify the different parts of the flower and their basic functions <i>Range:</i> The different parts of a flower may include, but is not limited to sepals, petals and pistils.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
Specific Outcome 6: Demonstrate an understanding of the different types and parts of a fruit <i>Range:</i> The different types of fruits may include but is not limited to drupes, pomes, and stones. The different parts of the fruit may refer to the exocarp, mesocarp and endocarp	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct		
US CCFO: Identifying	Attends all lessons, activities, practical and completes activities and workbook as per	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner	N/a	
US CCFO: Working					
US CCFO: Organising					

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116057 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
US CCFO: Communicating	instructions		should be made in the facilitator report.		
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					



Assessment Feedback Form – Activity Workbook			
		Comments / Remarks	
Feedback to learner on assessment			
Feedback from learner to assessor			
Learner's Signature			Date:
Assessor's Signature			Date:



Step 6

Learner Presentation

Before the summative task is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner this section in the learner assessment guide. The learner and assessor must sign off this section to acknowledge that this step was completed. The format is as reflected in the Assessment guide for learners. Please read it and familiarise yourself with its content.

- Use the planning and questioning format below to help you collect evidence for foundational and embedded knowledge as prescribed by the outcomes of the unit standards. Check for completeness against this set of questions and gather evidence of the presentation both in writing and show proof of witnessing the presentation.
- Provide the questions as listed to the learners as a guide.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence is an 85% overall test score.
- Only a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field can mark this assessment tool for learner assessment.
- If no such a person can be found to assess the learner, then it is advised that a qualified assessor consults with the appropriate subject matter expert prior to the assessment in order to establish key points for competence and / or uses model answers as supplied by a subject matter expert to allocate marks. The subject matter expert should be consulted for any answers that the assessor might have queries on.
- Use a header in the following format for each test paper:

Unit Standard:	116057	NQF Level:	2
Learner Name			

Draw a picture of your crop where you show the following plant structures: • The roots • The stem or trunk • The branches • The shoots • The fruit • The leaves	35%
Make a separate sketch of a citrus seed and label the parts of the seed.	10%
Write next to each plant structure its basic function(s).	35%
If there are different types of the structures that can be found on different plants, classify the type of structures on your crop, for example a tap root system or a fibrous root system, the type of leaf, the type of fruit; classification of the seed.	15%
Write at the top of your sketch whether your crop is a monocot or a dicot and list reasons for this.	5%

Step 7

Integrated Summative Assessment Tool

One assessment tool is provided in this step, being:

1. Attitudes and Attributes Assessment Tool

This assessment tool has been drafted in its entirety and follows below. It must be copied and completed for every learner in the same manner and according to the same procedure.

Learners must not be given these tools in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of these tools and is drafted in a format that is appropriate to the learner's level of language competence.

1. Attitudes and Attributes Assessment Tool

- Use this rating scale to judge the learner's CCFO competence according to the unit standard.
- The learner's entire performance and all the stages of learning, as well as all gathered evidence must be considered for this section.
- It is advised that the assessor consult with facilitators, mentors, coaches and supervisors in order to ensure that an objective rating is allocated.
- A rating between 1 and 5 should be given, as follows:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

- Learner must be given constructive feedback on each rating.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 3:5 in EVERY CCFO.

At the end of this step, an assessment feedback form is provided which must be completed and signed by the assessor, learner and moderator, where applicable.

Attitudes and Attributes Assessment Tool

Use the following rating table in this assessment:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

CCFO Criteria	Rating
Identifying – The learner can identify problems and deficiencies correctly.	
Working in a Team – The learner is able to work well as member of a team.	
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.	
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.	
Demonstrating – The learner is able to show and perform the tasks required correctly.	
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.	
Science – Learner is able to utilise and use science and technology effectively	
Collecting – Learner can effectively gather information	



Assessment Feedback Form			
	Comments / Remarks		
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	You have been found: ☐ Competent ☐ Not yet competent in this unit standard	Actions to follow: ☐ Assessor report to ETQA ☐ Learner results and attendance certification issued	
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

- Note that only outcomes on which the learner was found not yet competent must be re-assessed.
- The same procedures in steps 6 and 7 are repeated.
- The tool must be adapted at discretion of the assessor. Best practice is not to present the exact same format and questions if possible.
- Use your expertise and judgement to ensure that the method of re-assessment remains integrated and relevant to the expected outcomes.



Step 9

Documentation

The following documentation is addressed in this step:

1. Learner and assessor information reports;
2. Assessor report and summative evidence collection summary;
3. Learner assessment re-actionnaire;
4. Assessor's assessment review and improvement document;
5. Assessment appeal form

1. Learner and Assessor Information Forms

The learner information form is in the assessment guide for learners. The assessor information form follows. These forms must be completed for each individual learner and placed in the learner's portfolio of evidence.

2. Assessor Report and Summative Evidence Collection Summary

This report follows after the information report. Use it to summarise the findings during assessment. Please complete the copy of this report that is in the learner assessment guide.

3. Learner Assessment Re-Actionnaire

A pro-forma for the learner assessment re-actionnaire is included in the learner assessment guide. Ask the learner to complete this form and sign it.

4. Assessor's Assessment Review and Improvement Document

The assessor is expected to complete the assessor review of the assessment process, using the pro-forma document of which an example follows. Please complete the copy of the document in the learner assessment guide. This document must be discussed with the learner and any learner commentary should be recorded.

5. Assessment Appeal Form

The assessment appeal form is also provided in the learner assessment guide. Assist the learner to complete the document if necessary.

The learner must be requested to sign-off all reports and documents before they are placed in the portfolio of evidence.

Assessor Information Form			
Unit Standard	116057		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 1: Identify the basic parts that make up a seed and its basic function</i> <i>Range:</i> The parts of the seed may include but is not limited to seed coat, hypocotyls, cotyledons, embryo and endosperm	Summative Poster Design	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2: Demonstrate an understanding of the different root systems and their basic function</i> <i>Range:</i> Root system may include, but is not limited to tap root, adventitious roots and root hairs. Chemicals may refer to plant nutrients (e.g. fertilisers, manure or organic matter)	Summative Poster Design	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 3: Demonstrate an understanding of different stem types</i> <i>Range:</i> The different stem types may include, but is not limited to corns, rhizomes, tubers, etc.	Summative Poster Design	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 4: Identify the different types of leaves and the role leaves play in food production for the plant</i> <i>Range:</i> The different types of leaves may include but is not limited to narrow, broad, simple and compound leaves. Food production refers to photosynthesis.	Summative Poster Design	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 5: Identify the different parts of the flower and their basic functions</i> <i>Range:</i> The different parts of a flower may include, but is not limited to sepals, petals and pistils.	Summative Poster Design	CCFO Rating Scale			
<i>Specific Outcome 6: Demonstrate an understanding of the different types and parts of a fruit</i> <i>Range:</i> The different types of fruits may include but is not limited to drupes, pomes, and stones. The different parts of the fruit may refer to the exocarp, mesocarp and endocarp	Summative Poster Design	CCFO Rating Scale			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	<i>Foundational and Embedded Knowledge</i>	<i>Practical Skills, Underpinning Knowledge and Reflexive Competence</i>			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: - Names and functions of the different parts of the plant including the roots, leaves, flower and fruit - Different properties, composition and characteristics of plants - Descriptions of the life cycle of plants - Basic concepts of water/ chemical uptake and food production by the plant parts - The sensors of sight, touch and smell are used in the identification and explanation of plant parts and functions - The laws of nature that apply to plants and the environment - Relationships that exist between the entire plant and the environment			Overall minimum test score of 85%		
Unit Standard CCFOs: - Identifying - Working in a Team - Organising - Communication - Demonstrating - Contributing - Science - Collecting	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor's Assessment Review and Improvement Document	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.

