

LEARNER WORKBOOK

Plant structures & functions



Title:	Understand the Structure and Functions of a Plant				
Applied Title:	Understand the Structure and Functions of a Sub-tropical Fruit Plants				
Field:	Agriculture and Nature Conservation				
Sub-Field:	Primary Agriculture				
SETA (SGB):	AgriSETA				
Skills Area:	Plant structures & functions				
Context:	Subtropical fruit Production				
US No:	116057	Level:	2	Credits:	5
				Notional Hours:	50
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Directions

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

US No:	116057	Level:	2	Credits:	5
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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:

<i>Step</i>	<i>Description</i>	<i>Timeframe</i>
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Learning Assumed to Be in Place	Before delivery of program
4	Learner Assessment Plan for Gathering of Evidence	Before delivery of program
5	Assessment Activity Workbook	During delivery of program, assessment after delivery of program
6	Poster Presentation	After delivery of program
7	Attitudes and Attributes Assessment	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 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 assessor must sign the **Learner Contract** in the learner assessment guide.

Learner Assessment Contract			
Learner's Name:			
Assessor's Name:			
Unit Standard:	116057		
Your rights as a learner are:			
<ol style="list-style-type: none"> 1. You have a right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. 2. You have the right to an interpreter if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter. 3. You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment. 4. If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA to perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification. 5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency. This will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program. 			
<u>Qualification</u>			
This standard leads to the award of credits for unit standard 116057. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.			
<u>Confidentiality</u>			
Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.			
<u>Consent</u>			
I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 3

Diagnostic Assessment of Learning Assumed to be in Place

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 2 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes, I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
1 (ABET 4)		Literacy and Numeracy			
1	116156	Collect agricultural data			
1	116199	Demonstrate a basic understanding of the structure and function of a plant in relation to its environment			
Learner's Signature			Date:		
Assessor's Signature			Date:		

Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let's plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:	Understand the Structure and Functions of a Plant	
Module / Unit Standard Registration Number:	116057	
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
5	<p>Assessment Activity Workbook</p> <ul style="list-style-type: none"> • In this step, you complete certain tasks in class or as homework. • It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module. • If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again. • You hand in the completed workbook to the facilitator or assessor who will help you to check your progress. • The assessor or facilitator mark it and discuss areas that need more work with you. 	
6	<p>Poster Presentation</p> <ul style="list-style-type: none"> • There are many important things that you need to remember about the structures and functions of plants in order to be found competent in this learning module, and so that you can do your job well and move on to level three. • You have to do a presentation to check if you have gained all this knowledge. • There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. • Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand. 	
7	<p>Attitudes and Attributes Assessment</p> <ul style="list-style-type: none"> • You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, be good in this job, and to be able to move on to level three. • Showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and 	

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	<p>attitudes that are needed.</p> <ul style="list-style-type: none"> You will have an opportunity to develop these attitudes during your practical learning module. There is a list of all the things that you would have to be able to show and explain in this guide. Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand. 	
8	<p>Re-Assessment Procedure</p> <ul style="list-style-type: none"> What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? The assessor explains to you exactly what you need to do or learn to become competent. You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it. 	
9	<p>Paperwork</p> <ul style="list-style-type: none"> If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. You will also be given an opportunity to write down any comments you might have on the assessment process. Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. Please think carefully. It might really help other learners in the future. 	
10	<p>Administration and Completion of Portfolio of Evidence</p> <ul style="list-style-type: none"> All the documents, or copies of them, must be kept on file as part of your portfolio of evidence. 	
<p>Into the Future</p> <ul style="list-style-type: none"> The assessor will discuss what happens next and when you will get a certificate of competence. It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next. 		
Learner's Signature		Date:
Assessor's Signature		Date:

Step 5

Assessment Activity Workbook

Activity 1 – Make a Sketch

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

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Activity 2 – Discussion

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

1. What is an embryo?
2. How did the embryo come to exist?
3. What has to happen for the embryo to develop into an adult plant?
4. Give the names of the structures that emerge from the seed when it germinates and explain what they will become.

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5. What is a monocotyledon (monocot)?
6. What is dicotyledon (dicot)?
7. How do monocots and dicot plants differ from each other?

Activity 3 – Worksheet
Complete the worksheet below in your own words.
1. Where are roots of plants found?
2. What are the different root systems? Give an example of each type of root system.
3. What are the functions of the roots?

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Activity 4 – Class Discussion

Discuss the questions below and make notes for yourself.

1. What is geotropism or gravitropism?

2. Which plant structures display gravitropism?

3. How do these plant structures display gravitropism?

Activity 5 – Worksheet

Complete the worksheet below in your own words.

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

2. What are the functions of stems and trunks?

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

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

5. Briefly explain how stems transport water and nutrients

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Activity 6 – Worksheet

Complete the worksheet below in your own words.

1. Where on the plant do you find leaves?	
2. What are the functions of leaves?	
3. List the reaction of subtropical plant leaves to:	
Drought	
Wind	
Flooding	
Darkness	
4. Explain briefly what photosynthesis is and how it works.	

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 subtropical tree, label the parts of the leaf and classify the type of leaf.

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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.

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Activity 9 – Worksheet

Complete the worksheet below in your own words.

1. What is the difference between male, female and bisexual flowers?
2. Which flowers form seed and fruit?

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2. Which flowers form seed and fruit?

Activity 10 – Practical

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



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

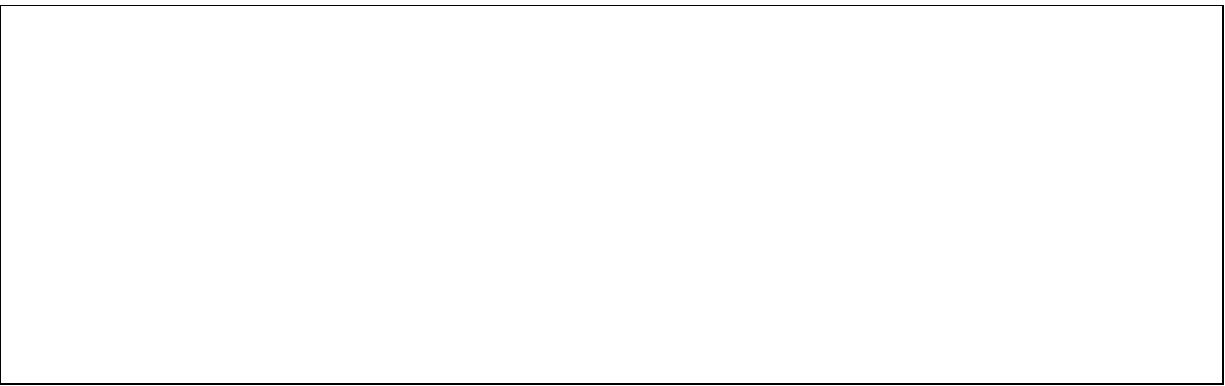


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Activity 11 – Make a Sketch

Draw a sketch of a subtropical 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.



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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

Poster Presentation

You are now ready for step six of the assessment process, which is designing a poster in which you show the structures of a subtropical plant and discuss each structure's function(s). Check your plan carefully to make sure that you prepare in good time.

You have to score an overall mark of at least 85% in this task in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand in of the assessment task. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use this checklist to help you plan and prepare for the design of the poster. These are examples of possible questions that will help you to organise and plan your task. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
Draw a picture of your crop where you show the following plant structures: <ul style="list-style-type: none"> • The roots • The stem or trunk • The branches • The shoots • The fruit • The leaves 		
Make a separate sketch of a subtropical plant seed and label the parts of the seed.		
Write next to each plant structure its basic function(s).		
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.		
Write at the top of your sketch whether your crop is a monocot or a dicot and list reasons for this.		
The assessor or facilitator has explained this step to me and I have revised these questions.		
Learner's Signature		Date:
Assessor's Signature		Date:

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The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Step 7

Attitudes and Attributes Assessment

You are now ready for steps seven of the assessment process, the Attitude and Attribute assessment. Check your plan carefully to make sure that you prepare in good time.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

<i>Observations</i>	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of you portfolio of evidence.

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: <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard	Actions to follow: <input type="radio"/> Assessor report to ETQA <input type="radio"/> Learner results and attendance certification issued	
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.

Step 9

Documentation

Please assist the assessor by filling in these forms and signing them as instructed.

Learner Information Form				
Unit Standard	116057			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
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				

Learner Workbook

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Level: 2

Unit Standard: 116057

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<p>Specific Outcome 1:</p> <p>Identify the basic parts that make up a seed and its basic function.</p> <p><i>Range:</i> The parts of the seed may include but is not limited to seed coat, hypocotyls, cotyledons, embryo and endosperm</p>	Attend all lectures Complete workbook as per instruction	Summative poster design Observation checklist integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
<p>Specific Outcome 2:</p> <p>Demonstrate an understanding of the different root systems and its basic function.</p> <p><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)</p>	Attend all lectures Complete workbook as per instruction	Summative poster design Observation checklist integrated with knowledge and reflexive competence questionnaire			
<p>Specific Outcome 3:</p>	Attend all lectures Complete workbook as	Summative poster design Observation checklist	85% competence in all areas		

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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			
<p>Demonstrate an understanding of different stem types.</p> <p><i>Range:</i> The different stem types may include, but is not limited to corns, rhizomes, tubers, etc.</p>	per instruction	integrated with knowledge and reflexive competence questionnaire			
<p><i>Specific Outcome 4:</i></p> <p>The different types of leaves and the role leaves play in food production for the plant are identified.</p> <p><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.</p>	Attend all lectures Complete workbook as per instruction	Summative poster design Observation checklist integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
<p><i>Specific Outcome 5:</i></p> <p>Identify the different parts of the flower and their basic functions.</p> <p><i>Range:</i> The different parts of a</p>	Attend all lectures Complete workbook as per instruction	Summative poster design Observation checklist integrated with knowledge and reflexive competence questionnaire			

Learner Workbook**Skills Area:** Plant structures & functions**Level:** 2**Unit Standard:** 116057**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			
flower may include, but is not limited to sepals, petals and pistils.					
<p>Specific Outcome 6:</p> <p>Demonstrate an understanding of the different types and parts of a fruit.</p> <p><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</p>	Attend all lectures Complete workbook as per instruction	Summative poster design Observation checklist integrated with knowledge and reflexive competence questionnaire			
<p>Embedded Knowledge:</p> <p>The learner is able to demonstrate a basic knowledge of:</p> <ol style="list-style-type: none"> Names and functions of the different parts of the plant including the roots, leaves, flower and fruit Different properties, composition and characteristics of plants 	Attend all lectures Complete workbook as per instruction	N/a	Overall minimum test score of 85%		

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Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
3. Descriptions of the life cycle of plants 4. Basic concepts of water/ chemical uptake and food production by the plant parts 5. The sensors of sight, touch and smell are used in the identification and explanation of plant parts and functions 6. The laws of nature that apply to plants and the environment 7. Relationships that exist between the entire plant and the environment					
Unit Standard CCFO's: 1. Problem solving relates to all specific outcomes. 2. Teamwork relates to all specific outcomes. 3. Self-organisation and management relates to all specific outcomes. 4. Communication relates to all specific outcomes. 5. Self-development relates		Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

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Assessor Report and Summative Evidence Collection Summary for Unit Standard 116057 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
to all specific outcomes. 6. The world as a set relates to all specific outcomes.					

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Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

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?	

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please 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.