



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Agricultural and Horticultural Science Level 2

This exemplar supports assessment against:

Achievement Standard 91296

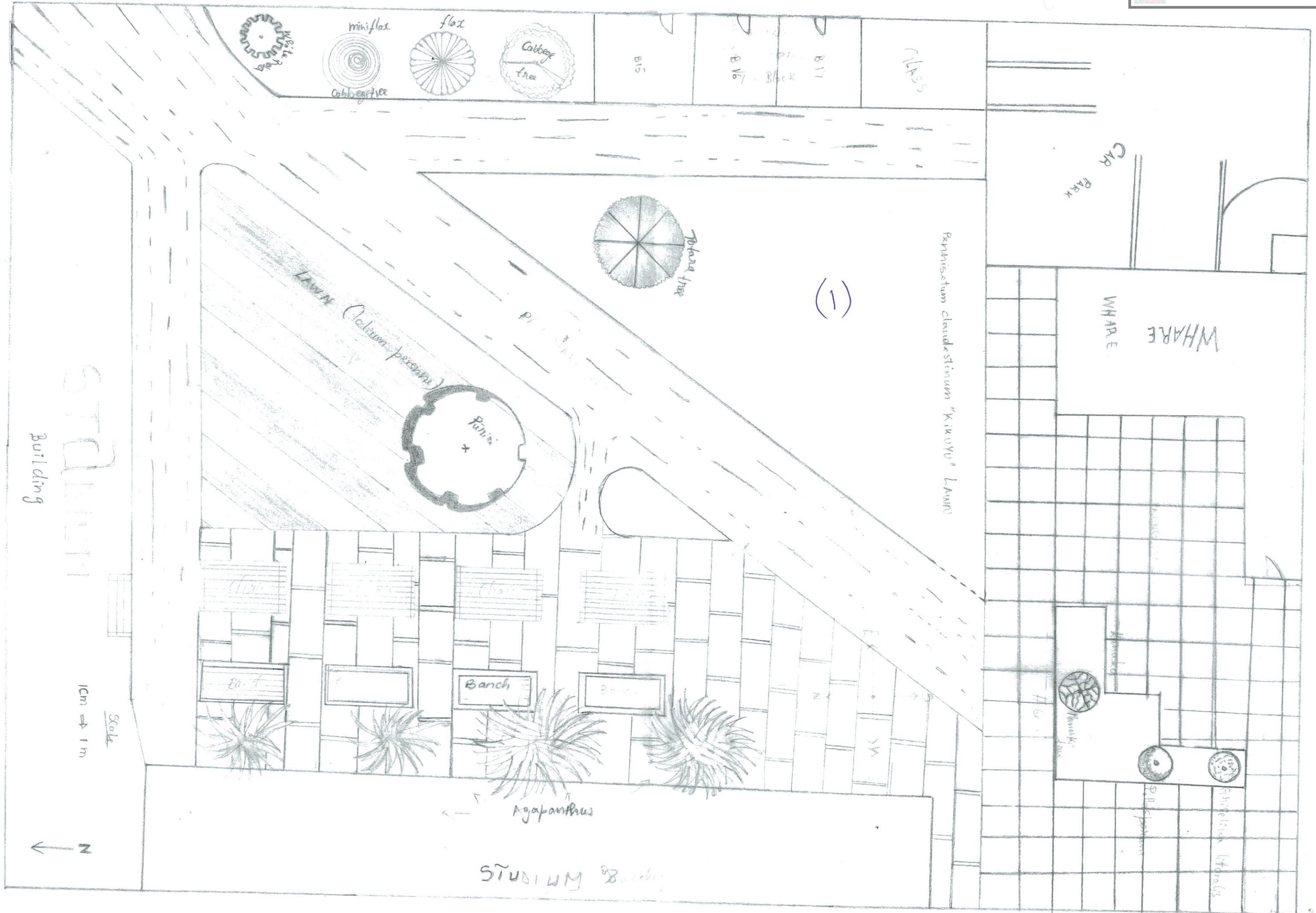
Produce a landscape plan

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

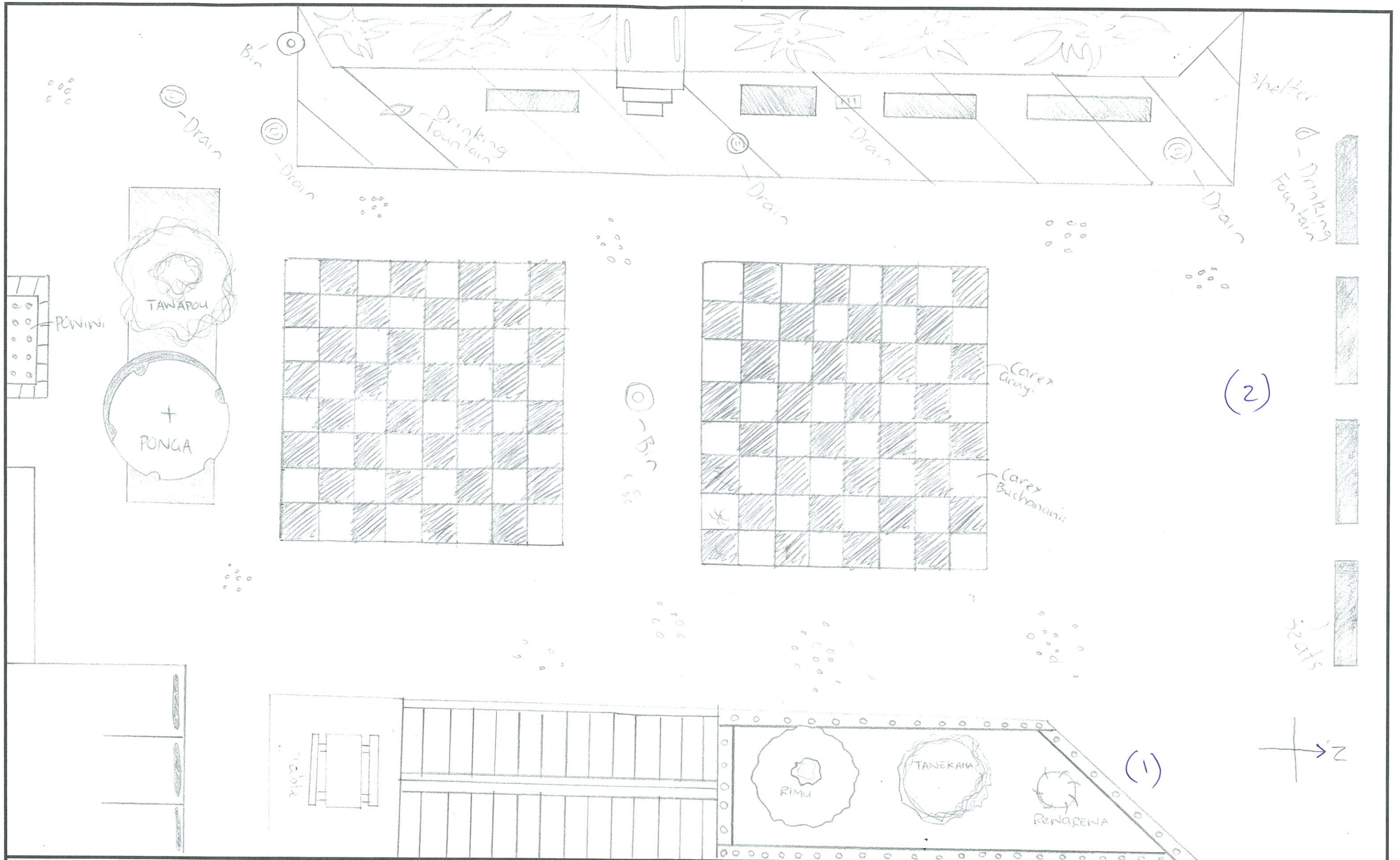
To support internal assessment

	Grade Boundary: Low Excellence
1.	<p data-bbox="295 315 1342 344">For Excellence, the student needs to produce a comprehensive landscape plan.</p> <p data-bbox="295 383 1315 510">This involves producing a visually appealing planting diagram that justifies the landscape plan in relation to current and anticipated future user needs, and is compatible with environmental factors and complies with local government regulations.</p> <p data-bbox="295 548 1401 745">The student produces a dimensionally well-proportioned planting diagram that has a balance between soft and hard landscaping features (1). The planting diagram is visually appealing (1), and is briefly justified through the landscape plan in relation to current (2) and anticipated future user needs, such as future maintenance of soft landscape situations (3), consideration of environmental factors (4) and compliance with local government regulations (5).</p> <p data-bbox="295 784 1406 911">For a more secure Excellence, the student could provide a more detailed justification on how the plants chosen meet the current and anticipated future user needs, are suited to the environmental factors and how they comply with local government regulations.</p>



	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to produce an in-depth landscape plan.</p> <p>This involves producing a planting diagram that shows named soft features (cultivar/variety), and provides detailed explanations of how the landscape plan satisfies current user needs, environmental factors, and local government regulations.</p> <p>The student names the soft features (1) on their planting diagram (2) and provides detailed explanations of how the landscaping plan satisfies current user needs (3), environmental factors (4), and local government regulations (5).</p> <p>To reach Excellence, the student could provide:</p> <ul style="list-style-type: none">• a planting diagram that is visually appealing, e.g. by ensuring balance and proportion• a justification on how the plants chosen meet the anticipated future user needs, are suited to the environmental factors and how they comply with local government regulations.

Student 2.



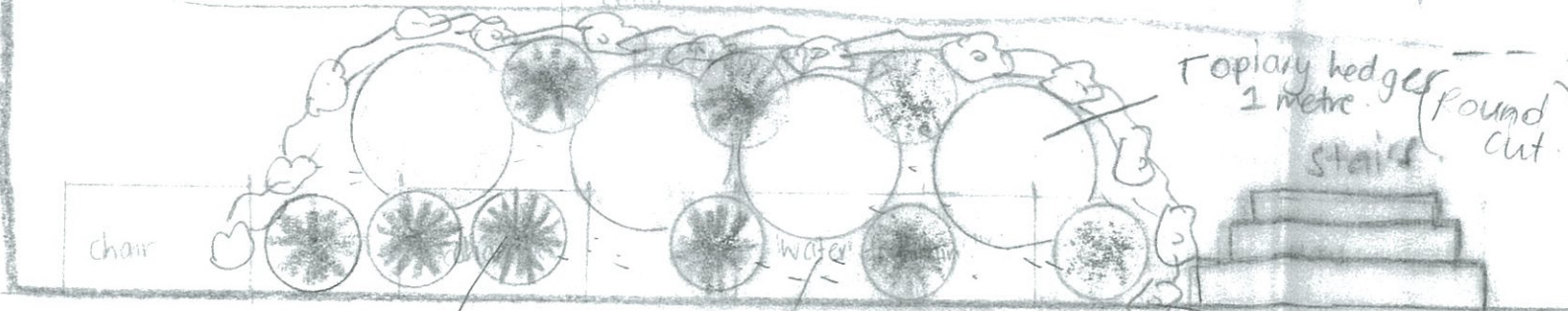
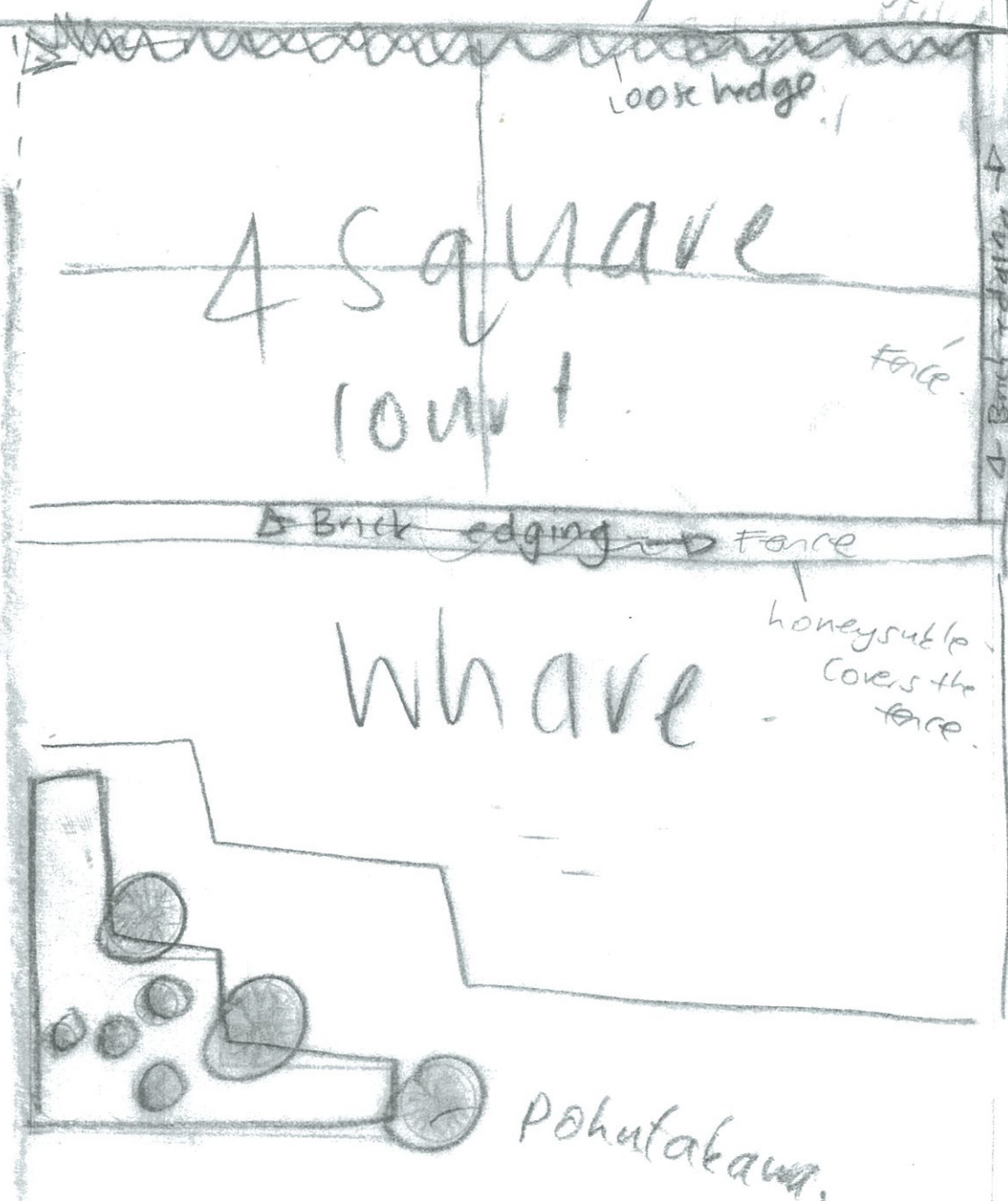
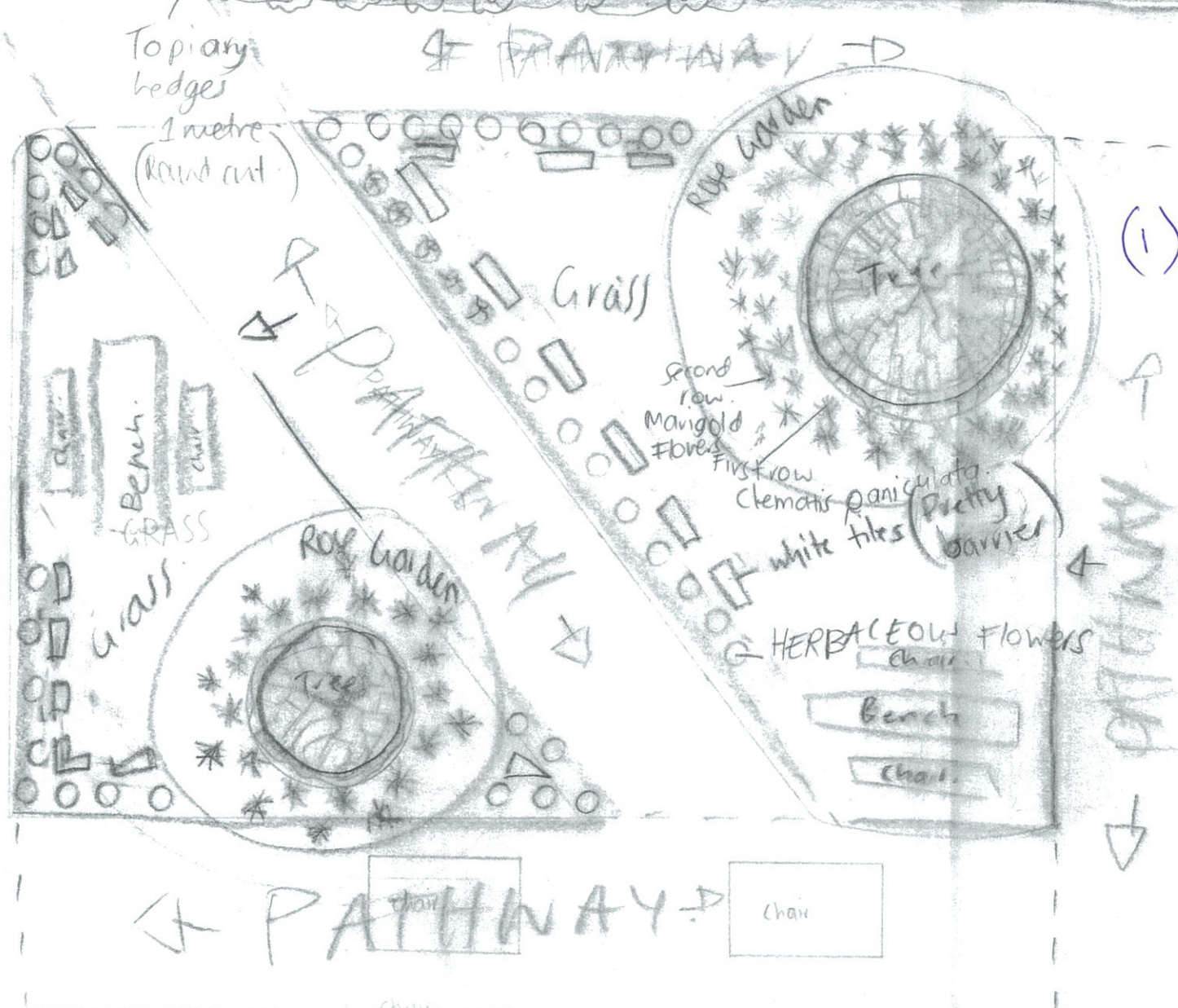
DRAWN BY		DRAWING No.	EXCEL.	V.GOOD	GOOD	FAIR	POOR
DATE	SCALE 1cm - 1m		LINE QUALITY				
			INTERPRETATION				
			ACCURACY				
			LAYOUT				

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to produce an in-depth landscape plan.</p> <p>This involves producing a planting diagram that shows named soft features (cultivar/variety), and provides detailed explanations of how the landscape plan satisfies current user needs, environmental factors, and local government regulations.</p> <p>The student names the soft landscaping features (1) on their planting diagram (2) and provides some detailed explanations of how the landscaping plan satisfies current user needs (3), environmental factors (4), and local government regulations (5).</p> <p>For a more secure Merit, the student could provide more detailed explanations of how the planting diagram meets current user needs with more linking between the soft and hard features, environmental factors and local government regulations.</p>

CLASS ROOM

STADIUM

PATHWAY



Lavender crown round cut (60cm)

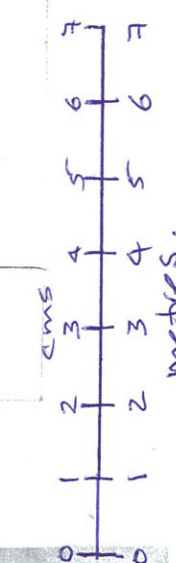
little pebbles cover by soil

STADIUM

horopito 30cm

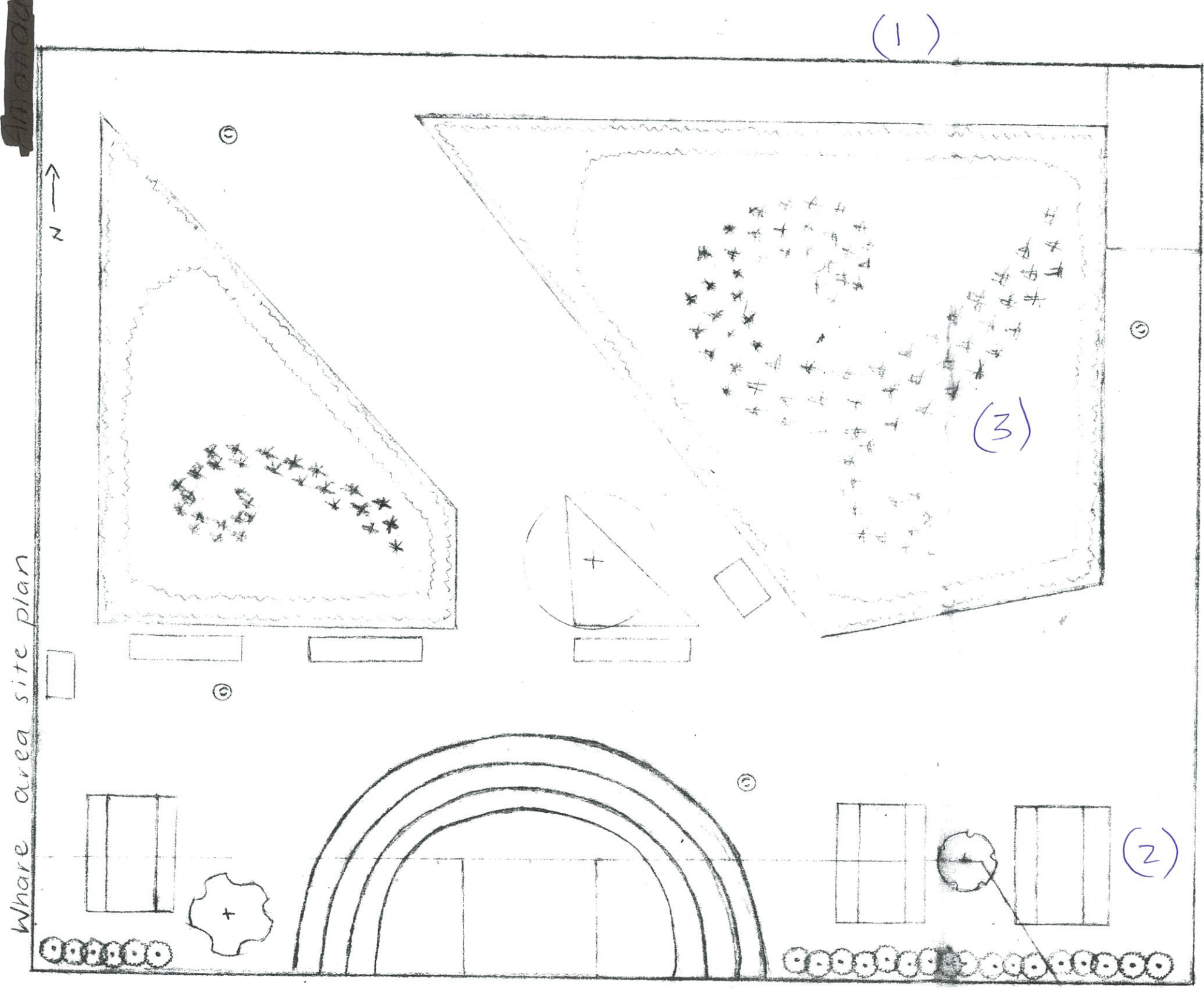


Student 3.



	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to produce a landscape plan.</p> <p>This involves producing a planting diagram that contains: a site plan drawn to scale; shows hard and soft landscape features; and provides explanations of how user needs, environmental factors, and local government regulations are met.</p> <p>The student provides a planting diagram that contains a site plan drawn to scale (1), shows hard (2) and soft landscape features (3), and provides explanations of how user needs (4), environmental factors (5) and local government regulations (6) are met.</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none">• name their soft landscape features• provide detailed explanations of how user needs, environmental factors and local government regulations are catered for by the soft and hard landscaping features.

Student 4.

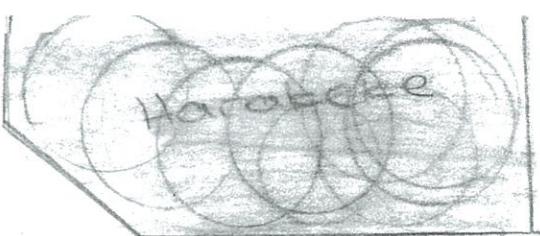


Whare area site plan

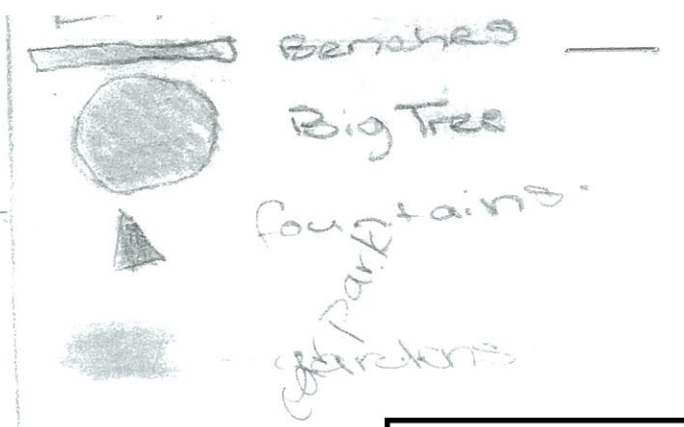
- Short hedge - pitosporum
- picnic table
- flowers / different coloured poppys
- Small conifers
- ~~Parrotia~~ trees
- Drains
- water fountain
- Oak tree

1 cm = 1 m

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to produce a landscape plan.</p> <p>This involves producing a planting diagram that contains: a site plan drawn to scale; shows hard and soft landscape features; and provides explanations of how user needs, environmental factors, and local government regulations are met.</p> <p>The student provides a basic planting diagram that contains a site plan drawn to scale (1), shows hard (2) and soft landscape features (3), and provides brief explanations of how user needs (4), basic environmental factors (5) and local government regulations (6) are met.</p> <p>For a more secure Achieved, the student could provide a more detailed explanation of how the requirements of the user groups are being met by the design plan.</p>

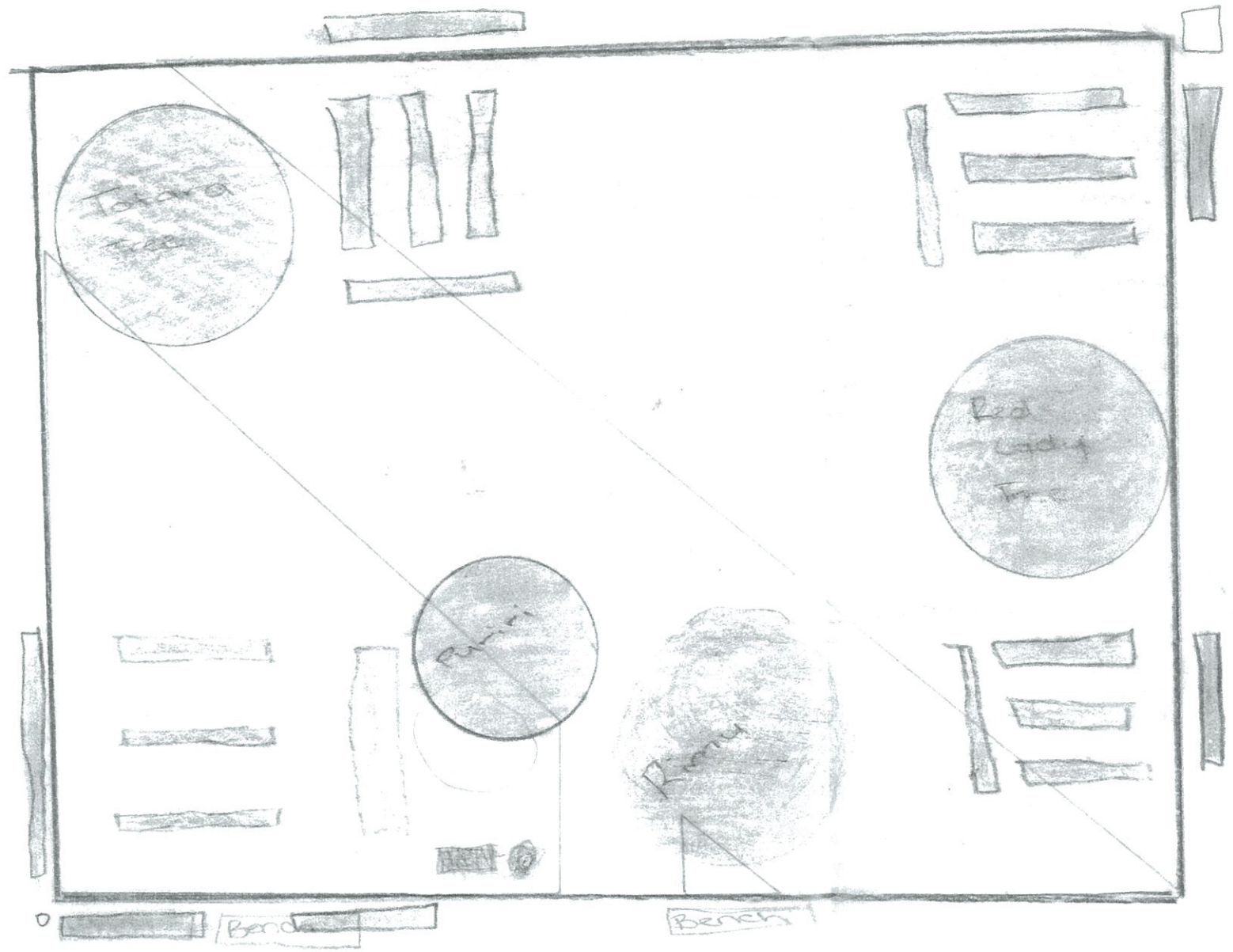


B Block

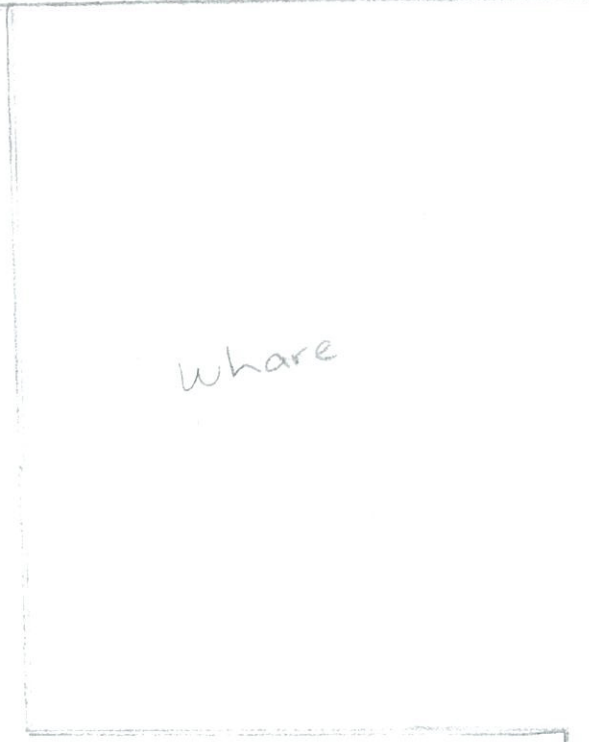


Student 5 Page 2: Low Achieved
NZQA Intended for teacher use only

(1)

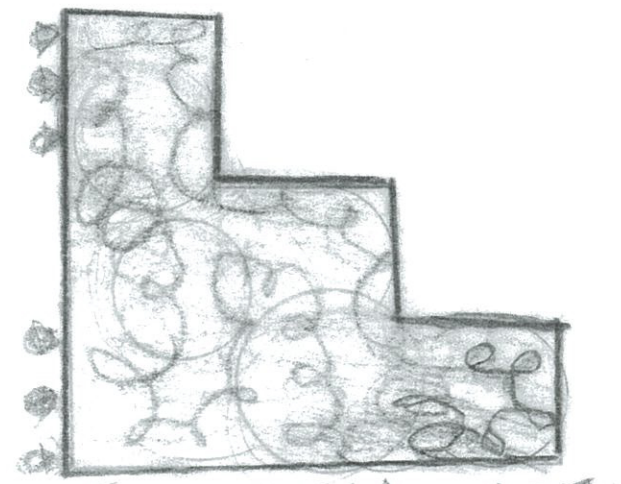


(2)



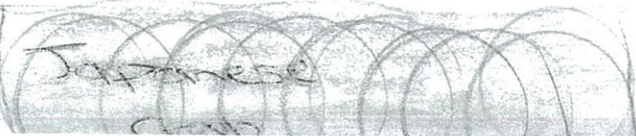
Whare

(3)



Flowering Manuka

Student 5.

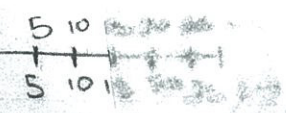
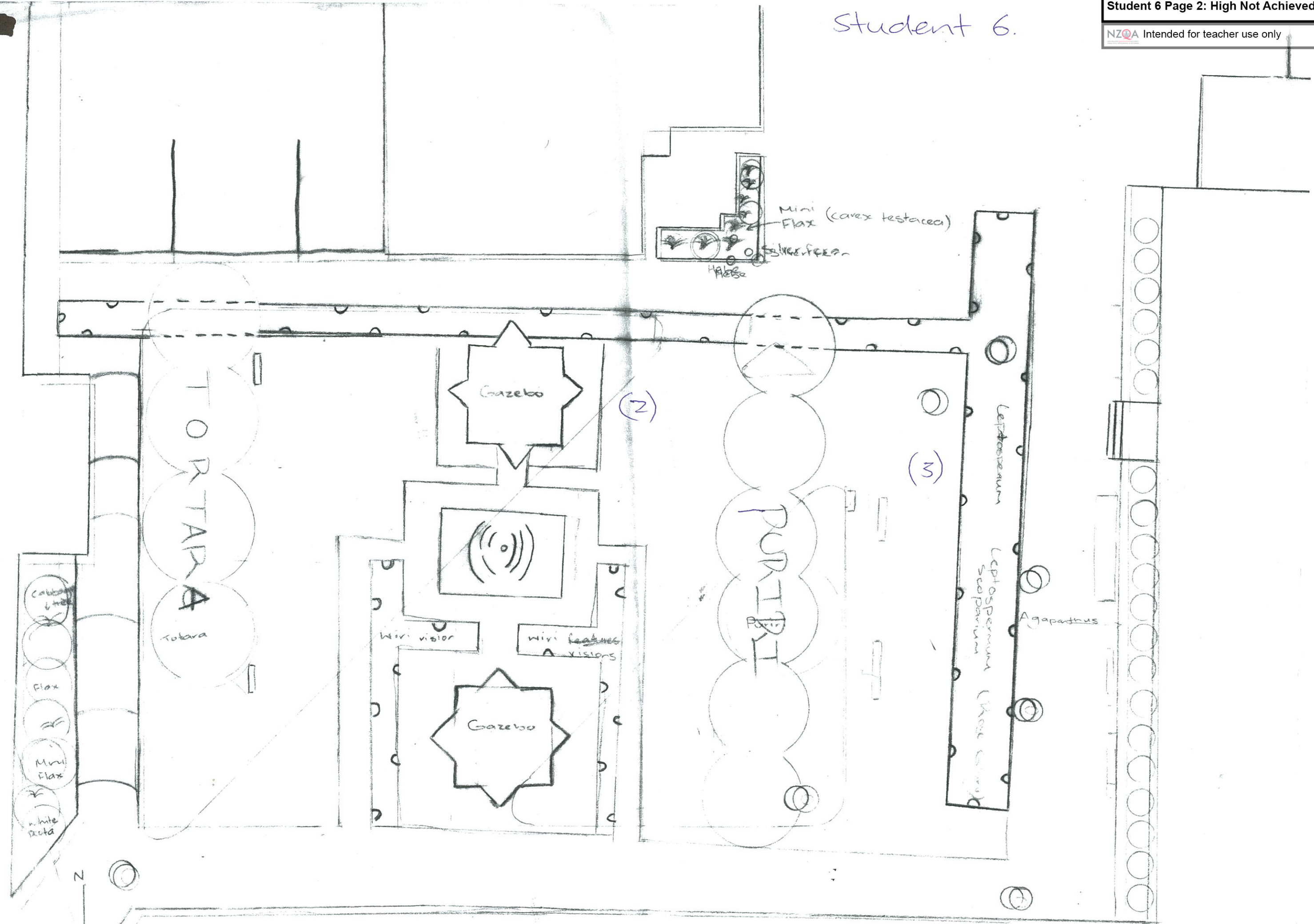


1cm = 1m



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to produce a landscape plan.</p> <p>This involves producing a planting diagram that contains: a site plan drawn to scale; shows hard and soft landscape features; and provides explanations of how user needs, environmental factors, and local government regulations are met.</p> <p>The student provides a basic planting diagram that contains a site plan drawn to scale (1), and shows hard (2) and soft landscape features (3).</p> <p>To reach Achieved, the student could provide explanations of how user needs (4), environmental factors (5) and local government regulations (6) are met. The student needs to explain how the environmental factors affect the use of the site and provide their values such as the average temperature for the area.</p>

Student 6.



(1)

(2)

(3)