

## Achievement Standard

<b>Subject Reference</b>	Agricultural and Horticultural Science 2.8		
<b>Title</b>	Produce a landscape plan		
<b>Level</b>	2	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Science		
<b>Domain</b>	Agricultural and Horticultural Science		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 November 2011

This achievement standard involves the production of a landscape plan.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Produce a landscape plan.</li> </ul>	<ul style="list-style-type: none"> <li>Produce an in-depth landscape plan.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a comprehensive landscape plan.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Agricultural and Horticultural Science*, Ministry of Education, 2011 at <http://seniorsecondary.tki.org.nz>.
- Produce a landscape plan* involves 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.  
  
*Produce an in-depth landscape plan* involves 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.  
  
*Produce a comprehensive landscape plan* involves 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.
- Visually appealing refers to aspects such as proportion, unity, balance, transition and symmetry.

- 4 Hard landscape features are non-living features, eg paths, fences, walls, buildings, and water features.
  - 5 Soft landscape features are living features, eg trees, shrubs, climbers, annuals, perennials, lawns, and ground cover.
  - 6 Environmental factors could include climatic factors such as wind, light, rainfall and temperature as well as topography, aspect, soil type, and waterways.
  - 7 User needs could include access, privacy, safety, shelter, shade, aesthetics, recreation, entertainment, production, and utility.
  - 8 Future user needs could relate to changing family situations, impact of mature shape and size, future maintenance of soft landscape features.
  - 9 Local government regulations include those pertaining to relevant city and/or district plans and safety legislation.
  - 10 Conditions of Assessment related to this achievement standard can be found at <http://www.tki.org.nz/e/community/ncea/conditions-assessment.php>.
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### **Replacement Information**

This achievement standard replaced AS90456.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233