

National Unit Specification: General Information

UNIT Tree Identification: An Introduction (Intermediate 1)

NUMBER D869 10

COURSE

SUMMARY

This unit enables candidates to acquire an introduction to tree identification skills, underpinned by a knowledge of the physical characteristics of trees and some of their more common uses.

OUTCOMES

- 1 Outline the component parts of a tree.
- 2 Identify the common forest trees found in the UK.
- 3 Identify the main uses of the major tree species growing in Britain.

RECOMMENDED ENTRY

There are no formal entry requirements for this unit.

CREDIT VALUE

1.0 Credit at Intermediate 1.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: SG

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National unit specification: statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Outline the component parts of a tree.

Performance Criteria

- a) The distinction between Gymnosperms and Angiosperms is correctly outlined.
- b) The floral characteristics of trees are correctly identified and outlined.
- c) The characteristics of tree shoots are correctly identified and outlined.
- d) The stem and wood structure of trees is correctly identified and outlined.

Evidence Requirements

Written and/or oral evidence of the candidate's ability to satisfy performance criteria (a) to (d).

OUTCOME 2

Identify the common forest trees found in the UK.

Performance Criteria

- a) The identification of five conifers from green cuttings is correct.
- b) The identification of five broadleaves from green cuttings is correct.
- c) The identification of five broadleaves from twigs and buds is correct.
- d) The identification of seven trees from standing specimens is correct.

Evidence Requirements

Written and/or oral evidence of the candidate's ability to identify tree specimens as detailed in performance criteria (a) to (d).

OUTCOME 3

Identify the main uses of the major tree species growing in Britain.

Performance Criteria

- a) The identification of the uses of main commercial timber species is accurate for both sawlogs and small roundwood.
- b) The identification of the major industries within Britain dependent upon commercial timber species is accurate.
- c) The identification of the types of minor forest produce and the species used is accurate.

Evidence Requirements

Written and/or oral evidence of the candidate's ability to satisfy performance criteria (a) to (c).

National unit specification: support notes

UNIT Tree Identification: An Introduction (Intermediate 1)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Outcome 1

The historical development of trees; the place of trees in the plant and animal kingdoms; a general outline of the biological function and processes and the link to the structure of trees.

The general characteristics of tree flowers, buds, shoots, stem and wood structure in terms of name, location and function. This should be an introductory level without a detailed scientific basis. This unit should be seen as a basis for future work and development.

Outcome 2

Candidates are introduced to and given guidance in the use of simple tree keys; some 20 tree species are identified, using the more common and important species. The use of Latin names should **not** be required knowledge. Make use of different specimen types and tree conditions – twigs, green cuttings, standing specimens, winter and summer conditions. This unit should be seen as a basis for future work and development.

Outcome 3

Sawmilling; board material; pulp and paper; craft materials; furniture; veneer; fuel; foliage; effect of tree species characteristics; effect of global and local economic influences. This unit should be seen as a basis for future work and development.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Outcome 1

As well as formal lectures, use is made of tree specimens and the opportunity to examine trees and their component parts in the natural environment.

Outcome 2

Use is made of existing twig and flower specimens; visits to neighbouring woodlands and arboreta are carried out and use is also made of slides of tree specimens. Candidates are introduced to and given guidance in the use of simple tree keys and encouraged to produce tree collections based on specimens legitimately collected. Use is made of ‘spotter’ formative tests.

National unit specification: support notes (cont)

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Outcome 3

Use is made of visits to woodlands and local wood-processing plants and group or individual projects are set as formative exercises.

GUIDANCE ON APPROACHES TO ASSESSMENT

Centres may use the instruments of assessments which are considered by the assessors to be most appropriate and fully satisfy the outcomes, performance criteria and range statements. Examples of instruments of assessment which could be used are as follows:

Outcome 1

Use of short answer questions to cover the full range of performance criteria in the outcome.

Outcome 2

Use of a practical identification test using numbered specimens, a degree of latitude should be built into the arrangement of the specimens to allow the candidate to achieve success without having to identify all correctly eg. identify 5 conifer cuttings from the 8 present.

Outcome 3

A series of short answer questions covering the full range of performance criteria in the outcome.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).