BOTN19001 *Australian Botany*
Term 1 - 2022

Profile information current as at 14/12/2025 03:40 pm

General Information

Overview

In this unit, you will learn about Australian plants, their taxonomy, distribution and economic uses. Emphasis will be placed on plant identification, so you can apply this knowledge in vegetation surveys, biodiversity conservation, and selection of plant species for economic development. The specimen collection as well as practical sessions and field visits that are scheduled during compulsory residential school will enable you to gain practical skills in plant identification and vegetation surveys.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites BIOL11099 Living Systems or BIOL11100 Functional Biology or BIOL11102 Life Science Laboratory
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2022

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Online Quiz(zes)**
Weighting: 15%
2. **Practical Assessment**
Weighting: 45%
3. **Online Test**
Weighting: 40%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses
Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have your say

Feedback
The residential school was the most valuable aspect. It brought together the theory and made the concepts clearer. Everything was explained in a way we could all understand and the field trip gave us experience in observing the natural landscape. The resources provided for this unit were also well thought out and useful.

Recommendation
Similar comments are received every year regarding residential school. Field experience is an "essential requirement" of this unit, so field trips are recommended to be continued.

Feedback from Have your say

Feedback
Ashwa was very enthusiastic about this unit. He was also very keen to help everyone learn and share his knowledge. His teaching methods and explanations of difficult topics in simple ways made learning botany easier.

Recommendation
Thank you. I enjoy being with native plants and telling all about their biology, ecology and practical uses. I hope the Australian Botany students will apply the botanical skills gained in this unit in every thing they do.

Feedback from Have your say

Feedback
Students should be asked to pay more attention on dissecting flowers and drawing floral diagrams during the first few weeks of the term.

Recommendation
A study schedule has been provided to highlight the activities to be undertaken every week. Students should also be reminded about this during tutorial sessions.

Feedback from Have your say

Feedback
Avoid scheduling lectures on Mondays as this day coincides with public holidays.

Recommendation
Scheduling of lectures on Mondays should be avoided where possible.

Feedback from Have your say

Feedback
The residential school needs before and after briefing, so students will come prepared, and they will have an idea of what is being studied.

Recommendation
Additional tutorial sessions should be held to address this issue. Residential school time table should be made available in advance.

Feedback from Have your say

Feedback
IT issues with quiz and power points.

Recommendation
The Moodle site was upgraded in 2021. This had caused glitches, but they have been rectified. Further issues should be dealt with promptly.

Feedback from Have your say

Feedback
Study material is overwhelming and this can be streamlined, where possible, to align with learning objectives.

Recommendation
The unit contents should be reviewed and surplus materials removed, where possible.

Feedback from Have your say and verbal comments

Feedback
It would be good if the residential school could be extended to 5 days, so more time can be spent on plant identification.

Recommendation
Similar suggestions are made consistently. However, extending the residential school to 5 days would have implications on resource allocation and timetabling. Residential school length should continue to be considered as appropriate.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Define selected botanical terms
2. Collect and curate native plant specimens, and use taxonomic keys to identify native plants
3. Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
4. Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
5. Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 15%	•		•	•	
2 - Practical Assessment - 45%		•	•	•	•
3 - Online Test - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving		•	•	•	•
3 - Critical Thinking		•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work			•		•
6 - Information Technology Competence					•
7 - Cross Cultural Competence			•		
8 - Ethical practice					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 15%		•		•						
2 - Practical Assessment - 45%		•	•		•	•	•			
3 - Online Test - 40%		•	•	•						

Textbooks and Resources

Textbooks

BOTN19001

Prescribed

Plant Systematics
3rd edition (2019)
Authors: Michael G Thompson
Academic Press
San Diego , CA , USA
ISBN: 9780128126288
Binding: Paperback

Additional Textbook Information

The paper text can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)
Purchase the eBook here: eBook https://www.booktopia.com.au/plant-systematics-michael-g-simpson/ebook/9780128126295.html

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Lucid software 3.3 (download from www.lucidcentral.org)
- Microsoft Excel
- Microsoft Word

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Nanjappa Ashwath Unit Coordinator
n.ashwath@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Australian Plants - Evolution and Diversity	**Study Guide Module 1** Text Book 'Plant Systematics' Chapters 6, 7 & 8. Also consult the resources supplied on the Moodle site for this week.	**Specimen Collection 1 (Assessment 2, Task 2b)** The specimen collection task should be attempted progressively during each week of the Term. This would help familarise with various steps involved in collecting, curating, identifying and dispatching the specimens. See the Moodle site for further details. Access the 'Student Forum' each week beginning this week, to learn more from each other. Watch all 10 parts of the *YouTube* videos (https://tinyurl.com/herbarium-techniques) to get to know 'how to collect specimens' and 'where to collect them from'. Repeat watching these until you are confident of all the procedures, so you can apply this knowledge in specimen collection. Review your *Life Science Laboratory* notes that show names of different parts of plants, and practice the art of drawing floral diagrams. **Please Note: Laboratory practical sessions are held during residential school only.**

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

Plant Collection, Identification, Nomenclature and Herbarium Maintenance.	**Study Guide Module 2** Text book 'Plant Systematics' Chapters **9, 17**, 15, 16, 18 and Appendix 1 and Appendix 2 (selected sections only; please see the Moodle site for details). Also consult the resources supplied on the Moodle site for this week. **Note:** Every time you read a Module, try to write down possible questions that may be asked from that Module. In other words, you prepare your-own question bank!. Ask your lecturer for assistance.	**Specimen Collection 2** Practice the art and science of collecting native plants - choose the right part (s) of the plant, cut it and place it on a plant press as shown in relevant *YouTube* videos. Be ready to dissect spare flowers of the specimen you have collected. Examine different parts of the flowers before drawing the floral diagram. **Hint:** Commence your dissection using a large flower such as an hibiscus flower. This is because large flowers are easier to dissect, and their size makes it easier to see different parts without needing a microscope or a hand lens. You will have the opportunity to work on smaller flowers during residential school. Plant collection for assessment should include only Australian native plants. This is because our identification keys contain information for native plants only. **Collect and curate at least ONE plant specimen this week.** Your **Online Botanical Quizzes** consist of five quizzes that are distributed across five study weeks. **Online Botanical Quiz 1** This quiz opens on Thursday (12.10 am) of this week and closes on the following Monday (11.59 pm).
Week 3 - 21 Mar 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Cyanobacteria	**Study Guide Module 3** Text Book 'Plant Systematics' Chapter 3. Also consult the resources supplied on the Moodle site for this week.	**Specimen Collection 3** Observe different parts of a flower without using any visual aids. If this is not possible, then use a hand-held lens or a dissection (USB) microscope. Please refer to your Text Book, as it contains photos of 100's of dissected flowers. Draw floral diagrams of two different size flowers (large to medium-sized flowers), and label the diagrams. Avoid using grasses or tiny flowers at this stage, as they are difficult to see; and you will require a microscope. Continue to collect and curate plant specimens. Prepare for the Residential School by: (i) Revising the botanical terms you have learnt, writing botanical names of some common plants, pronouncing botanical names, learning about ethics in plant collection, and knowing International Code of Nomenclature (ICN) for Algae, Fungi and Plants (ii) Packing your specimens properly to take them to the Residential School (see Moodle site for details). **Online Botanical Quiz 2** This quiz opens on Thursday (12.10 am) of this week and closes on the following Monday (11.59 pm).

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Green Algae and Diatoms	**Study Guide Module 4** Text Book 'Plant Systematics' Chapter 3 (selected sections) and the Resources supplied on the Moodle site for this week. Also consult the resources supplied on the Moodle site for this week.	**Specimen Collection 4** Please come prepared to collect plant specimens during residential school. **Residential School** 29th March to 1st April 2022 inclusive, Please assemble near bldg 8/G07 at 8.00 am. **Field trip** **Theme:** Linking the theory to practice On Day 3 of the residential school, we will go on a field trip to inspect selected plant communities that are found around Rockhampton region. While on the trip (and after), ask the questions such as: 1. 'What plant species are found in the areas that I have visit/ed?' 2. 'Why plant species differ from one location to the other?' 3. 'Why are the plants found around Rockhampton are different to those occurring around Cairns, Canberra, Europe or Malaysia?' 4. ' What factors will determine the way plant species are distributed in nature?' **Plant Identification Test** (Task 1 of Practical Assessment) This test will be conducted during Residential School (1st April 2022). **Online Botanical Quiz 3** This quiz opens on Thursday (12.10 am) of this week and closes on the following Monday (11.59 pm).

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Bryophytes and Ferns	**Study Guide Module 5** Text Book 'Plant Systematics' Chapter 4 (selected sections) Also read the resources supplied on the Moodle site for this week.	**Specimen Collection 5** Apply the knowledge you have gained in the Residential School: - To collect and curate specimens - Draw floral diagrams and - Key-out specimens to family and genus levels. Continue to collect high quality specimens. **Hint:** collect more specimens than you require so you can discard the ones that do not meet the criteria. **Online Botanical Quiz 4** This quiz opens on Thursday (12.10 am) of this week and closes on the following Monday (11.59 pm).

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Break: Collect and Curate Plant Specimens for Your Specimen Collection assignment.	Please make use of the Term break to collect as many specimens as you can. Curate, draw floral diagrams and key-out the selected samples to family and genus levels. **Hint:** Try to visit only undisturbed natural sites (or out side of built environments) to minimise the chances of collecting exotic plants, as our plant identification keys do not contain the keys for exotic plants.	

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Gymnosperms and Legumes	**Study Guide Module 6** Text Book 'Plant Systematics' Chapters 5 to 8 (selected sections). Also read the resources supplied on the Moodle site for this week.	**Specimen Collection 6** Continue to collect and curate plant specimens for your Specimen Collection assignment. **Online Botanical Quiz 5** This quiz opens on Thursday (12.10 am) of this week and closes on the following Monday (11.59 pm).

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Myrtaceae, Casuarinaceae, Proteaceae, Poaceae, Asteraceae and Euphorbiaceae.	**Study Guide Module 7** Text Book 'Plant Systematics' Chapters 5 to 8 (selected sections) Also read the resources supplied on the Moodle site for this week.	**Specimen Collection 7** Continue to work on your specimens to key them out to: 1. Family and 2. Genus.

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Plant Communities and their Habitat Features **(What plant species grows where, and why?).**	**Study Guide Module 8** Read about unique features of the following plant communities: Brigalow, serpentine flora, limestone flora, woodlands, coastal heaths, rainforests, grasslands, wetlands, mine sites, mangroves, and agricultural landscapes. Also consult the resources supplied on the Moodle site for this week.	**Specimen Collection 8** Continue to collect, curate and key out plant specimens for your specimen collection assignment.

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Vegetation Survey and Interpretation	**Study Guide Module 9** Text Book 'Plant Systematics' Appendix 4 Also read the resources supplied on the Moodle site for this week Peruse the info on various methods of surveying plant communities, and classifying the vegetation into regional ecosystems (REs') which also include land zones (LZ) and vegetation types.	**Specimen Collection 9** Ensure that you have collected more than required number of specimens. Check if your specimens are dry and ready to pack. **Warning:** Specimens could go moldy during storage. Please ensure that they are dried well and are pressed. **Please do not enclose specimens in plastic folders, as the trapped moisture can ruin the specimens!**

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Economic Uses of Plants	**Study Guide Module 10** Read the Resources supplied on the Moodle site for this week.	**Specimen Collection 10** Inspect your curated specimens and ensure that they are clean (fungus-free), intact and secured to an A3 white paper. Attach the specimen label and the slips containing floral diagrams and keying steps. **PS:** If you are not happy with any of the specimens, replace it with a better quality (fungus-free) specimen, to allow you to score maximum marks.

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Responses of Plants to Environmental Variables	**Study Guide Module 11** Delineate the responses of plants to environmental and edaphic stresses (fluoride, sulphur, acid rain, drought, salinity, waterlogging and heavy metals), and assess the possible impacts of accelerated climate change on Australian plants Also read the resources provided on the Moodle site for this week.	**Specimen Collection 11 Checklist** Please check if you have satisfactorily completed the following aspects of **Specimen Collection** assignment: 1. Preparing a list showing the **names** (genus) of the specimens and the **families** to which they belong 2. Maintaining the quality - **no wrinkles** or **no fungi** infested specimens 3. Completing the **descriptions** on the label 4. Drawing **floral diagrams** 5. **Keying out** the specimens to family and **genus** levels, and 6. **Packing** the specimens using a **rigid box** and **cushioning** them with paper balls to avoid damage during transportation. PLEASE DO NOT ENCLOSE YOUR SPECIMENS IN PLASTIC DOCUMENT PROTECTORS, AS THE TRAPPED MOISTURE CAN RUIN THE SPECIMENS DUE TO FUNGAL GROWTH.

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Role of Native Plants in Ecosystem Reconstruction	**Study Guide Module 12** Examine the strategies to be used for successful revegetation, and note the importance of using native plants in mine site restoration programs. Also consult the resources supplied on the Moodle site for this week.	**Specimen Collection 12** Dispatch or hand-in your plant specimens by **Friday of Week 12**. See the Moodle site for further details.

Review/Exam/Test Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for Your End of Term **Online Test**	Peruse past exam/test papers and note the presence of three types of questions (e.g., essay type, short answers and 'differentiate between' two terms.	Every time you read a Module, try to write down possible questions that may be asked from that Module. This will help create your-own question bank.

Exam/Test Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for your end of the Term **online test**.	Peruse past exam/test papers and note the presence of three types of questions - essay type, short answers and 'differentiate between two terms' Prepare yourself for the **Online Test**.	

Term Specific Information

Since the residential school is held early in the term (Week 4), it is possible that you may be able to collect some specimens during residential school. Thus, please come prepared to collect specimens while you attend the residential school.
This means, you should watch the *YouTube* videos on herbarium techniques, prepare a simple plant press, practice drawing floral diagrams and cultivate the habit of changing news papers regularly to allow the specimens to dry out completely, to prevent fungal growth.
PLUS
As we will be going on field visits, it would be extremely beneficial to familiarise yourself with the **plant communities** found around Rockhampton, as well as the **soils** and the **environmental conditions** associated with these plant communities.
You may gain this knowledge from Modules 8 and 9 of your Moodle site, and by extracting info for Rockhampton region from the **Atlas of Living Australia (https://www.ala.org.au/)**.

Assessment Tasks

1 Online Botanical Quizzes

Assessment Type
Online Quiz(zes)

Task Description
There will be a total of FIVE online weekly quizzes.
Quiz 1: Starts in week 2 on Thursday (12.10 am) and closes on the following Monday (11.59 pm).
Quiz 2: Starts in week 3 on Thursday (12.10 am) and closes on the following Monday (11.59 pm).
Quiz 3: Starts in week 4 on Thursday (12.10 am) and closes on the following Monday (11.59 pm).
Quiz 4: Starts in week 5 on Thursday (12.10 am) and closes on the following Monday (11.59 pm).
Quiz 5: Starts in week 6 on Thursday (12.10 am) and closes on the following Monday (11.59 pm).
These quizzes consist mostly of multiple choice questions, and they would help familiarise with botanical terms used in the Unit.
There are up to 10 questions in each quiz; duration 30 minutes; attempts allowed 3; no penalty for guessing an answer. Please choose a correct answer(s) from multiple choices.

Number of Quizzes
5

Frequency of Quizzes
Other

Assessment Due Date

Due dates will be on Mondays of Week 3, Week 4, week 5, Week 6 and Week 7 for Quiz 1, Quiz 2, Quiz 3, Quiz 4 and Quiz 5, respectively. Due time is 11.59 pm.

Return Date to Students

Quiz results will be made available online, one week after the quiz closes.

Weighting
15%

Minimum mark or grade
50%

Assessment Criteria
A correct answer will generally score one mark.
Attempts allowed 3; grading method: highest grade.
Please note that the minimum mark will be calculated based on the sum of **all FIVE quizzes**.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Define selected botanical terms
- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs

Graduate Attributes

- Problem Solving
- Information Literacy

2 Practical Assessment

Assessment Type
Practical Assessment

Task Description
This assessment includes two tasks. They are:
Task 2a: Plant Identification Test (15% of the Unit total)
Identify, using the keys provided, FIVE plant specimens that will be supplied by the lecturer during residential school.

Task 2b: Specimen Collection (30% of the Unit total)
Please submit 20 plant specimens, ensuring that there is **no more than one specimen** per genus. The specimens must contain essential plant parts that are used in their identification (e.g., flowers). Specimens must be pressed well, dried, labelled and keyed-out to family and genus. The specimen sheet must also show the proof of using the key by listing all the steps taken to reach to family and genus levels. Each specimen sheet must also include a floral diagram (where applicable).

Assessment Due Date

The Task 2a (Plant Identification Test) will be conducted on the last day of residential school. The Task 2b (Specimen Collection) must be dispatched or handed-in by Friday of week 12. Please see the Moodle site for further details.

Return Date to Students

Please see the Moodle site for further details.

Weighting
45%

Minimum mark or grade
50%

Assessment Criteria
Task 2a:
Accuracy of evidence provided, including drawing and labeling floral diagrams, writing floral formula, listing keying steps, and explaining other observations recorded to help assign the specimen to family and genus levels.
Task 2b:
Specimens will be assessed based on the:
- Quality of the specimens - appropriate plant part, mounting, drying and labeling.
- Quality and accuracy of floral diagrams.
- Correctness of plant identification, including the steps taken to assign the specimen to FAMILY and GENUS.
- Details provided on the specimen labels.
The marks obtained based on the above criteria will be weighted against the number of specimens submitted (maximum 20).

Referencing Style

- Harvard (author-date)

Submission
Offline

Submission Instructions
Students should submit 20 botanically acceptable specimens, along with a LIST showing the names of the specimens collected (genus level only), and the families to which they belong. IMPORTANT NOTE: Please keep a PHOTOGRAPHIC RECORD of the plant specimens you will submit, to remember all the hard work you have done to achieve this.

Learning Outcomes Assessed

- Collect and curate native plant specimens, and use taxonomic keys to identify native plants
- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
- Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence

3 Online Test (40%)

Assessment Type
Online Test

Task Description
You are required to complete an online test during Review/Examination week.
This test will cover the topics dealt in theory, tutorial and residential school.
The questions may consist of 'short answer questions', 'differentiate between two terms/concepts' and 'descriptive questions' (e.g., habitat of a plant community or a concept'.
Submissions can be handwritten or typed. Your answers are to be your own work and no copying is allowed, as your answers will be checked by 'Turnitin'. Any potential collusion will result in a breach of academic integrity.
Maximum marks: 40% of the unit total.
Duration: 3 hours.
Format: open book.
TBA: please note that the date mentioned in this profile is a placeholder until the online test timetables are set later in the term.

Assessment Due Date

Return Date to Students

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
Your answers will be assessed according to the depth of your understanding of the topic, in comparison with the level covered in the Unit and the time allocated for the question.
The questions are assigned with marks. These marks are proportional to the time you are expected to spend in writing the answers. Please make a note these marks, and adjust your answering time according to the allocated marks.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Define selected botanical terms
- Collect and curate native plant specimens, and use taxonomic keys to identify native plants
- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
- Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem