



R3112

**UNDERSTANDING THE SELECTION AND USE OF
LANDSCAPING ELEMENTS IN THE GARDEN**

Level 3

Friday 18 February 2011

9:30 – 10:30

Written Examination

Candidate Number:.....

Candidate Name:.....

Centre Number/Name:.....

IMPORTANT – Please read carefully before commencing:

- i) The duration of this paper is **60 minutes**;
- ii) **ALL** questions should be attempted;
- iii) **EACH** question carries **10 marks**;
- iv) Write your answers legibly in the spaces provided;
- v) Use **METRIC** measurements only;
- vi) Where plant names are required, they should include genus, species and where appropriate, cultivar.

ANSWER ALL QUESTIONS

MARKS

Q1

Evaluate **EACH** of the following materials for their use in children's play areas:

- | | | |
|------|------------------|---|
| i) | pine bark; | 2 |
| ii) | spruce bark; | 2 |
| iii) | wet pour rubber; | 2 |
| iv) | grass; | 2 |
| v) | sand. | 2 |

Please see over/.....

MARKS

Please turn over/.....

Q2

Review how considerations of sustainability may influence the choice of structures and materials used in the garden.

10

Please see over/.....

Please turn over/.....

Q3 a) Discuss the options available for drainage in **EACH** of the following situations:

- | | | |
|------|----------------------------|---|
| i) | edge of a patio; | 2 |
| ii) | base of a flight of steps; | 2 |
| iii) | lawn on clay soil. | 2 |

Please see over/.....

- b) Review other ways in which badly drained soil can be incorporated into a garden design.

4

Please turn over/.....

Q4

Name and describe **FIVE** plants that are suitable for coastal areas.

10

Please see over/.....

Please turn over/.....

Q5 a) Evaluate the contribution of ground cover plants to the design and function of a garden.

8

Please see over/.....

- b) Name **TWO** ground cover plants suitable for a dry shady situation.

2

Q6 a) Describe the components of a planting plan (soft works layout plan).

5

Please see over/.....

b) Describe how the planting plan may be realised on the ground.

5

Please turn over/.....

Q7 a) Describe the possible design effects of mowing.

4

Please see over/.....

6

- b) Discuss other possible uses of turf in garden design.

Please turn over/.....

- Q8** a) State **FOUR** suitable components of a seed mix of a spring wild flower meadow.

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- b) Describe the annual maintenance of a spring wild flower meadow.

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Please see over/.....

- c) State an alternative method of introducing forbs in to a wildflower meadow.

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**RHS LEVEL 3 CERTIFICATE IN THE PRINCIPLES OF GARDEN
PLANNING, CONSTRUCTION AND PLANTING
WRITTEN EXAMINATION**

09:30pm Friday 18th February 2011

R3112

**UNDERSTANDING THE SELECTION AND USE OF
LANDSCAPING ELEMENTS IN THE GARDEN**

Candidates Registered	25		Total Candidates Passed	8	57.14%
Candidates Entered	14	56.0%	Passed with Commendation	1	7.14%
Candidates Absent	3	12.0%	Passed	7	50.0%
Candidates Deferred	8	32.0%	Failed	6	42.86%
Candidates Withdrawn	0	-			

Q1 Evaluate **EACH** of the following materials for their use in children's play areas:

- i) pine bark;
- ii) spruce bark;
- iii) wet pour rubber;
- iv) grass;
- v) sand.

This question required an evaluation of the advantages and disadvantages of alternative materials for children's play areas, with **safety** being of central concern. The best answers picked out the important points of difference between the materials in the key areas of safety, maintenance, cost and function. Marks were not awarded for comments about children getting dirty or requiring supervision.

Q2 Review how considerations of sustainability may influence the choice of structures and materials used in the garden.

Many candidates were able to correctly identify a range of structures and materials which play a positive role in sustainability such as timber from managed forests, reclaimed stone and recycled glass or plastic. Likewise, non-sustainable resources such as quarried and imported stone and gravels were identified. Fewer candidates mentioned the carbon dioxide issues relating to cement and concrete, or the polluting effects of timber treatments. The possibility of home-grown materials such as willow or hazel for fences and other structures was largely missed, as was the consideration which should be given to the whole life-span of a material or structure.

- Q3** a) Discuss the options available for drainage in **EACH** of the following situations:
- i) edge of a patio;
 - ii) base of a flight of steps;
 - iii) lawn on clay soil.
- b) Review other ways in which badly drained soil can be incorporated into a garden design.

Candidates were on the whole familiar with the concept of each type of drainage pipe, French and soakaway - although the details of dimensions, depth and slope were sometimes missing or inaccurate. The situations (edge of lawn, base of steps and lawn on clay soil) and drainage options were mostly accurately matched. Better answers identified the need for soakaways to drain through porous rock or to a piped outlet. There seems to be some confusion about which drainage installations require local authority permission.

In part b) most candidates correctly identified the need for creating ponds or bog gardens and planting schemes for permanently wet soils. Marks were also awarded for descriptions of raised beds or walkways.

- Q4** Name and describe **FIVE** plants that are suitable for coastal areas.

A wide range of plants suitable for coastal planting were cited, with marks awarded for full correct Latin names. Descriptions which included height and spread, flower colour, time of flowering and foliage description gained the most marks.

- Q5** a) Evaluate the contribution of ground cover plants to the design and function of a garden.
- b) Name **TWO** ground cover plants suitable for a dry shady situation.

Section a) required candidates to discuss the contribution of ground cover planting in terms of its **specific** advantages in design and function. For instance, it was not sufficient to state that plants come in a range of colours or leaf textures, as this can be said of any planting scheme.

Some candidates mentioned 'low maintenance' without explaining how plants can contribute to a reduced workload (e.g. less watering, less weeding) because of permanent leaf cover or dense root systems.

It was also not sufficient to state that ground cover is useful for disguising difficult or unattractive areas, unless the statement can be qualified with an example, because all types of planting can provide this function.

Some extra marks were awarded, where possible if relevant plant examples helped to clarify the principle.

Section b) required correctly named examples of two plants suitable for dry shade.

- Q6** a) Describe the components of a planting plan (soft works layout plan).
- b) Describe how the planting plan may be realised on the ground.

Section a) asked candidates to describe the elements of a planting plan. The best answers used symbols or drawings to identify and describe elements such as position and size of plants, north point (orientation), use of different symbols to differentiate between trees, shrubs, perennials, bulbs etc.

Most candidates mentioned scale but many failed to state an example of a suitable scale.

Answers could have included plant lists, with quantities and plant details; client details; relevant structural details e.g. retaining walls, inspection covers etc.

Section b) caused some difficulty because many answers concentrated on the procedure for preparing and planting up a new border. None of this was required, and the best answers described how a scale drawing is accurately transferred to a ground layout. Valid points included scaling up and marking out boundaries; setting out plant positions using triangulation, measures or canes, laying out plants in their pots and making adjustments to final positions.

Q7 a) Describe the possible design effects of mowing.

b) Discuss other possible uses of turf in garden design.

Part a) required candidates to consider how mowing can be used to influence design. Possible answers included: patterns e.g. stripes, squares and spirals by use of a cylinder mower; effect of patterns on lines of sight; formality/informality, and mowing at different heights. The best marks were achieved where candidates were able to discuss a range of mowing effects.

Part b) was problematic in that many answers did not state enough alternatives to mowing to gain full marks. Answers could have included turf mazes, large scale earthworks, turf seats, mixed materials (e.g. turf and paving chess board), grass roofs.

Q8 a) State **FOUR** suitable components of a seed mix of a spring wild flower meadow.

b) Describe the annual maintenance of a spring wild flower meadow.

c) State an alternative method of introducing forbs in to a wildflower meadow.

In part a) marks were awarded for correctly named, **spring-flowering native** plants. Suitable grass species were accepted. Marks were not given for summer flowering plants, or cornfield annuals.

Part b) was answered very well by the majority of candidates, although there was occasionally some confusion with the summer flowering meadow regime.

In part c) the term 'forbs' was not widely recognised. Acceptable alternative methods for introducing wild flowers to meadows include plugs and transplants.

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