



R3114

**UNDERSTANDING A RANGE OF SPECIALIST ELEMENTS IN
THE ESTABLISHMENT OF GARDEN AND URBAN PLANTINGS**

Level 3

Friday 18 February 2011

15:00 – 15:45

Written Examination

Candidate Number:.....

Candidate Name:.....

Centre Number/Name:.....

IMPORTANT – Please read carefully before commencing:

- i) The duration of this paper is **45 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

Describe the advantages and disadvantages of **EACH** of the following:

i) container gardens;

5

- ii) living walls.

5

Please see over/.....

MARKS

Please turn over/.....

Q2 a) State **THREE** characteristics of plants that are suitable for use in **EACH** of the following areas:

- i) wildlife garden;
- ii) sensory garden.

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Please see over/.....

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b) Name **TWO** plants suitable for use in **EACH** of the following:

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|-----|--------------------|---|
| i) | a wildlife garden; | 2 |
| ii) | a sensory garden. | 2 |

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Please turn over/.....

6

c) Describe the year round maintenance of such a scheme.

Please turn over/.....

Q4 a) Describe the formative pruning of a **NAMED** step-over cordon.

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Please see over/.....

b) Describe the maintenance pruning of a **NAMED** fan trained fruit.

5

Please turn over/.....

Q5

Describe methods in the garden of:

- i) reducing run off;
- ii) recycling water.

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Please see over/.....

Please turn over/.....

Q6

Describe what is meant by a prairie garden and describe its annual maintenance.

10

Please see over/.....

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**The Royal Horticultural Society, Wisley, Woking, Surrey GU23 6QB.
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**RHS LEVEL 3 CERTIFICATE IN THE PRINCIPLES OF GARDEN
PLANNING, CONSTRUCTION AND PLANTING
WRITTEN EXAMINATION**

15:00pm Friday 18th February 2011

R3114

**UNDERSTANDING A RANGE OF SPECIALIST ELEMENTS IN
THE ESTABLISHMENT OF GARDEN AND URBAN PLANTINGS**

Candidates Registered	20		Total Candidates Passed	11	68.75%
Candidates Entered	16	80.0%	Passed with Commendation	6	37.5%
Candidates Absent	4	20.0%	Passed	5	31.25%
Candidates Deferred	0	-	Failed	5	31.25%
Candidates Withdrawn	0	-			

Q1 Describe the advantages and disadvantages of **EACH** of the following:

- i) container gardens;
- ii) living walls.

This question was well answered, most candidates were able to mention the major benefits of container gardens, such as: allows plants to be grown in confined places, can be used where soil conditions may prevent plants from being grown, tender plants that can be moved inside easily, growing media can be selected to suit the needs of the plant.

The disadvantages most often mentioned were high maintenance (watering), cost of containers, not suited to all plants, some growth restriction.

Most candidates were familiar with living walls and mentioned their ability to make use of vertical spaces to provide benefits in insulation (reducing heat island effect), can filter pollution and benefit wildlife. Disadvantages given were, high set up cost, maintenance cost, need for automation and restrictive plant suitability.

Some candidates confused living walls with wall/climbing plants, marks were not awarded for this.

Q2 a) State **THREE** characteristics of plants that are suitable for use in **EACH** of the following areas:

- i) wildlife garden;
- ii) sensory garden.

The characteristics of plants for wildlife gardens were well known by most candidates. Marks were awarded for: nectar rich flowers, seed for birds, single flowers preferable to double flowers, hollow stems for over wintering, long flowering period, branch formation to encourage nesting.

Answers relating to sensory garden plants commonly mentioned the need for scent, texture and sound. Marks were awarded for any of these.

b) Name **TWO** plants suitable for use in **EACH** of the following:

- i) a wildlife garden;
- ii) a sensory garden.

Most plants that were given were suitable, but were commonly spelt incorrectly which lost marks, or common names were given which resulted in no marks being awarded at all.

Q3 a) Describe what is meant by 'sub-tropical bedding'.

Definitions given were variable with some candidates confusing this type of bedding with successional bedding, candidates who mentioned this was temporary bedding, using a range of "tropical type plants" perennial and annual, use of hot colours, flower and foliage effect, gained most marks.

b) Name **THREE** plants that could be used in a sub-tropical bedding scheme.

Few candidates were able to give three suitable plants. All too frequently plants were spelt incorrectly, common names given or just the generic name given. Candidates should be aware that at level 3 full botanical names must be given (in the case of this question cultivar names would also be needed for many plant examples), and spelt correctly.

c) Describe the year round maintenance of such a scheme.

Maintenance tasks constituted 60% of the marks for this question, but frequently answers were vague and not descriptive. In many cases candidates just listed tasks with no reference to time or frequency. For example candidates commonly mentioned watering, with no further explanation. Candidates who mentioned frequent watering by hand or sub irrigation, whenever the plants or soil appear dry, avoiding watering in bright sunny conditions, gained full marks.

Candidates who produced a maintenance schedule, with suitable descriptions gained most marks.

- Q4** a) Describe the formative pruning of a **NAMED** step-over cordon.

Few candidates were awarded full marks for this question. Some gained no marks as they described maintenance pruning.

Marks were awarded to candidates who mentioned tying the maiden tree at an appropriate height from the ground, keeping most extension growth cut back to the main frame work, the time the operations were carried out, tipping back the leading shoot, cutting out misplaced buds, removal of weak growth to a suitable bud.

- b) Describe the maintenance pruning of a **NAMED** fan trained fruit.

Variable answers were given to this question. Some candidates failed to name a fan trained fruit or gave an ornamental plant as an example, marks could not be given for this.

Marks were awarded if the candidate mentioned the time of the year operations were carried out, the need to remove dead, diseased and weak wood, to prune to outward facing buds, the point at which wood is cut back, tying in etc.

- Q5** Describe methods in the garden of:

- i) reducing run off;

Overall this was well answered and candidates were able to mention methods such as terracing/avoiding slopes, reducing soil capping, use of deep organic mulches, permeable paving and landscape materials, living roofs. Many other relevant methods were given.

- ii) recycling water.

Answers to this part of the question were, not surprisingly, less comprehensive but most candidates were able to mention the use of water butts, re-using domestic water, self watering/ hydroponic systems. Occasionally candidates started to develop answers around water conservation rather than re-cycling.

- Q6** Describe what is meant by a prairie garden and describe its annual maintenance.

Answers to this question were variable, with some candidates giving vague descriptions as to the term prairie garden, often referring to it as just grasses. Candidates who were able to describe it and use terms such as predominantly grasses and herbaceous plants , low maintenance, sustainable, gained most marks.

The description of maintenance tasks were variable and often answers just referred to cutting back with no reference to how or when this task would be carried out.

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