



Sharing the best in Gardening

R3114

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

Level 3

Thursday 28 June 2012

15:15 – 16:15

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.
- vii) Please note, sufficient lined space is provided. It is **NOT** necessary that all lined space is used in answering the questions.

Ofqual Unit Code T/601/3857

Please turn over/.....

ANSWER ALL QUESTIONS

MARKS

- Q1** a) State **FOUR** reasons why three-dimensional bedding is used in amenity situations.

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- b) State **THREE NAMED** plants, each from a different genus, suitable for three-dimensional bedding.

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Please see over/.....

i)	establishment;	3
ii)	maintenance.	2

Total Mark

Please turn over/.....

Q2

Describe **FIVE NAMED** plants, each from a different genus, suitable for planting in a grass **OR** steppe (prairie) garden which between them provide interest throughout the year.

10

Please see over/.....

Total Mark

Please turn over/.....

- Q3** a) State **THREE** differences between an espalier fruit tree and a cordon fruit tree.

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- b) Describe, using diagrams where appropriate, the formative pruning required for an espalier fruit tree.

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MARKS

Total Mark

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Q4

Describe **FIVE** typical components of community gardens, giving reasons for the inclusion of **EACH**.

10

Please see over/.....

Total Mark

10

Q5

Describe how an existing garden can be adapted to conserve water and reduce run off.

10

Please see over/.....

Total Mark

12

Q6

Discuss how the container used affects:

- i) the choice of plants grown; and
- ii) subsequent maintenance.

55

Please see over/.....

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**The Royal Horticultural Society, Wisley, Woking, Surrey GU23 6QB.
Charity Registration Number: 222879/SC038262**

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Level 3

Thursday 28 June 2012

Candidates Registered	128		Total Candidates Passed	80	74.77%
Candidates Entered	107	83.59%	Passed with Commendation	28	26.17%
Candidates Absent	13	10.16%	Passed	52	48.60%
Candidates Deferred	3	2.34%	Failed	27	25.23%
Candidates Withdrawn	5	3.91%			

- Q1**
- State **FOUR** reasons why three-dimensional bedding is used in amenity situations.
 - State **THREE NAMED** plants, each from a different genus, suitable for three-dimensional bedding.
 - Produce a work schedule for three-dimensional bedding under **EACH** of the following headings:
 - establishment;
 - maintenance.

Candidates who were familiar with three dimensional bedding were able to give valid reasons for the use of this type of bedding, commonly using examples such as impact and creating height and interest.

There were a significant number of candidates who described the use of traditional successional or carpet bedding, and consequently lost marks. In the second part of the question there were a number of candidates who could only provide generic names, so consequently could only be awarded half marks.

Candidates who were able to give a clear description of a work schedule relating to establishment, such as preparing the structure, planting up, watering in, were awarded full marks. Marks were not awarded for propagation techniques.

Marks were also awarded for maintenance tasks such as irrigation, dead heading, gapping up.

- Q2** Describe **FIVE NAMED** plants, each from a different genus, suitable for planting in a grass **OR** steppe (prairie) garden which between them provide interest throughout the year.

Most candidates were able to name plants that would be suitable and this was rewarded with half marks, candidates who failed to adequately describe the plant and provide its season of interest lost marks.

- Q3**
- a) State **THREE** differences between an espalier fruit tree and a cordon fruit tree.
 - b) Describe, using diagrams where appropriate, the formative pruning required for an espalier fruit tree.

The majority of candidates were able to provide suitable differences; those who used diagrams often clarified the differences more clearly and generally gained more marks.

Answers to the second part of the question were variable. Where clearly labelled diagrams were used candidates in general were awarded higher marks, as they provided a sequence that was logical and easy to understand. There was a tendency for a number of candidates to describe general pruning techniques which were not relevant to the question. Candidates who were able to describe cutting heights, position of shoots/buds and removal of unwanted growth, gained most marks.

- Q4** Describe **FIVE** typical components of community gardens, giving reasons for the inclusion of **EACH**.

When describing the typical components of a community garden, candidates needed to concentrate on the components that would normally be included such as fruit and vegetable growing areas, wildlife and recreational areas. The question did not ask for the concept and running of a community garden which some candidates seemed to spend time covering, at the expense of the above.

Better candidates were rewarded for covering five main components and then stating reasons such as community harmony, food production to reduce food miles.

Q5 Describe how an existing garden can be adapted to conserve water and reduce run off.

Candidates who concentrated on the adaptation of existing gardens were awarded most marks, occasionally candidates concentrated more on the design of a new garden which was not asked for.

Higher marks were awarded for descriptions e.g. mulching was often mentioned without any description as to type, depth or ground conditions prior to application.

Better candidates generally were able to describe methods of low level irrigation, reducing the use of container grown plants, water storage techniques, collection and dispersal of run-off water, replacing annual plants with drought tolerant plants.

Q6 Discuss how the container used affects:

- i) the choice of plants grown; and
- ii) subsequent maintenance.

Candidates were awarded marks for being able to relate plant choice to container type such as clay for plants that were more drought tolerant, size of plant in relation to container, aesthetic considerations and depth of container in relation to plants' requirements.

Candidates who were able to relate the maintenance tasks to the container type such as increased irrigation for porous containers, winter protection of frost susceptible containers, preserving wooden containers, were rewarded with higher marks. Frequently candidates covered generic maintenance tasks for container grown plants, so consequently lost marks.

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