



R3114

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

Level 3

Friday 17 February 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 question.

Ofqual Unit Code T/601/3857

Please turn over/.....

ANSWER ALL QUESTIONS

MARKS

- Q1** a) Describe **FOUR** qualities of plants that make them suitable for use in carpet bedding.

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- b) Describe carpet bedding under **EACH** of the following headings:

- i) planting;
ii) maintenance.

3

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Please see over/.....

Total Mark

Q2 a) Describe the typical elements of a 'potager'.

8

Please see over/.....

- 2

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Total Mark

Q3 a) Describe how to create a 'festoon' using a **NAMED** plant.

4

b) Describe the formative pruning of a **NAMED** wall-trained ornamental shrub.

6

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Please see over/.....

Total Mark

Q4 a) Describe **TWO** distinct small front garden design options available in an urban setting.

8

- b) Identify **TWO** maintenance issues that arise from the use of **ONE** of the design options described in a).

2

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Total Mark

Q5

Describe the use of green roofs on urban buildings under the following headings:

- i) merits;
- ii) limitations.

55

Please see over/.....

Total Mark

11

Q6 a) State **FOUR** characteristics of plants that would make them suitable for use in sensory gardens.

2

[illegible]

b) Describe **FOUR NAMED** plants that **EACH** provides a different stimulus in a sensory garden.

8

13

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



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

15:15pm Friday 17 February 2012

R3114

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

Candidates Registered	51		Total Candidates Passed	35	88.0%
Candidates Entered	40	78.43%	Passed with Commendation	14	35.0%
Candidates Absent	5	9.80%	Passed	21	53.0%
Candidates Deferred	5	9.80%	Failed	5	12.0%
Candidates Withdrawn	1	1.96%			

- Q1** a) Describe **FOUR** qualities of plants that make them suitable for use in carpet bedding.
- b) Describe carpet bedding under **EACH** of the following headings:
- i) planting;
 - ii) maintenance.

Candidates who had a clear understanding of the term carpet bedding were able to answer the question in detail. Unfortunately some candidates described carpet plants in relation to successional bedding, so were unable to gain many marks.

Better answers were illustrated with plant examples and qualities such as low maintenance, easy to bulk up, low growing, extended season of interest etc.

Planting and maintenance tasks were commonly listed and not described in much detail. Marks were awarded for the sequence of planting and planting techniques such as the use of planks to plant from. Maintenance tasks were well answered, but candidates who made the effort to describe, e.g. plants being irrigated early in the morning or late in the evening when the soil is dry, gained more marks than candidates who just mentioned watering.

Q2 a) Describe the typical elements of a 'potager'.

b) List **FOUR** flowering plants that could be used in a potager.

Candidates overall had a good understanding of the typical elements, mentioning the use of edible plants in a decorative setting, the use of fruit, herbs, edging plants and pathways.

Candidates who described each element in some detail e.g. fruit trees grown as step-over trees gained most marks.

Candidates who gave full botanical names for four flowering plants were awarded full marks. Unfortunately some candidates gave examples of vegetables and herbs which had no flowering qualities.

Q3 a) Describe how to create a 'festoon' using a **NAMED** plant.

b) Describe the formative pruning of a **NAMED** wall-trained ornamental shrub.

The candidates who were able to relate the answer to fruit trees, and could describe how the branches were tied / weighted down were awarded most marks. Clearly some candidates were not aware of this type of training and gave totally inappropriate plant examples.

Candidates who used diagrams were often awarded more marks as it helped to describe the technique and helped to compensate for some written answers that were not fully explained.

When describing formative pruning emphasis must be placed on the position of pruning cuts and the need to maintain a particular shape. Timing of pruning is also important, as is removal of misplaced wood. Diagrams are very helpful in describing the technique.

Q4 a) Describe **TWO** distinct small front garden design options available in an urban setting.

b) Identify **TWO** maintenance issues that arise from the use of **ONE** of the design options described in a).

Candidates who were able to name and describe two distinct design options were awarded highest marks. The use of containers, gravelled areas, lawns and borders were common answers that attracted most marks.

Diagrams when used were often poor and could easily have been improved if made larger and clearer.

Candidates' who related the maintenance issues to the actual design option such as irrigation of container plants, need for regular mowing of grassed areas gained maximum marks. Some answers given such as litter collecting in the front garden does not relate to the design option and marks were not awarded.

Q5 Describe the use of green roofs on urban buildings under the following headings:

- i) merits;
- ii) limitations.

Candidates who were able to give clear and definitive merits and limitations under each sub heading attracted most marks.

Merits were commonly and correctly identified as insulating qualities, avoiding water run off, greening up urban areas, providing amenity and social areas. Limitations were cost implications, structural strength of the building, plant selection and suitability.

Answers that described the construction process were sometimes given, but did not relate entirely to the use of green roofs gained fewer marks.

- Q6**
- a) State **FOUR** characteristics of plants that would make them suitable for use in sensory gardens.
 - b) Describe **FOUR NAMED** plants that **EACH** provides a different stimulus in a sensory garden.

Candidates were able in most cases to give the main characteristics such as smell, texture, colour, taste and sound. Candidates who then expanded on these characteristics by stating what made that characteristic suitable e.g. texture, plants that are soft to the touch, with suitable examples were awarded maximum marks.

Plant naming was often adequate but the plants' main qualities in providing different stimuli (description), was at times, neglected.

Better candidates gave good and appropriate plant examples. However, candidates' who named grasses such as *Festuca ovina* as suitable for sound were not awarded any marks.

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