



R2111

**UNDERSTANDING GARDEN FEATURES,
PLANT SELECTION AND PLANNING**

Tuesday 15 February 2011

9.30 – 10.20

Written Examination

Candidate Number:

Candidate Name:

Centre Number/Name:

IMPORTANT – Please read carefully before commencing:

- i) The duration of this paper is **50 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

1. a) Define **EACH** of the following terms:

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- i) triangulation;
- ii) offsets.

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- b) Describe **THREE** potential surveying constraints which must be considered before constructing a garden.

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Please see over

2. a) State the importance of carrying out a site appraisal prior to designing a garden. 2

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- b) Name **FOUR** factors that need to be recorded when carrying out the site appraisal. 4

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- c) State **FOUR** existing garden features that would need to be identified when carrying out a garden survey. 4

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Please turn over

3. a) State **TWO** garden planning principles which contribute to the production of a good garden design.

[illegible]

- b) Describe the planning principles listed in a).

Please see over

4. a) Describe **THREE** differences between formal and informal garden designs.

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- b) Compare **TWO** characteristics of the following garden styles by completing the table below:

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		Garden styles	
Characteristics		Cottage	Landscape
	1		
	2		

Please turn over

5. a) List **FOUR** vertical structures that can be used as hard landscaping features within a garden. **4**

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- b) Describe the use of **TWO** of the vertical structures listed in a). **4**

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- c) State **ONE** natural and **ONE** man-made material used in the manufacture of **EACH** of the vertical structures listed in a). **2**

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Please see over

6. a) Name **ONE** evergreen and **ONE** deciduous plant species suitable for planting as a formal hedge. 2

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- b) Describe the decorative merits of **EACH** of the hedging plants named in a). 4

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- c) Describe the site and soil requirements necessary to grow the **TWO** hedging plants named in a) successfully. 4

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Please turn over.....

8. a) Describe how environmentally sustainable practices can be used during the construction of a garden.

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- b) Identify **TWO** hazards associated with the use of **EACH** of the following in a garden:

- i) water;
- ii) electricity.

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Please turn over.....

9. a) Describe **FOUR** garden situations where bulbs, corms or tuberous plants could be used effectively.

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- b) For **TWO** of the situations listed in a), name and describe **ONE** suitable plant under **EACH** of the following headings:

- i) decorative merits;
- ii) site requirements.

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Please see over.....

10. a) Describe the ornamental merits of rock gardens using **EACH** of the following headings:

- i) hard landscaping materials used;
- ii) positioning in the garden.

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b) Name and describe **TWO** suitable plants for a rock garden.

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R2111

**UNDERSTANDING GARDEN FEATURES, PLANT SELECTION
& PLANNING**

Level 2

Monday 14 February 2011

Candidates Registered	150	Pass with Commendation	15 (11.62%)
Candidates Entered	129	Pass	74 (57.36%)
Absent/Withdrawn/Deferred	21	Fail	40 (31%)
Total Candidates Passed	89 (69%)		

Senior Examiner's Comments:

1. Candidates should be able to demonstrate a good range of plant knowledge and be able to give accurately named plant examples where appropriate. Common names and generic names are often too vague and cannot be rewarded in the positive manner that genus, species and where appropriate, variety/cultivar can. This is particularly important when answering questions relating to particular (named) plant(s). Marks can only be awarded for these narratives where the example(s) are correctly and fully identified.
2. Candidates must be able to display accurate knowledge of the technical terms and concepts detailed in the syllabus, in the context of horticulture and be aware that wider interpretation will not be rewarded. The examination should be regarded as a possible introduction to higher level studies, which will only be open to those who are in possession of a clear understanding of the horticultural terms and concepts which are current.
3. The introductory rubric given on the first page of each question paper should be read carefully by candidates. At each examination there are a significant number of candidates who ignore or misread the instructions given and consequently may not perform as well as they could have done.
4. Candidates should pace themselves during each paper. The most successful candidates allow sufficient time to read the question thoroughly before answering it and also take time to read through their answers. They should take care to write as legibly as possible, so that the examiner is in no doubt about what is intended.

5. Candidates need to interpret key words within questions, particularly those such as 'state', 'list' and 'describe'. Questions requiring descriptions or explanations obviously require a more detailed answer than those requiring a list.
6. It is important to ensure that responses to questions are to the point. Candidates should bear in mind that small sketches might be used to convey information more succinctly than words.
7. Successful candidates ensure that their answers are focused and to the point. It is disappointing when they cannot be rewarded for their efforts because the answer is irrelevant to the particular question. Candidates should take note of the mark allocation for specific sections and allocate their time and efforts accordingly.
8. Diagrams can enhance an answer and where appropriate can replace detailed descriptions. They should be large, clear and well annotated, and preferably in pencil. Colour may be used successfully but only where it is relevant to the answer.
9. In each examination it is clear that some candidates are ill prepared to answer papers of the type set. It is essential that candidates have the opportunity to practice questions. Ideally some papers should be answered in a time constrained situation.
10. Candidates should be aware of the reading list of suggested books for the RHS Level 2 Certificate in The Principles of Garden Planning, Establishment and Maintenance which is available from the Qualifications Section and can also be found on the RHS website together with past papers.

Examiners' Comments:

	Marks
<p>1. a) Define EACH of the following terms:</p> <p style="margin-left: 40px;">i) triangulation; ii) offsets.</p> <p>Most candidates had an understanding of the terms triangulation and offsets. Those candidates who gained more marks included the fact that triangulation is the technique which is used to determine the position of an object from two points on a base line where offsets are where the position of an object is determined by measuring their distance from a point at a right angle to the base line.</p>	4
<p>b) Describe THREE potential surveying constraints which must be considered before constructing a garden.</p> <p>Successful candidates were those who provided surveying constraints and not information on site appraisal. Good examples of surveying constraints provided included; difficulty in obtaining measurements over ponds, lakes and streams, difficulty obtaining measurements on sites which are not flat and trying to measure a boundary where there is a thick hedge.</p>	6

2. a) *State the importance of carrying out a site appraisal prior to designing a garden.* 2

The better candidates showed an understanding of the importance of carrying out a site appraisal in relation to the aesthetic and functional potential of the site.

- b) *Name **FOUR** factors that need to be recorded when carrying out the site appraisal.* 4

The majority of candidates were able to state what items should be included in a site appraisal e.g. views to and from the site, soil pH, existing/established planting, position of services etc. and enabled them to gain full marks.

- c) *State **FOUR** existing garden features that would need to be identified when carrying out a garden survey.* 4

Candidates gave a range of responses including existing path, specimen tree, boundary fence or wall which were all acceptable.

3. a) *State **TWO** garden planning principles which contribute to the production of a good garden design.* 4

Most candidates were able to state two garden planning principles with scale and proportion which gardens must exhibit to contribute to balance and unity between all the elements of the design being the most popular. Aspects of the design process were not required.

- b) *Describe the planning principles listed in a).* 6

The candidates who were most successful in this part of the question provided simple examples to illustrate their answers. Scale was correctly described as the judgement of features of the design in relation to the whole of the site e.g. lawns, decks etc. not being too large or too small for the site. Unity was described as the overall harmony of the garden e.g. the unity between building material used for the house and those used in the garden.

4. a) Describe **THREE** differences between formal and informal garden designs. 6

Most candidates were able to provide three differences between formal and informal garden designs but the better candidates provided descriptions instead of comparisons which were not acceptable. A good example described formal gardens as symmetrical whereas informal gardens are not symmetrical but may be asymmetrically balanced.

- b) Compare **TWO** characteristics of the following garden styles by completing the table below: 4

		Garden styles	
Characteristics		Cottage	Landscape
	1		
	2		

Those candidates who gave specific characteristics of both cottage and landscape garden styles gained maximum marks; e.g. a cottage garden is usually enclosed with visible walls/fences whereas boundaries/fences are hidden in a landscape style garden by a ha ha, woodland or hills.

5. a) List **FOUR** vertical structures that can be used as hard landscaping features within a garden. 4

Most candidates were awarded high marks for correctly identifying vertical garden structures e.g. pergolas, statues, furniture, fencing etc.

- b) Describe the use of **TWO** of the vertical structures listed in a). 4

Descriptions were good and varied providing practical and design related uses e.g. a pergola creates a tunnel framing for paths, provides a sense of place, or makes an area more intimate.

- c) State **ONE** natural and **ONE** man-made material used in the manufacture of **EACH** of the vertical structures listed in a). 2

A range of materials were provided including timber (oak) or stainless steel for pergolas and natural stone (York) or concrete blocks for walls.

6. a) Name **ONE** evergreen and **ONE** deciduous plant species suitable for planting as a formal hedge. 2

The majority of candidates were able to name suitable species of deciduous and evergreen plants that can be used as formal hedging and included; *Fagus sylvatica*, *Carpinus betulus*, *Taxus baccata* and *Prunus laurocerasus*. Full plant names were required for maximum marks as stated on the rubric of the examination paper.

- b) Describe the decorative merits of **EACH** of the hedging plants named in a). 4

High marks were gained by those candidates who provided good descriptions of the decorative merits of the hedging plants named and included details of the foliage type and texture, flowers and fruit.

- c) Describe the site and soil requirements necessary to grow the **TWO** hedging plants named in a) successfully. 4

Details of the site, preparation and amelioration of the soil including consistency of fertility of the whole length of the site was required for candidates to gain full marks.

7. Describe how the selection and use of soft landscaping features/elements is important to ensure that a garden design is cohesive. 10

Candidates demonstrated an understanding of how the selection and use of soft landscaping features are important to ensure that a garden design is cohesive by the use of simple examples such as the link in colour between planting and specific hard landscaping materials. Those candidates who gained high marks included a number of examples to illustrate their answer e.g. the use of colour themes, balanced distribution of space and mass i.e. lawns, trees and shrub groups throughout the garden.

8. a) Describe how environmentally sustainable practices can be used during the construction of a garden. 6

The majority of candidates were able to give a number of sustainable practices that can be used during the construction of a garden and included; products made from renewable timber supplies like willow or hazel hurdles for screening and the use of lime mortar to build brick walls rather than cement which uses a lot of energy in its production. Those candidates who provided good descriptions gained high marks.

- b) Identify **TWO** hazards associated with the use of **EACH** of the following in a garden:

- i) water; 2
ii) electricity. 2

Correct examples of hazards associated with using water e.g. the

possibility of children or pets drowning and sprinkler systems making paths slippery which could cause someone to fall were provided by candidates. Hazards associated with electricity were given e.g. the possibility of electric shock if a cable is cut through while digging or using a hedge trimmer near a pond where it could be dropped and retrieved by mistake. Details of the safety procedures needed to control the hazards were not required.

9. a) Describe **FOUR** garden situations where bulbs, corms or tuberous plants could be used effectively. 4

Most candidates were able to describe suitable garden situations for bulbs, corms and tuberous plants. These situations included woodland gardens where early flowering bulbs could be planted amongst perennials and bulbs naturalised in grass amongst trees.

- b) For **TWO** of the situations listed in a), name and describe **ONE** suitable plant under **EACH** of the following headings:

- i) decorative merits; 3
ii) site requirements. 3

Candidates who gained the highest marks were those who correctly matched specific plants to appropriate garden situations and site requirements. Plant descriptions included details of foliage type and texture, flowers etc. Container compost, type or composition was a valid site requirement for patio plants equivalent to soil preparation for border grown plants.

10. a) Describe the ornamental merits of rock gardens using **EACH** of the following headings:

- i) hard landscaping materials used; 3
ii) positioning in the garden. 3

Candidates who gave detailed descriptions of the merits of rock gardens included detail on the importance of the strata lines of the rock, using natural stone from the surrounding area and ensuring that the rocks look as though they are a natural occurrence.

Providing the illusion of a natural outcrop and how a natural slope would benefit this was included in descriptions of the position of a rock garden in a garden.

- b) Name and describe **TWO** suitable plants for a rock garden. 4

Descriptions of correctly named plants giving details of their height and spread, foliage type/texture, time of flowering, flower colour etc. enabled candidates to gain full marks.

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May 2011