



Sharing the best in Gardening

R2111
UNDERSTANDING GARDEN FEATURES, PLANT SELECTION
AND PLANNING

Level 2

Tuesday 26 June 2012

09:30 – 10:30

Written Examination

Candidate Name:

Candidate Number:

Centre Name/Number:

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 F/601/0251

Please turn over/.....

ANSWER ALL QUESTIONS

MARKS

Q1 a) State what is meant by:

- i) site appraisal;
- ii) garden survey.

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b) State **THREE** features of the site which need to be recorded for each of the terms defined in a) by completing the table below.

6

	Site appraisal	Garden survey
1		
2		
3		

Total Mark

Please see over/.....

Q2 a) State **TWO** distinct garden planning principles.

2

b) Describe **TWO** examples showing how **EACH** of the garden planning principles in a) can contribute to a successful garden design.

8

Total Mark

Please turn over/.....

Q4 Complete the table below for **TWO** distinct plants suitable for hedging.

	Plant species	Decorative merits	Site requirements
Deciduous			
Evergreen			

5

5

Total Mark

Please turn over/.....

5

[illegible]

5

This image shows a full page of white paper with horizontal dotted lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Please see over/.....

Q6 a) Describe **TWO** materials suitable for a garden wall.

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b) State **TWO** ways in which garden furniture can contribute to a cohesive garden design.

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Total Mark

Please turn over/.....

Q7 a) Name **FIVE** trees suitable for planting in a domestic garden.

5

b) State a distinct situation and decorative merit for **EACH** tree named in a).

5

Total Mark

Please see over/.....

4

6

Please turn over/.....

Q9 a) Describe **TWO** hazards associated with each of the following:

- i) ornamental plants;
- ii) a **NAMED** material.

4

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b) State **ONE** distinct risk for **EACH** of the hazards described in a).

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c) State how **EACH** risk stated in b) can be minimised at the design stage.

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Total Mark

Please see over/.....

Q10 a) Name **THREE** 'half- hardy' plants suitable for summer bedding.

3

b) Describe the decorative merits of the plants named in a).

3

[illegible]

c) Name **FOUR** distinct plants suitable for growing in a hanging basket or container for either winter /spring display.

4

[illegible]

Total Mark

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



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Level 2

Tuesday 26 June 2012

Candidates Registered	1022	Pass with Commendation	307 (37%)
Candidates Entered	827	Pass	315 (38%)
Absent/Withdrawn/Deferred	195	Fail	205 (25%)
Total Candidates Passed	622 (75%)		

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

Q1 a) State what is meant by:

- | | | |
|-----|-----------------|----------|
| i) | site appraisal; | 2 |
| ii) | garden survey. | 2 |

b) State **THREE** features of the site which need to be recorded for each of the terms defined in a) by completing the table below. **6**

	<i>Site appraisal</i>	<i>Garden survey</i>
1		
2		
3		

a) Candidates who clearly stated the meanings of site appraisal and garden survey demonstrating a clear delineation between the two aspects of site assessment gained full marks.

- i) A site appraisal records existing physical, aesthetic and environmental factors on the site which are relevant to the garden design and development process.

- ii) A garden survey records the actual position of site features, e.g. linear measurements and levels.
- b) The best candidates provided succinct answers regarding site appraisal which included details on; a general overview of the site with its topography, aspect (including views), exposure, microclimate, full details of soil type and condition, boundaries, walls and their condition.

Full marks were awarded to candidates who stated that accurate linear and level measurements are required to precisely locate boundaries, buildings, trees, routes of over ground and under-ground services when carrying out a garden survey.

- | | | |
|-----------|---|----------|
| Q2 | a) <i>State TWO distinct garden planning principles.</i> | 2 |
| | b) <i>Describe TWO examples showing how EACH of the garden planning principles in a) can contribute to a successful garden design.</i> | 8 |
| | a) Candidates who provided clear statements of recognised principles e.g. balance, harmony, rhythm, scale and proportion gained full marks. | |
| | b) The best candidates described how garden planning principles can contribute to a successful garden design. A good example is scale where it is important to ensure that the features in a garden e.g. lawns, decks, patios and borders etc. are in proportion to each other and the garden overall. | |
| Q3 | a) <i>State TWO differences between formal and informal garden designs.</i> | 4 |
| | b) <i>Describe the main characteristics of a landscape garden.</i> | 6 |
| | a) Candidates who stated that formal gardens are often symmetrical, are not just straight line designs (but can contain curves), contain few plant species and have neatly cut lawns and hedges whereas informal gardens are often asymmetrically balanced, contain a wide range of different plant species, have more curved and flowing lines and allow plants more freedom to attain their natural form were awarded full marks. | |
| | b) Full marks were awarded to those candidates who described a landscape garden as one with extensive views of parkland with the use of ha ha's to enhance unobtrusive views, as well as including designed blocks of woodland, serpentine lakes, palladium bridges and gothic follies. | |

A number of candidates only named specific landscape gardens which could not be awarded any marks.

Q4

Complete the table below for **TWO** distinct plants suitable for hedging.

	Plant species	Decorative merits	Site requirements
Deciduous			
Evergreen			

5

5

The best candidates provided the full botanical name for suitable hedging plants e.g. *Fagus sylvatica* and *Taxus baccata* and their decorative merits including details of leaf shape and colour, form and flowering time, autumn colour of foliage and autumn fruits. Site requirements which referred to soil preference and positioning enabled candidates to gain full marks.

Q5

a) Name **FIVE** distinct bulb, corm or tuberous plants to provide a succession of interest throughout the year.

5

b) State the decorative merits and season of interest for **EACH** of the plants named in a).

5

a) Full marks were awarded to candidates who named five bulbs, corms or tuberous plants which provide succession throughout the year e.g. *Galanthus nivalis*, *Narcissus* 'Tête-à-tête', *Tulipa* 'Apeldoorn', *Dahlia* 'Bishop of Llandaff' and *Cyclamen hederifolium*.

b) Candidates who clearly provided details of the decorative merits of the plants e.g. *Narcissus* 'Tête-à-tête' having yellow trumpet flowers 15cm tall with strap-like leaves gained full marks.

Q6

a) Describe **TWO** materials suitable for a garden wall.

6

b) State **TWO** ways in which garden furniture can contribute to a cohesive garden design.

4

- a) Candidates described a range of materials including their uses, benefits and limitations and were awarded full marks. Examples included; natural stone e.g. Purbeck, Cotswold or quarried limestone, dressed flint, clay, reclaimed bricks and concrete blocks.

Candidates who described dry stone walls could not be awarded any marks as these are features and not materials.

- b) Candidates who included the shape, style, theme and colour of the garden feature e.g. a Lutyens bench or a circular tree seat to act as a focal point to provide emphasis to an area gained full marks.

Q7 a) Name **FIVE** trees suitable for planting in a domestic garden. **5**

- b) State a distinct situation and decorative merit for **EACH** tree named in a). **5**

- a) Candidates who provided the full botanical name for suitable trees e.g. *Acacia dealbata*, *Betula pendula*, *Acer griseum*, *Malus* 'Lemoinei', *Magnolia x loebneri* 'Leonard Messel' were awarded full marks for this section of the question.

- b) The best candidates included the shape of the tree, the shape, size and colour of the leaf in autumn (as appropriate) and the presence of flowers and fruit when outlining the decorative merits of each tree. Suitable situations provided included the use of trees as specimens, hedging/screening, and their use in a wild garden etc. and gained full marks.

Q8 a) Describe **TWO** distinct garden situations where herbaceous perennials can be used effectively. **4**

- b) Name **THREE** herbaceous perennials and state the decorative merits for **EACH**. **6**

- a) Candidates who were awarded full marks showed an understanding of both the situation where herbaceous perennials could be used effectively but also explained what the effect was; i.e. herbaceous perennials could be used in a mixed border to create interest, colour and texture.

- b) Candidates named a range of herbaceous perennials including; *Sedum spectabile*, *Rudbeckia fulgida* 'Goldsturm' and *Aster novi-belgii*. They also provided details of their decorative merits by describing leaf shape and colour, the time of flowering and their colour, scent etc. and gained full marks.

- Q9** a) Describe **TWO** hazards associated with each of the following: **4**
- i) ornamental plants;
 - ii) a **NAMED** material.

- b) State **ONE** distinct risk for **EACH** of the hazards described in a). **4**

- c) State how **EACH** risk stated in b) can be minimised at the design stage. **2**

- a) The majority of candidates were able to describe suitable hazards for ornamental plants e.g. toxic sap, thorns, spikes, hairs causing allergic reactions and poisonous seeds and wood, stone or glass for materials and gained full marks.
- b) Candidates who clearly understood that a risk is an identified specific danger which could arise from a hazard were able to provide specific risks. These included the possibility of sap from a *Euphorbia* sp. on a person's hands which when rubbed into the eyes can cause irritation and blistering of the skin.
- c) The best candidates were able to clearly state how each risk could be minimised e.g. exclude *Euphorbia* spp. from the design or plant them away from the edge of the path. Signs could also be displayed to warn gardeners and the public of the potential danger from the sap.

- Q10** a) Name **THREE** 'half- hardy' plants suitable for summer bedding. **3**

- b) Describe the decorative merits of the plants named in a). **3**

- c) Name **FOUR** distinct plants suitable for growing in a hanging basket or container for either winter /spring display. **4**

- a) Most candidates were able to name half-hardy plants e.g. *Petunia hybrida*, *Lobelia erinus*, *Ageratum houstonianum* 'Blue Mink' suitable for summer bedding and were awarded full marks.

Marks could not be awarded for hardy plants.

- b) Candidates who provided descriptions of the decorative merits of the named plants e.g. *Ageratum houstonianum* 'Blue Mink' forms a neat mound about 20-25cm tall, has clusters of mid blue powder puff type flowers and hairy leaves gained full marks.
- c) Suitable examples included *Viola wittrockiana* 'Universal', *Narcissus* 'Tête-à-tête', *Galanthus nivalis* and *Hedera helix* 'Glacier'.

Non hardy plants could not be awarded any marks.

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