R3112

UNDERSTANDING THE SELECTION & USE OF LANDSCAPING ELEMENTS
IN THE GARDEN

Level 3

Thursday 8 February 2018

11:25 – 12:50

Written Examination

Candidate Number: ........................................................................................................

Candidate Name: ........................................................................................................

Centre Number/Name: .................................................................................................

IMPORTANT – Please read carefully before commencing:

i) The duration of this paper is 85 minutes;

ii) ALL questions should be attempted;

iii) EACH question carries 10 marks;

iv) Write your answers legibly in the spaces provided. It is NOT necessary
    that all lined space is used in answering the questions;

v) Use METRIC measurements only;

vi) Use black or blue ink only. Pencil may be used for drawing purposes only;

vii) Where plant names are required, they should include genus, species and
    where appropriate, cultivar;

viii) Where a question requires a specific number of answers; only the first
    answers given that meet the question requirement will be accepted,
    regardless of the number of answers offered;

ix) Please note, when the word ‘distinct’ is used within a question, it means
    that the items have different characteristics or features.
Q1 A garden design is to include a path.

Describe how the combination of:

i) TWO NAMED hard landscape materials could be used to provide contrast;

ii) TWO NAMED hard landscape materials could be used to provide unity.

Please see over/.....
Q2 Describe **FIVE** ways in which a garden open to the public can be made more accessible to a visitor with limited mobility.

Please see over/.....
Q3 For **TWO NAMED** fencing materials chosen to meet sustainable design requirements, describe the benefits and the limitations of **EACH**.
Q4

a) Name **FOUR** distinct plants that, when selected together, would contribute to a balanced environment in a garden pond.

b) Describe **THREE** of the plants named in a).
Q5  

a) State what is meant by the term ‘hazard’.

b) Identify the hazards and associated potential risks to garden users. Completing the table below.

<table>
<thead>
<tr>
<th>Feature</th>
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<th>Potential Risk (1/2 mark for EACH)</th>
</tr>
</thead>
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<td>Garden lighting</td>
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Please turn over/.....
Describe how the following can be achieved in the design of grassed areas, using **ONE** distinct option for **EACH**:

i) aesthetic interest;
ii) recreation and relaxation.

Please see over!.....
Describe **FOUR NAMED** plants from different genera suitable for heavy clay soil, by completing the table below:

<table>
<thead>
<tr>
<th>Plant name</th>
<th>Form</th>
<th>Decorative merit 1</th>
<th>Decorative merit 2</th>
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<tbody>
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Please see over/.....
Q8 a) State **TWO** ways by which gravel can make a contribution to the design of the garden.

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R3112

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IN THE GARDEN

Level 3
Thursday 9 February 2018

<table>
<thead>
<tr>
<th>Candidates Registered</th>
<th>148</th>
<th>Total Candidates Passed</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates Entered</td>
<td>127</td>
<td>Passed with Commendation</td>
<td>69%</td>
</tr>
<tr>
<td>Candidates Absent/Withdrawn</td>
<td>20</td>
<td>Passed</td>
<td>26%</td>
</tr>
<tr>
<td>Candidates Deferred</td>
<td>1</td>
<td>Failed</td>
<td>5%</td>
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</tbody>
</table>

Senior Examiner's Comments

On the whole this paper was well answered with the majority of candidates attempting and completing all the questions. The following guidelines should be of help to future candidates.

1. Where named plant examples are asked for, full botanical names (genus and species) are required to achieve full marks. Common names will not be given a mark.

2. Use the command statements e.g. list or name (single words only), state (a few sentences), describe or explain (a fuller answer) together with the mark allocation, to judge the depth of the answer. Half marks are often allocated where the basic information given is correct but needs further qualification to gain the full mark.

3. Where a number of answers are specified in the question, the examiner will not select correct answers from a list e.g. if the question states ‘State’ TWO plant names’, only the first two names given will be marked.

4. Labels on diagrams should be correctly positioned to avoid ambiguity and diagrams should be clearly drawn and annotated. No marks will be awarded for artistic merit.

5. Candidates should use unambiguous plant examples as reference sources from, for example, the RHS Find a Plant Service available on the RHS Website.
ANSWER ALL QUESTIONS

Q1 A garden design is to include a path.

Describe how the combination of;

Q1 i) TWO NAMED hard landscape materials could be used to provide contrast; 5
ii) TWO NAMED hard landscape materials could be used to provide unity. 5

i) Most candidates answered this part well, picking two clearly contrasting materials and describing their arrangement in a path with a named contrast. For example, natural coloured Yorkstone paving and red bricks could be used to provide a colour contrast in a path, with the stone paving providing the material for laying the main path and the brick to provide the edging. Some candidates lost marks by not clearly explaining their materials’ arrangement in a path.

ii) Candidates generally performed less well in this section about unity of materials in the path with many linking a path material with surrounding hard landscaping or the house; the question specifically asks about a path and thus many lost marks. Those candidates that focused on path materials only and picked two unifying materials gained full marks, such as similar materials in different forms using the example of granite sets and granite chippings, with the sets as the path edging and chippings as the main path. However, several candidates picked contrasting materials (e.g. stone paving and bark chippings) and provided limited explanation as to their potential unity. A small number of candidates stated ‘slab’ for one of their materials and failed to gain marks for not offering more detail of the particular paver they were referring to.
Q2 Describe **FIVE** ways in which a garden open to the public can be made more accessible to a visitor with limited mobility.

This question was generally well answered with many candidates scoring full marks. All candidates showed a clear understanding of how to make a public garden more accessible to visitors of limited mobility. Answers included:

- Provision of suitable level, stable path surfaces such as resin bound aggregate or tarmac
- Suitable path widths with minimum 1.5m width
- Provision of seating at regular intervals
- Identification of accessible routes using maps and signage
- Handrails alongside steps with appropriate height
- Ramps for access to different levels; many candidates failed to cite details such as slope gradient no greater than 1:12

When a question asks for **FIVE** examples with 10 marks available, candidates should be aiming to make two points for each of their five examples, and not list 10 examples because only the first five will be marked.

Only the first **FIVE** points that met the question requirement were accepted but many candidates wrote more than five points down - marks couldn’t be awarded and candidates lost time which could have been spent on other questions. Some candidates didn’t discern clearly between accessibility generally and accessibility specifically for visitors with limited mobility and so lost marks for example ‘include parking for people visiting the garden,’ rather than detailing disabled access parking spaces near the entrance or facilities.
Q3  For **TWO NAMED** fencing materials chosen to meet sustainable design requirements, describe the benefits and the limitations of **EACH**.

Q3  Candidates had a good understanding of sustainability and related this well to their chosen fencing material, with many gaining full marks. Nearly every candidate mentioned FSC timber as one of their choices in their answer.

Some candidates focused solely on the benefits of the material and thus lost marks by not mentioning limitations.

Many candidates suggested coppiced hazel or willow hurdles. The benefits of these included sustainable production through coppicing, also hurdles have good permeability as a wind break, whilst limitations included unsuitability for a formal style of garden or where a uniform product is required for design, or if a solid screen is required. Most included FSC fence panels, and a few suggested metal fencing. A small number suggested building from stone or recycled bricks, which are materials used in constructing a wall not a fence. and so no marks were awarded.
Q4  a) Name **FOUR** distinct plants that, when selected together, would contribute to a balanced environment in a garden pond.

b) Describe **THREE** of the plants named in a).

Q4  a) Most candidates were able to name four plants suitable for a pond environment, and better candidates showed a clear understanding of the different role each plant has in the pond, i.e. oxygenator, floater, deep water aquatic. Marginal plants were also accepted, as were bog garden plants which survive in marginal conditions.

Many candidates lost marks for including more than two plants with the same role while excluding other categories; the resulting selection would not contribute to a balanced environment in the pond.

b) This part was well answered with many candidates scoring high marks on describing their selected plants. Stronger candidates related their descriptions to the plant’s role in the pond environment. An example would be *Ranunculus aquatilis*, a submerged oxygenator, with white and yellow flowers, mostly submerged thread like leaves, some toothed clover-like leaves on water surface.
Q5  

a) State what is meant by the term ‘hazard’.  

b) Identify the hazards and associated potential risks to garden users. Completing the table below.

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The majority of candidates understood that a hazard is a potential source of harm/adverse health effect on a person or persons.

Most candidates identified the hazards associated with the listed hard landscape features correctly and scored well. Several candidates included the risk in this column as well as the hazard.

Not so many candidates demonstrated a clear understanding of risk and failed to link the hazard to its impact on human wellbeing.

Most candidates were able to identify two hazards and risks for pergolas. These included the hazard of falling cross timbers if the pergola was not maintained, causing the risk of head injury, and the hazard of splinters from the timber with the potential to cause hand injuries. Many focused on the hazards caused by plants that climb up pergolas and gained half marks. Some candidates lost marks by mentioning associated potential hazards and risks e.g. damp paving surface underneath pergola causing slips, rather than focusing on the pergola structure itself.

Most candidates correctly identified hazards and risks associated with containers, though some lost marks by not providing enough detail, e.g. for a stated hazard of ‘weight’, rather than ‘heavy weight of container’.

There were more mixed marks for garden lighting with candidates often missing marks through lack of detail of hazard and risk, e.g. hazard: ‘wires’ risk ‘tripping’. Highest scoring candidates gave detailed answers. Almost every candidate suggested electrocution as a risk.
Describe how the following can be achieved in the design of grassed areas, using ONE distinct option for EACH:

i) aesthetic interest;
ii) recreation and relaxation.

General comment: The focus of this question should be on grassed areas and not vary too much to the wider garden context. The ONE distinct option for each section of the question should be named and all descriptive points relate to the ONE chosen option. Some candidates went on to describe another distinct option for each part and couldn't be awarded marks.

i) Most candidates answered this part of the question well, and described turf mazes, meadows or mowing patterns in the lawn. Many candidates focused some of their points on mazes for recreation in this section, rather than their aesthetic interest, and couldn't be awarded marks for those points.

Some candidates interpreted ‘grassed area’ as plantings of ornamental grass and gained some marks for relevant points relating to aesthetic interest.

ii) High scoring candidates identified a distinct function in their answer to this part question, however most failed to clearly name ‘utility lawn’ when detailing grassed areas of recreation. Most still picked up points for how the design of lawns can achieve recreation and relaxation. Some candidates spent time describing the maintenance of utility lawns and didn’t gain marks.

Many candidates described the design possibilities of a meadow for relaxation or turf maze for recreation and gained high marks.
Q7  a) Describe **FOUR NAMED** plants from different genera suitable for heavy clay soil, by completing the table below:

<table>
<thead>
<tr>
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This question was answered well with almost every candidate naming four plants that are suitable for a heavy clay soil. Candidates equally scored highly on describing decorative merits for the plants they listed. A suitable example would be *Kerria japonica* which has an upright/arching form with yellow flowers produced in mid spring and deciduous bright green foliage.

Almost universally, candidates didn’t describe plants’ form correctly, which is the overall shape of the plant such as rounded, upright. Many incorrectly interpreted ‘form’ as the type of plant, e.g. shrub, herbaceous perennial etc., or used terms such as ‘bushy’, which doesn’t give specific reference to form.
Q8  a) State **TWO** ways by which gravel can make a contribution to the design of the garden.  

b) Recommend **TWO NAMED** plants suitable for a gravel garden, giving reasons for your choice.

This part was answered well with many candidates scoring full marks. Suitable answers included contributions made by gravel as a hard landscape material as well as its use as a planting/display medium for alpine and drought tolerant plants.

Again, candidates answered this part well with almost all suggesting suitable plants and giving a range of reasons to justify their selection including detailed descriptions; many scored full marks.

Stronger candidates made clear links between the conditions their chosen plants prefer and how those are provided by a gravel garden, rather than only descriptive points about the plant.

An example of a suitable plant for a gravel garden and its description would be:

*Sedum acre* 'Aureum', which is suitable for a gravel garden as it has succulent, drought resistant foliage, all year interest with evergreen, golden foliage, and yellow flowers which are attractive to bees.