



Including Examiner Comments

R3111

UNDERSTANDING GARDEN SURVEY TECHNIQUES & DESIGN PRINCIPLES

Level 3

Thursday 20 June 2024

09:00 – 10:25

Written Examination

Candidate Number:

Candidate Name:

Centre 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 can be used for drawing purposes only. Ensure that all diagrams are labelled accurately with the line touching the named object;
- 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.

ANSWER ALL QUESTIONS

MARKS

Q1 a) List **FOUR** types of utility areas that may be included within a domestic garden design.

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b) In order to create an effective design scheme for **TWO** of the utility areas listed in a),

- i) identify **TWO** pieces of information that would be required from a client
- ii) state **TWO** pieces of associated information that would be required from the site appraisal

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Q2

A site appraisal, and linear survey of the same site, are being carried out on the same day.

State **FIVE** distinct pieces of information that need to be recorded in relation to each of the following:

- i) a hard landscape surface
- ii) a mature tree (not protected by a Tree Preservation Order)

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Q4 a) Describe a method for recording offset measurements in a field book when carrying out a linear survey.

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b) Explain **TWO** reasons why right angles are used when taking offset measurements.

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Q5

Explain how **FOUR NAMED** garden design principles might be achieved in the English Landscape style under **EACH** of the following headings.

- i) explanation of principle
- ii) how this is achieved in English Landscape design style

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Q6

Describe how developments in **EACH** of the following have influenced the design of domestic gardens today:

- i) modern technology
- ii) access to foreign travel

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Q7 You have been asked to design a new garden for a client.

Explain how **EACH** of **FIVE** distinct pieces of information obtained from this client can help you assess the prospects of their effective maintenance of planting in the garden (in the longer term).

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Q8

Describe **FIVE** distinct ways in which colour can contribute to unity in garden design, giving **ONE** example for **EACH**.

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R3111 Examiners' Report, June 24.

General points:

Where a plant example is chosen, it is important to write the FULL botanic name and not just a partial name, following the correct naming protocols.

*Where named plant examples are required, **common names are not credited** at level 3. Spellings of scientific terms and botanic plant names need to be full and accurate - poor spellings may be penalised.*

*Where a number of answers are asked for e.g. **THREE** environmental conditions, only the first three in a list will be marked.*

Q. 1.

a) This question was answered well by several candidates. Areas for 'car parking', 'clothes drying', 'bin storage' and 'storage of tools etc.' are all suitable examples of utility areas. Some candidates cited crop production areas (e.g. glasshouses and vegetable plots) or recreational/living spaces (e.g. equipped play areas or places for outdoor dining etc.) as utility areas. These were not accepted by the examiners.

b) In identifying two pieces of information that would be required from a client and two pieces from the site appraisal, candidates needed to make simple statements identifying the information.

For a car parking area, client information could have been 'number of cars in the household' and 'any members of the household with mobility restrictions'. Site appraisal information could have been identified as 'suitable sight lines for safe vehicular access from the road to the preferred location' and 'adequate available space at the preferred location'. Candidates could also identify the information in the form of questions, e.g. 'How many cars do they have?'

For a clothes drying area, information required from the client could be 'what kind of structure is required, and how often would it be needed and for how long', site appraisal information would be 'appropriate space to avoid visual impact, and surfaces for fixing any structure required'. Candidates generally answered this part of the question very well, as long as they were referring to two suitable utility areas as selected from a).

Q.2

i) Five pieces of information that would need to be recorded in relation to a hard landscape surface when carrying out a linear survey and site appraisal, would include; 'exact location', 'exact size/shape', 'orientation/gradient', 'surface material' and 'physical condition'. Candidates gaining full marks would have developed their answers by adding how the information is recorded, e.g. 'on a scale plan' or by an example of the surface material, e.g. 'brick pavers'.

ii) Five pieces of information that would need to be recorded in relation to a mature tree (not under a TPO) when carrying out a linear survey and site appraisal, would include; 'exact location of base of trunk' 'spread of crown', 'species', 'condition of crown', 'presence of roots at the surface'. As with the hard landscape surface, further information could have been given for full marks, e.g. 'plotted on plan' or 'photograph of the crown'.

Q.3

Most candidates did understand the features of a French Renaissance Garden and answered the question well.

Features and characteristics of the French Renaissance garden style include parterres, bosquets, fountains, strong axial symmetry, extended vistas and strong cohesion with house. For full marks, a descriptive point was needed for each. Parterres could have been described with 'elaborate symmetrical layouts of planted beds and clipped hedges'. Bosquets are 'formal plantations of trees'. Axial symmetry could have been described with e.g. 'a water canal as a central axis' and extended vistas as 'stretching to the landscape beyond'. 'Terracing with balustrades' could have supported the characteristic of cohesion with the house. There are of course numerous other features including pavilions, grottoes, waterfalls, fountains and characteristics that could have been described and credited.

Q.4

a) This part of question was poorly understood by several candidates who were unfamiliar with the use of a field book.

In describing the conventional method for recording offsets in a field book, candidates gaining full marks would have first stated that 'the field book has two parallel lines (i.e. a column) down the centre of the page'. Then that candidate would have referred to 'naming the baseline' (to which the offsets were being measured) 'e.g. the line A-B' with 'A written at the bottom of the field page (in the column) and B at the top'. Then working from A at the bottom, the description would continue with 'offsets to the left are recorded on the left side and those to the right are recorded on the right side of the column'. It then would have been necessary to include that 'the length of each offset and the feature being plotted are recorded' and 'the measurement along the baseline is recorded in the column on the field book page'. Candidates who didn't describe this conventional method but instead described a method using a sketch, would still have gained some marks as long as they referred to the baseline, and the recording of the feature being plotted, the length of the offset and the distance along the baseline where it is met by the offset. However, these answers would not have achieved full marks because they didn't describe correct use of the field book.

b) Reasons why right angles are used when taking offset measurement include 'because it means the offsets can be plotted on paper easily and accurately' and 'because it gives the shortest distance between the feature and the baseline and hence the most accurate', or 'only one offset measurement needs to be made, as opposed to two in trilateration'.

c) Most candidates could name the three types of reading taken in the rise and fall method of level surveying which are 'backsight', 'intermediate sight' and 'foresight' but not define them. Correct descriptions of backsight and foresight would have referred to the positioning or moving of the levelling instrument. Backsight is the 'first reading after positioning the instrument' and foresight is 'the last reading before moving it'. Intermediate sight readings are those 'taken in between the backsight and the foresight'.

Q.5

Garden design principles that might be achieved in the English Landscape style include 'unity', 'asymmetry', 'use of focal point', 'scale and proportion' and 'balance'. In explaining how each these might be achieved in that style two further development points were necessary for full marks. For example, for unity these may have been 'unity with the surrounding landscape' and 'through use of a ha-ha to ensure an unobstructed view while keeping livestock outside'. For asymmetry the explanation may have included 'features are not arranged in mirror image' and 'they occur as they may do in a natural landscape'. In developing on the principle of focal point, a candidate may have explained that 'it is a dominant feature that draws the eye', 'e.g. a Palladian bridge over water'. Scale and proportion may have been explained by 'sizes of features in proportion with each other and in scale with the landscape as a whole' and 'the whole design on a grand scale with lakes and vistas'. Balance could have been described as 'equal visual weight each side of an axis' and further developed with 'asymmetrical balance of groups of trees around a vista'. It can be noted that each of these comprises one statement about the meaning of the principle and another about how the principle might be applied in the English Landscape style.

Many candidates found it difficult to relate the principles of garden design to the English Landscape style.

Q.6

a) This question was reasonably well answered by candidates. Some used mowers as an example which would not be considered as a modern technology development, but the use of battery powered remote controlled equipment is.

Candidates could have gained full marks by selecting three developments, for example 'solar power', 'modular growing systems' and 'internet platforms e.g. Pinterest'. For each selection it was necessary to add a description of how that technology had influenced the design of domestic gardens. For solar power this could have been 'used to power a moving sculpture'. For modular systems, 'used for green walls' would have been a suitable additional statement. Internet platforms could have been described as 'places where ideas are shared and people inspired to try out new things'.

Full marks could also be gained by candidates by more detailed description of fewer developments, or less detailed description of more than three developments.

b) For access to foreign travel, ways in which it might have had an influence on design of domestic gardens were required. These could include 'people being more aware of different aesthetic styles due to travel' and 'greater interest in exotic/tropical looking plants'. For the increased awareness of different styles, a further descriptive point might have been 'garden owners may want to create a Moorish style courtyard garden' and for greater interest in exotic plants, 'planting of hardy palms and citrus fruits' would have been a suitable descriptive example'.

Q.7

This question was reasonably well answered by candidates, although several gave examples of more general, non-specific questions which would not inform the capacity for future maintenance.

Five pieces of information obtained from a client that could help assess the prospects of their effective maintenance of planting in a garden could include:

'number of person hours available each year', 'skill levels of the people who will maintain the garden', 'the budget available for maintenance', 'how much they enjoy gardening' and 'whether they want to encourage wildlife into the garden'.

Explanations were required, so for full marks development was required on each piece of information. For number of person hours available, an additional statement could have asked 'is this enough to meet the maintenance requirement of the client brief?' As regards skill levels, 'the high skill requirement of pruning and training fruit trees' might have been a consideration. Budget might be a concern if e.g. 'seasonal bedding is being considered as part of the upkeep of the garden'. How much the clients enjoy gardening will be important in 'assessing whether or not they'll be motivated to look after the garden throughout the year'. If the clients want a wildlife garden, 'maintenance requirements may be lower due to the need for some less tidy areas'. It should be noted that each piece of information needed to be sufficiently distinct. The explanations given might have been important here. If a candidate answered 'whether the client has pets' and 'whether the client has children' as pieces of information and then explained each in terms of 'the damage that might be caused to the garden', then full marks would not have been given. If they explained 'that having children might mean less time to care for the garden' and 'that a young puppy might keep causing damage that needs repairing', then full marks would have been awarded because they are sufficiently distinct.

Q.8

Many candidates could not relate colour use with unity in garden design. The most common answer was relating the colour of the house to a feature in the garden. Some mention was made of complementary and harmonising colours. Colour use in scale and proportion was hardly mentioned by candidates.

Possible ways in which colour can contribute to unity in garden design are by the use of 'harmonising colours', 'different tones of the same hue', 'matching colours between different features', 'colour in applying the principle of rhythm' and 'colour in applying the principle of balance'. For full marks to be awarded for each use of colour stated, an example was required of how it could be achieved in a design. For harmonising colours an example could have been given of 'flower colours in the mauve/lilac/purple range'. For different tones of the same hue, 'lighter and darker greens of foliage in a shrub border' could have been described. For matching colours, a possible example would have been 'painting window frames and garden furniture the same colour'. For colour in applying rhythm, an example could have been given of 'blocks of colour of the same hue placed at equal intervals along an axis'. For 'colour in applying balance', description could have been given of 'the careful placement of hot colours to foreshorten distance or imply symmetry'.

Some candidates were not able to describe five distinct examples. This was particularly notable with 'matching colours between different features' where candidates described matching colours of both hard and soft landscape materials as well as colours in the house and garden and the environment outside. Full marks would not have been awarded where repetitions such as these occurred.